



REPUBLIC OF ZAMBIA

RURAL INCOME AND LIVELIHOODS SURVEY 2004
SECOND SUPPLEMENTAL SURVEY TO THE
1999/00 POST HARVEST SURVEY
(for small and medium scale holdings)

INTERVIEWERS INSTRUCTION MANUAL

CENTRAL STATISTICAL OFFICE
(AGRICULTURE AND ENVIRONMENT DEPARTMENT)

in conjunction with

MINISTRY OF AGRICULTURE AND CO-OPERATIVES
(POLICY AND PLANNING BRANCH)

commissioned by

FOOD SECURITY RESEARCH PROJECT

MAY 2004

1 INTRODUCTION

1.1 Background and Purpose

The Rural Incomes and Livelihood survey is the second Supplemental Survey to the 1999/2000 Post Harvest Survey conducted in August/September 2000. This survey is a third visit to the households who were interviewed during the Post Harvest Survey in 2000. The second visit was in 2001 during the first Supplemental Survey. The same respondents are going to be interviewed in 2004, in order to generate panel data.

The Food Security Research Project (FSRP) has identified specific survey data needs pertaining to rural households in support of its various research activities. The purpose of the second Supplemental Survey is to obtain information from the 1999/00 PHS respondent households which will provide panel data to the supplemental information already collected in 2001. This survey is aimed at studying options to improve crop production and marketing, and food consumption among small scale farmers. Information to be collected includes demographic data, off-farm income activities and earnings, land holdings, actual estimates of crop sales and purchases, fertilizer purchases, services offered by farmer organizations, farmer adoption of conservation farming practices, milk and egg production/sales, asset holdings and general perceptions.

The second Supplemental Survey to the 1999/2000 Post Harvest Survey asks the respondent to recall events for primarily 2002/2003 season.

1.2 Scope and Coverage

This Supplemental survey will cover the whole country and will be conducted in the same sample areas used in the first Supplemental Survey in 2001. The Survey will cover all the respondents who were interviewed during the 2001 Supplemental Survey. Those SEAs that were not included in the 99/00 PHS due to accessibility problems, **will not be included** in this supplemental survey.

1.3 Sample Design

A sample of 407 Standard Enumeration Areas (SEAs) was drawn using probability proportional to size sampling scheme. The measure of size of the SEAs is the number of households located within each SEA on the area sampling frame as per the 1990 Census of Population.

Following the 1990 Census of Population, Housing and Agriculture among whose objectives was the creation of a sampling frame for agricultural surveys, a Master Sample of agricultural SEAs was set up and this sample was used in collecting Census of Agriculture data during the period 1990/91 to 1991/92 and during the Post-Harvest Surveys of 1992/93 to 2001/02.

Drawing on the experiences from the Census of Agriculture and the three Post-Harvest Surveys that followed, it was realized that estimates for minor crops such as rice, sorghum,

cotton, and tobacco were far from being satisfactory. Because of this, it became necessary to revisit the area frame in order to address the situation.

In order to try and improve on the estimates for minor crops it was decided to create Crop Zones for these crops. In doing so a number of strata (Zones) were created in order to accommodate for precision and accuracy in the estimates for minor crops.

In each district, the allocated sample size was shared proportionately among the crop strata, i.e., the more SEAs a crop stratum had, the larger its share of the sample. This was done whilst ensuring that a minimum of two SEAs was selected from each stratum to facilitate computation of sampling error of the estimates.

Each sample SEA had its households listed and a sample of twenty (20) households: 10 from category `A' and 10 from category `B' was selected. These households were canvassed for the Post-Harvest Survey 1999/2000 and the first Supplemental Survey in 2001. The same households will be canvassed for the second Supplemental Survey in 2004. **If a household cannot be re-visited, it will not be replaced by another household. Supervisors, however, will verify cases of non-contact.**

1.4 Survey instrument

The Survey Instrument will include household-specific data from the first (2001) supplemental survey as reference for specific sections of the instrument. In order to find the exact same households, the instrument will also include the household heads' names and household identification numbers. The reference information sheets for each household are available. They clearly indicate the SEA code, household identification number, and other key variables. Once in the province, each interviewer will fill in the information from the sheets onto the survey instruments.

ORGANIZATION OF THE SURVEY

2.1 Structure

The Supplemental Survey field operations will be organized as follows:

Survey Manager

The major task is to coordinate all the survey activities by servicing the various provincial teams. The survey manager shall be the Deputy Director (Agriculture and Environment Division), assisted by the Principal Statistician.

Master Trainer

He/She shall be in charge of the recruitment process and the training program in the province and shall oversee the training process and field operations in the province. His/Her duties and responsibilities are outlined below.

Regional Statistician

He or she shall be the link between the CSO Headquarters and field staff. His or her duties and responsibilities are outlined below.

Supervisor

He/She shall be in charge of carrying out supervision of field work. His/Her duties and responsibilities are outlined below.

Interviewer (Enumerator)

He/She shall carry out the administering of the questionnaire with sampled households in selected Standard Enumeration Areas (SEA). His/Her duties and responsibilities are outlined below.

Data entry clerk

Shall be responsible for receiving and sorting questionnaires, data entry, data verification and cleaning.

FSRP Staff

The client shall work in conjunction with the Survey Manager, Master Trainers and Regional Statisticians to provide technical and logistical back-up during training and actual field operations.

2.2 Reporting System

In the operation of this survey, a clearly defined reporting system is very crucial. This means a bottom-up and top-down reporting system has to be adhered to strictly.

The following is the reporting system to be followed:

The interviewers shall report all the problems being encountered in the field to their supervisors quickly. The supervisors in turn shall offer solutions to their problems.

Where the supervisor has no solutions to the problems, he/she shall report to the master trainer who will liaise with the Regional Statistician for possible solutions.

The Master Trainer shall from time to time brief the Regional Statistician on the logistical aspects of the field operations in the respective districts.

The Master Trainer shall from time to time brief the Survey Manager on the technical aspects of the field operations in the respective districts.

The Regional Statistician shall from time to time brief the Survey manager on the field operations. The Regional Statisticians are expected to send progress reports to the Survey Manager office.

Information from the Survey Manager's office shall be sent to the Regional Statisticians for dissemination to the other field staff.

DUTIES AND PERFORMANCE OF ACTIVITIES

3.1 Survey Manager

The survey manager will be in-charge of the overall operations. His duties and responsibilities will be mainly administrative. He will be required to see to it that the field operations run smoothly. This entails attending to problems and making quick decisions.

Duties and responsibilities

- Oversee the survey operations in all the provinces and ensure that the survey program succeeds.
- Mobilize adequate transport for the survey operations in collaboration with the Regional Statisticians.
- Monitor the recruitment of both Supervisors and Interviewers by ensuring that proper procedures are followed.
- Ensure that all field staff have been trained and deployed in accordance with the survey program.

3.2. Regional Statistician

The Regional Statistician will be in charge of coordinating all the survey activities in the province in collaboration with the Survey Manager. He/She shall be the link between the Survey Manager and districts.

His/her role in the survey operations is crucial in that she/he is expected to ensure that the survey operations in the province are being carried out according to the program.

Duties and responsibilities

He/She will be the link between the field staff and the Survey Manager in the procurement and provision of accommodation, transport and general well being of Survey officials.

Their offices will be centers of coordination between the Survey Manager and field staff.

- Liaise with the Survey Manager in arranging for adequate transport for the survey operations and ensure that adequate fuel, oil, and lubricants are distributed to the districts on time.
- Facilitate deployment of Supervisors and Interviewers to their work areas after training

- Ensure that all the survey materials are distributed to the districts in adequate amounts and on time.
- Brief the Survey Manager on the progress of the survey operations on a regular basis and alert him about any field problems
- Provide logistical and administrative support to Master Trainers in the training of Supervisors and Interviewers and during the field operations

3.3 Master Trainer

The Master Trainer will help in the recruitment process, training program and field operations. Specifically, the master trainer will perform the following duties and have responsibilities:-

- Help to recruit Supervisors and Interviewers in the province
- Develop and implement a training program for the province
- Train Supervisors and Interviewers and oversee the training program
- Allocate Census Supervisory Areas (CSA) to Supervisors and Standard Enumeration Areas to Interviewers.
- Deploy Supervisors and Interviewers to their respective work areas in the province
- Work closely with the supervisors in all matters pertaining to the survey operations
- Ensure complete enumeration of sampled households in all SEAs
- Attend to technical and administrative problems
- Report on the progress of the Survey to the Regional Statistician from time to time
- Hold occasional briefs with the Regional Statistician and Supervisors
- Ensure that all questionnaires are properly edited, accounted for, batched and despatched to the Provincial CSO office
- Ensure that all other Survey materials such as manuals, pamphlets and questionnaires etc. are returned to the CSO provincial office.
- Perform, as the situation will demand, any such duties that will facilitate as far as possible the smooth execution of the survey activities.

3.4 Supervisor

Supervision of Interviewers is very important in the whole survey process. His/Her role is to act as the link between the Interviewers, who will be conducting the actual interviews in the field and the Survey organizers, through the Master Trainers. The supervisor will be required to:

- Lead and guide Interviewers, seeing to it that they are performing their work according to instructions.
- Ensure that interviewers go to the same households that were interviewed during the 99/00 PHS and 2001 Supplemental Survey, and verify cases of non-contact and dissolved/moved households.
- Check each completed questionnaire for completeness and consistency before submitting the questionnaires to the master trainer.
- Carry out the day-to-day supervision of enumeration work.
- Ensure that each person taking part in the survey under his supervision carries his full load of work and that all work is completed quickly and accurately as specified by this manual.
- Perform, as the situation will demand, any such duties that will facilitate as far as possible the smooth execution of the survey activities.
- Good performance will depend on how closely interviewers are supervised, correcting mistakes as they occur.

3.5 Interviewer (Enumerator)

Field interviewers are the eyes and ears of the data collection team. The interviewer serves as a link between those who analyze and use the data and the respondents who furnish the data. The information collected in any survey is only as good as the interviewers working on the survey. Quality depends on all interviewers following the same procedures. Only when the same techniques have been used for all interviews can the data be effectively analyzed and interventions confidently implemented.

(a) Ethics and Rules of Conduct of Interviewers

As an interviewer, it is your responsibility to **keep completely confidential** anything you learn and observe during an interview. Never disclose any facts about anyone you interview to someone else. Respondents should be told that the information they provide will be used in statistical form only and that their names will not be associated with their answers when the data are analyzed.

Things You Must Do

- You must introduce yourself on every visit and explain to the respondent the reason for your visit before starting the interview.
- You must read and intensively study your manual to become thoroughly familiar with its contents in order to do your work efficiently.
- You must ask the questions in exactly the same way to each respondent and in the same order in which they are presented in the questionnaire, since, if the interviews are to be comparable the question order needs to be standard from respondent to respondent.
- You must make every effort to write legibly, and keep the documents you are working on clean and free from damage.
- You must attend to all `call-backs' as early as possible, and must be punctual in keeping all appointments made.
- You are solely responsible for all documents issued to you in connection with the survey, and you must ensure that they are secure at all times. Remember that absolutely no one not employed by CSO/MACO/FSRP to work on this survey can be allowed to see the information you collect, nor must you discuss such information with anyone.

Things You Must Not Do

- You must not solicit or permit any unauthorized person to assist you with your work. No matter how intelligent they are, they will not have had the training you have nor the authority to participate in interviewing.
- You must not combine with the survey work any canvassing for personal gains, church, political party or any other organization.
- You must **NEVER** become involved in religious or political discussions while you are on the job.

(b) List of Basic Duties and Responsibilities

You, the interviewer, are the key to the success of the survey. You alone have a direct influence on the accuracy of the data collected. Since it is more practical and economical to concentrate on collecting accurate data than correcting inaccurate data after collection, you must make every effort to become familiar with this survey and follow its instructions carefully. It will be of utmost importance that you:

- Attend the training course and all other scheduled meetings.
- Study this manual very carefully and remember the main points which are explained here. Become fully familiar with the questionnaire.

- Complete all the data collection activities as required.
- Review each completed questionnaire for accuracy and completeness.
- Submit completed questionnaires to your Supervisor as promptly as possible.
- Enumerate all the households sampled in the SEA
- Ensure that all survey materials are looked after properly and returned to the supervisor after the survey exercise is over
- Perform any other functions which the supervisor may assign from time to time
- Keep all information received completely confidential.

At times you will find that the actual situation in the field will make your job somewhat difficult. For example, you may run out of pencils or your bicycle may break down temporarily. It is very important that you do not allow these obstacles to stand in your approach to this job. You should seek common-sense solutions to the kind of difficulties you are sure to encounter. If you are temporarily out of pencils, for example, borrow one from a friend; or if your bicycle breaks down, consider another form of transportation until you are able to have it repaired.

It will be up to you to find temporary solutions to the problems you face until a more permanent solution is found.

(c) Timeliness of the submission of questionnaires

Prompt submission of the questionnaires is absolutely crucial for timely processing. If submission of the forms is delayed, it will be impossible to process them on a timely basis. The value of the data for planning and decision making is directly related to its timeliness.

3.6 The role of Food Security Research Project staff

The Survey Manager, Regional Statistician and Master Trainers will work in conjunction with the FSRP staff. The performance of Master Trainers will be monitored and evaluated by FSRP staff as an input to the final evaluation at the end of the survey. During the survey operations, FSRP staff will oversee all technical and logistical matters including use of resources. FSRP staff will monitor progress and influence the actions taken by Master Trainers and Regional Statistician. Overall, FSRP staff will be in the field as a quality control link between field staff and the Survey Manager.

GENERAL INTERVIEWING PROCEDURES

4.1 Preparing for the interview

There are four important steps which must be taken before you visit the household.

Reviewing the Interviewer's Manual

This includes reviewing the general interviewing procedures, the specific field procedures and the question-by-question instructions.

Reviewing the Questions on the Survey Questionnaire

Before you begin interviewing, practice using the questionnaire to build up your confidence. A successful interview requires an interviewer who fully understands the survey questionnaire and can use it easily and correctly. Stumbling through the questionnaire (losing your place, shuffling papers, etc.) can disturb the person being interviewed.

Organizing Survey Materials

Be sure you know what survey materials you need and that you have them with you before going into the field to interview.

Appearance and Behavior

The first thing a respondent notices about the interviewer is his appearance. It is important to create a good impression by being polite, neat and courteous.

4.2 Establishing a good relationship

A comfortable relationship between the interviewer and the respondent is the foundation for good interviewing. The person's impression of you during your visit will largely determine the atmosphere during the interview. If you seem bored, uninterested or hostile, the respondent will probably act in a similar way.

Remember that persons tend to react favorably if they think the interviewer is someone with whom they will enjoy talking to. This means that you have to impress the respondent as being someone who is friendly and understanding. Through your behavior you can create an atmosphere in which the respondent can talk freely.

4.3 Using the survey questionnaire and asking the questions

The goal of the interview is to collect accurate information by using the questionnaire and following standard interviewing practices. To reach this goal, the interviewer needs to understand the survey questionnaire, including how to ask the questions, how to follow the instructions in the questionnaire and how to identify the various types of questions.

In asking the questions, observe the following rules:

Remaining Neutral

You must maintain a neutral attitude with the respondent. You must be careful that nothing in your words or manner implies criticism, surprise, approval, or disapproval of either the questions asked or the respondent's answers.

You can put respondents at ease with a relaxed approach and gain their confidence. The respondent's answers to the questions should be obtained with as little influence as possible by the interviewer. Another interviewer should be able to obtain the same answers as you.

The questions are all carefully worded to be neutral. They do not suggest that any answer is preferable to another. When a respondent gives an ambiguous answer, never assume what the respondent means by saying something like 'Oh, I see, I suppose you mean ..., is that right?' If you do this, very often the respondent will agree with your interpretation, even though it is not correct.

Asking Questions in the Order Presented

Never change the order of the questions in the questionnaire. The questions follow one another in a logical sequence; to change that sequence could alter the intention of the questionnaire. Asking a question out of sequence can affect the answers you receive later in the interview.

Asking Questions as Worded

Do not change the question. If the respondent does not seem to understand the question, simply repeat it. In order that the information from the questionnaire can be put together, each question must be asked in exactly the same way by each respondent.

In some unusual cases, the respondent may simply not be able to understand a question. If it is apparent that a respondent does not understand a question after you have repeated it using the original language, you can rephrase it in simpler or colloquial language. However, you must be careful not to alter the question when doing this.

Sometimes, respondents will ask you to define words in a question or explain some part of a question. When this occurs, consult the 'Specific Data Collection Procedures' in Chapter 5 of this manual. All the important words and terms are defined there. If a word is not defined, tell the respondent to answer using his or her own definition. Say, 'Whatever it means to you - just answer that way.'

Avoid Showing the Questions to the Respondent

Respondents can be influenced by knowing what questions are coming next or by seeing the answer categories which are not asked together with the questions.

4.4 Instructions in the questionnaire

In addition to the questions you must ask, the questionnaire contains instructions for you, the interviewer. The instructions are for you to use the questionnaire correctly and must be followed closely.

'Skip' Instructions

'Skip' instructions usually are written out. You must read the 'Skip' instructions with care, so that you do not skip questions which should have been asked. Likewise, it is important that you skip to the correct question when necessary. If you are careless, you may skip some questions incorrectly and miss some essential questions. When questions are not asked because of a 'Skip' instruction, leave the response boxes blank. The questionnaire has a good example of an important skip pattern.

EXAMPLE: Question 1.1:

INTERVIEWER:

Since April 2001 has there been anyone - child or adult member of the household - who died? <i>1=Yes 2=No -----> Go to SECTION 2</i>	HH01	
---	-------------	--

A 'No' response leads to Section 2 as indicated by the instruction to the right of the 'No' .

Question-specific Instructions

In addition there are 'question-specific' instructions for you in the questionnaire. These instructions usually alert you to a consistency check that has to be made at the time of the interview, or tell you how to record an answer. In all cases, these instructions are printed in italics.

4.5 Probing

(a) Probing and Why It Is Necessary

Probing is the technique of questioning by the interviewer to obtain a full, complete and relevant answer. An answer is probed whenever it is not meaningful or complete, that is when it does not adequately answer the question.

In everyday social conversation, people normally speak in vague and loose terms. Therefore, it is understandable that respondents may at first answer questions in a way which is not clear or specific. It is essential, however, to encourage respondents to express themselves more precisely and in very specific terms.

Respondents sometimes miss the point of a question. They will provide an answer of a kind but they do not answer the question. It is easy to be misled by a respondent who is talkative and gives a full and detailed response - a response, however, which is quite beside the point and irrelevant. In most cases, respondents give an irrelevant answer because they have missed an important word or phrase in the question.

Sometimes, respondents will think that they are answering a question when all they are doing is simply repeating an answer which was already given, or repeating parts of the answer. A respondent can talk a great deal and still be merely repeating the already given answer in different words.

Probing therefore, has two major functions:

- To motivate respondents to expand upon or clarify their answers;
- To make the respondent's answer precise so that irrelevant and unnecessary information can be eliminated.

Probing must be done without introducing bias or antagonizing the respondent. Respondents must never be made to feel that you are probing because their answer is incorrect or unacceptable.

(b) Understanding the Intention of the Questions

The kind of probe to use must be adapted to the particular respondent and the particular answer given. There are some general types of probes that are frequently useful but the most important point is to avoid getting into the habit of using the same probe. Instead, you must seek to understand what the intention of each question is, so that you will always know in what way a particular answer falls short of being satisfactory. The probe, then, should be devised to meeting this gap. This will require ingenuity, tact and persistence.

(c) Neutral Probing Methods

It is always very important to use neutral probes. By 'neutral', we mean that you must not imply to the respondent that you expect a particular answer or that you are dissatisfied with an answer.

The reason for probing is to motivate the respondent to answer more fully or more precisely without introducing bias. Bias is the distortion of responses caused by the interviewer favouring one answer to another.

EXAMPLE of a biased probe: Question S02

S02 How much of this crop did the household sell for cash and/or barter for goods or labor since April 2003?

ANSWER: 50 or 60 bags.

IMPROPER PROBE: Oh, you mean 60 bags?

(This improper probe is pushing the respondent to say 60 bags when it may be 50 bags!)

PROPER PROBE: Was it 50 or 60 bags?

Some respondents have difficulty putting their thoughts into words. Others may give unclear or incomplete answers; still others may be reluctant to reveal their attitudes. You must deal with such factors and use procedures which encourage and clarify responses. The following kinds of probes might help you obtain more accurate responses.

Repeat the Question

When the respondent does not seem to understand the question, when he misinterprets it, when he seems unable to make up his mind, or when he strays from the subject, the most useful technique is to repeat the question just as it was asked the first time.

An Expectant Pause

The simplest way to convey to a respondent that you know he has begun to answer the question, but that you feel he has more to say, is to be silent. A pause - often accompanied by an expectant look or a nod of the head - gives the respondent time to gather his thoughts.

Repeating the Respondent's Reply

Simply repeating what the respondent has said as soon as he has stopped is often an excellent probe.

Neutral Questions or Comments

Neutral questions or comments are frequently used to obtain unbiased, clearer and fuller responses. The following are examples of the most commonly used probes:

- Repeat question
- Anything else?
- Any other reason?
- How do you mean?
- Any other?
- Could you tell me more about your thinking on that?
- Would you tell me what you think?
- What do you mean?
- Why do you feel that way?
- Which would be closer to the way you feel?

These probes indicate that the interviewer is interested and they make a direct request for more information.

(d) Asking For Further Clarification

In probing, it will sometimes be useful to appear slightly puzzled by the respondent's answer and intimate with your probe that it might be you who failed to understand. For example, 'I am not quite sure I understand what you mean by that - could you please tell me a little more?' This technique can arouse the respondent's desire to co-operate with someone he thinks is trying to do a good job. It should not be overplayed however, otherwise the respondent will get the feeling that you do not know when a question is properly answered. Occasionally, a respondent will give an 'I don't know' answer. This can mean any number of things. For instance,

- The respondent does not understand the question and answers 'I don't know' to avoid saying he does not understand.
- The respondent is thinking the question over and says 'I don't know' in order to fill the silence and to give himself time to think.
- The respondent may be trying to evade the issue, or he may feel that the question is too personal and does not want to hurt the feelings of the interviewer by saying so in a direct manner.
- The respondent really may not know, or may not have an opinion or attitude on the subject.

Try to decide which of the above is the case. Do not immediately settle for a 'don't know' reply. If you sit quietly, but expectantly - the respondent will usually think of something to say. Silence and waiting are frequently your best probes for an 'I don't know' answer. You will also find that other useful probes are, 'well, what do you think?' or 'I just want your own ideas on that'. If you feel that the respondent has answered 'I don't know' because he was afraid of admitting ignorance, you should say that there are no right or wrong answers to the questions and that you just want the respondent's answer or opinion.

Likewise, if you think the respondent says 'I don't know' because a question is too personal, you should remind the respondent that the survey information is confidential.

Always probe at least once to obtain a response to a "don't know" before accepting it as the final answer, but be careful not to antagonize the respondent or force an answer if he says again 'I don't know'.

(e) When to Stop Probing

You should stop probing when you have a clear, relevant answer. However, if at any time the respondent becomes irritated or annoyed, stop probing that question. We do not want the respondent to refuse to complete the rest of the interview.

4.6 Controlling the Interview

While it is important to maintain a pleasant, courteous manner in order to obtain the respondent's co-operation, you must also be able to control the interview so that it may be completed in a timely and orderly fashion. For example, when answering questions, the respondent may offer a lengthy explanation of problems or complaints. In this situation, you must be able to bring the discussion to a close as soon as possible so that the interview may continue. Politely, tell the respondent that you understand what he is saying but that you would like to complete the interview. If necessary, you may try to postpone any outside discussion by saying 'Please, let's finish this interview first and we can talk about that later'.

In some cases, the respondent may start to provide information about some aspect of his farm which is covered at a later time during the interview. Again, you must control the interview by telling the respondent that you must ask other questions first and that he should wait until later to provide information on that particular aspect.

4.7 Recording the Answers

Asking the questions correctly and obtaining clear answers is only part of your job. Equally important is recording the answers given by the respondents.

(a) Legibility

It should be obvious to you that all the entries you make in the questionnaire must be legible. If your Supervisor cannot read an entry, the questionnaire will be returned to you for correction. When this happens, much time will be wasted. Since you must spend a great deal of time to go to a household and obtain the information in the first place, why not take care in recording information so that no one else will have difficulty in reading it later.

All responses which require written words should be clearly printed in block letters rather than script. All numbers should be clearly written so that one number is not confused with another. Remember that the numbers will be used in both hand and computer calculations. If they are not legible, mistakes will be made in hand calculations and in entering the numbers on diskettes for computer processing.

(b) Recording information in the proper place

There are basically two types of responses required in the questionnaire i.e., writing words and recording numbers

Writing words

In some cases, you are required to write in the questionnaire; this may be the name of the head of the household, the village/locality name, or comments concerning the problems encountered.

To avoid the difficulty of reading script, you should print all words in block letters.

Recording numbers

Special care must be taken when entering numerical responses because they will be used in calculations and some will be key-punched directly from the questionnaire for computer processing. Special care should be taken with some numbers such as a '1' and a '7', a '4' and a '7', or an '8' and a '9' which can be misinterpreted.

Recording Fractions

In most cases, only whole numbers (for example: 4, 6, 7, 15, 21, etc.) will be recorded since this is the kind of information usually required. Sometimes, however, the respondent might provide you with an answer in fractions. This is especially the case with area. For example, if the respondent tells you that he has $2\frac{1}{2}$ hectares of crop land which he cultivated during the 1999/00 agricultural season, make sure that when you record his answer, you convert it to decimal numbers. That is, change the fraction $\frac{1}{2}$ to 0.5 and record 2.5 hectares. Never record a fraction, always convert it.

The following are some commonly used fractions and their decimal equivalents rounded to the nearest tenth.

$$\frac{1}{4} = 0.25 \quad \frac{1}{2} = 0.50 \quad \frac{3}{4} = 0.75$$

$$\frac{1}{3} = 0.33 \quad \frac{2}{3} = 0.67$$

Recording dashes

If the quantity reported is "0", record "0" for the quantity and "&" for the unit.

4.8 Interviewer comments/calculations

The only kinds of entries which should be made in the spaces provided for answers are writing names or recording numbers. If any other notes or explanations are necessary or if you must do some arithmetic, use the spaces around the table or below the questions. Do not make any comments or calculations inside a space provided for an answer. If you require more space for

comments/ calculations, use any available space on the page with reference to the item number on which the comments/calculations are being made. The use of the spaces around the table for comments or calculations is very important.

If you have any problems of any kind in obtaining the information which is required, make a note explaining it in the open space available on that page.

An important phrase to remember is 'When in doubt, write it out'. If you cannot understand what a respondent means, write out his response in the open space. This will be of great use to your Supervisor and to office staff in trying to resolve any problems in the questionnaire. Any arithmetic should also be done in the open space. When making a comment in the open space, always indicate the question to which the comment relates. If there are several parts to the question such as 1.1, 1.2, etc., be sure to indicate the part also of the question referred to.

4.9 Ending the interview

It is important that you leave the respondent with the idea that you are grateful for his or her co-operation. After all the questions have been asked, thank the respondent and mention that his or her co-operation has been most helpful in providing the information for the survey. Also inform the respondent that you may possibly be returning to collect more information.

SPECIFIC DATA COLLECTION PROCEDURES

5.1 Informed consent form

The interviewer is expected from the onset to identify him/herself and explain the purpose of the visit. The informed consent statement is a legal requirement for Michigan State University, Food Security Cooperative Agreement Surveys in Africa. The interviewer is not expected to read this statement word for word. The interviewer is expected to explain the purpose of the visit, the confidential nature of the interview, and the expected time the interview will take. The purpose of the interview is to collect data which when processed will provide information which will assist policy makers plan and make better decisions. The interviewer should not make promises. Just stick to the purpose. The interviewer can mention that "we are merely the eyes and ears of government".

5.2 Pre-entry of 2001 supplemental survey data

These questionnaires are personalized for each household in the sense that the interviewers are going back to the same households which were interviewed for the first (2001) Supplemental Survey. Selected data from the first Supplemental Survey will be entered in blocked boxes beforehand to guide the interviewer on issues the current supplemental survey is following up. Pre-entry of these data will take place during training. Each supervisor is expected to make sure that this pre-entry is completed prior to commencing interviews. **For Table 1.1**, if during the course of the interview the respondent does not agree with the household member name entries on the questionnaire, cancel the old ones and write the correct name on top. **Do not erase any entries** and keep both new and old entries legible. Verify that the new entries are for the same reference period before making changes.

Identification information

Apart from items 7b, 7c and 8, items 1-10 will be pre-entered on each new questionnaire during enumerator training - prior to deployment. Please copy the relevant information from the sheet of paper that will be provided with the old (2001) supplemental survey instrument (to be distributed) onto the new (2004) questionnaire. The Supervisor will assist the interviewer in completing these entries.

Please note: No alterations should be made on the information contained in the 2001 supplemental survey questionnaire.

Copy the information from the sheet into the appropriate boxes on the 2004 survey instrument, as follows:

1. Province

Pre-enter, in the space provided, the name of the province in which you are conducting this survey, and enter the province code in the box provided.

2. District

Pre-enter, in the space provided, the name of the district in which you will be conducting this survey, and enter the district code in the boxes provided.

3. Census Supervisory Area (CSA)

Pre-enter, the number of the CSA in the boxes provided.

4. Standard Enumeration Area (SEA)

Pre-enter, the number of the SEA in the boxes provided. If the SEA is a single SEA, enter '0' in the first box and the SEA number in the second box. If the SEA is composite, then enter the first digit in the first box and the second digit in the second box.

5. Household Serial Number

Pre-enter the household serial number as shown on the data sheet in the boxes provided.

6. Village/Locality

Pre-enter the name of the village/locality in which the household is located. This is also indicated on the data sheet.

7a. Name of Household Head in 2001

Pre-enter the full name of the head of the household in 2001.

9. Category

Pre-enter, in the box provided, the category of the household.

10a. Name of the main Respondent in 2001

Pre-enter the name of the main respondent in the 2001 survey in the space provided.

Page 2 - Demographic Characteristics.

Pre-enter the name of each of the members of the household from the 2001 supplemental survey instrument on Page 2 of the 2004 instrument. The same MEM number should be associated with the same name.

During the actual interview ask the following:

7b. Is.....still the Household Head?

Ask the respondent if the household head listed in 7a is still the household head during the time of the interview. If the household head is the same, enter "1" and skip to question 10b. If the person is no longer head, enter "2". If the household head is dead or is no longer a member of the household or is still a member of household but no longer the head, the household may still be there. Write the reason why the old head is no longer head against the old name. Example would be "dead" or "moved" against the old name, depending on the circumstances obtaining at the time of the interview and then proceed to question 7c.

7c. Name of current Household Head

If 7b is "2", then ask the respondent for the name of the current household head and enter his/her name in the space provided.

8. Is the same household head listed in the 2001 Survey

Find out by referring to your list if the new Household Head was present in the 2001 survey and if the members listed are still members in the household. If the members listed on page 2, which were copied from the 2001 survey, are no longer in the household, then *end* the interview.

If at least one member from the previous list is still a member continue with the interview.

10b. Is this person, the same main respondent who participated in the April 2001 Survey?

Confirm whether the respondent was the same main respondent in April 2001. If not try to have the same main respondent present in the interview.

10c. Name of the Current main Respondent

Write the name of the current main respondent in the space provided.

11. Response Status

Record the response status for the questionnaire by using the following codes:-

1 - Complete Response: i.e., the interview was successfully completed.

2 - Refusal: i.e., the household refused to co-operate.

3 - Household moved out of SEA: i.e., the household established itself or settled outside the SEA and is not reachable. If the household moved to another location within the SEA we will still cover the household. If the household moved to another SEA but is reachable, you have to cover the household.

4 - Household dissolved: e.g., after divorce or death of the head of the household, the remaining members may be absorbed in other households (and in the case of a one member household, when this person dies, the household is no longer there).

*5 - Non-contact: i.e., for some reason, no responsible adult member was available during the period of the survey. The Supervisor is expected to investigate all non-contacts. The Supervisor has to ensure that the interviewer visits these non-contact households at least three times during the course of the survey. **Supervisors should confirm that the household indeed refused to co-operate, the household moved out of SEA, the household was dissolved and the household was not contacted before entering the codes "2", "3", "4" and "5" respectively. This is because we are not going to replace the households.***

Write the response status in the space provided and enter the appropriate code in the box provided.

12. Assignment Record

Write your name against '**NAME OF Interviewer**' your code against **ENCODE** and the date on which you completed the interview against '**DATE COMPLETED**'. Leave the spaces for '**SUPERVISOR**' and **SPCODE** blank. The Supervisor will complete this part.

Section 1: Demographics

This part of the questionnaire tries to obtain basic information and characteristics of household members.

Definitions

Household

A household consists of a group of persons related by blood, marriage, or adoption, including other persons, such as house-help or farm laborers, if any, who *normally* live together in one house or closely related premises and take their meals from the same kitchen. This group of persons look at one person who they regard as the head of the household. It may also consist of one member.

The household is our unit of enumeration and interviewers have to be clear about what constitutes a household. A household is not necessarily a family. Interviewers should have a look at the composition of the household and be satisfied that this group of persons live together and eat together from the same kitchen. Some respondents have pride in showing how large their families are and will include persons who do not live there as members of the household. Please be mindful of such situations.

In the case of polygamous households, what will qualify this family as a single household is whether there is common provision for food and other necessities. If this family makes common provision for food and share production resources e.g., land, equipment, labor, all the family members will be considered as belonging to one household. The responsibility of cooking for everyone is shared between the wives although the cooking may take place in different kitchens. Typically there is a duty roster to cook for the rest of the household members.

If each wife cooks and eats with her children separately, each wife and children constitute an individual household.

Household Member

A household member is:

- any individual who in the last 12 months has lived with the household for at least six months regardless of whether they have intentions to stay or not;
- an individual attending school away from home;
- newly born babies;
- individuals who are newly wedded-in;
- individuals who have stayed for less than six months but have come to stay with the household.

A non-household member is:

- an individual who may have left the household with no intention of rejoining the household;
- individuals who are married away.
- all other individuals who do not meet the criteria for household membership

Head of Household

The head of the household is a person who is considered to be the head by the members of the household. The husband, in a matrimonial household is usually taken as the head of the household. In his absence it is the wife or the eldest member of the household who assumes responsibility of head of household.

Adult

An individual member of a household is considered an adult if he or she is 12 years and above (born before 1992). Members below 12 years of age are considered children.

Chronic Illness

This is an illness which fails to respond to treatment and frequently recurs leading the victim to being bed-ridden and requiring nursing or special care for feeding and other needs for at least three months.

Section 1.1 Adults born in or before 1992 (12 years and above)

We start by gathering information about the members who were counted in April 2001.

Names

The names of all the adults born before 1989 were counted in April 2001. These names will be rewritten on the questionnaire during training. They should be entered in the same order with same **MEM** numbers assigned in the April 2001 survey.

If during the course of the interview if the respondent does not agree with a household member name entry on the questionnaire, cancel the old one and write the correct name on top. Do not erase any entries and keep both new and old entries legible. Verify that the new entries are for the same reference period before making changes. If the respondent does not agree with any of the names, verify that the correct household is being interviewed.

DA01: Ask (by referring to the name) if the individual member is a current member of the household. Enter "1" if the response is yes and go to DA03. Enter "2" if the response is no. Use the definition of a household to guide you and the respondent to answer this question. Do not ask the respondent if he/she is still a member.

DA02: Ask this question if DA01 = "No". Find out why this particular person is not a member of the household anymore. Enter the appropriate response code. Remember to include deceased members in Section 1.4 on "Previous Deaths Within the Household."

DA03: Ask (by referring to the name) how many months in the past twelve months each member has stayed outside the household. If the member comes and goes, estimate the total months the member has stayed outside the household. Record the response to the nearest month, e.g., 4. If the member stayed 12 months away from the household, ask DA04 - DA09 and then go to the next member.

If the member is deceased (DA02 = 4), skip questions DA04 - DA09 and ask DA10 and DA11 only.

DA04: Ask the year in which each member was born and record the response in four digits, e.g., 1986.

DA05: Complete the gender status of the household members. If you can observe the gender status, you should record the response without asking. If the interviewer is in doubt, ask for the gender status. Enter "1" if the response is male and "2" if the response is female.

DA06: Ask about the member's relationship to the household head. Enter the appropriate response code. The codes for possible answers are listed at the bottom of the table. There may be need to probe further to ascertain the exact relationship, e.g., to differentiate between step son/daughter and own son/daughter.

DA07: Ask about the current marital status of each adult household member. For those household members who are married, establish whether they are married monogamously or polygamously. Enter the appropriate response code.

DA08: Ask whether each member is still attending formal schooling.

DA09: Ask the highest level of education the member completed. For example, a member who is attending Grade 10 will have completed Grade 9. We are interested in knowing the course level that has been completed. We are not counting the number of years spent at school. Enter the appropriate response code.

DA10: Ask of each household member if they received any salary or wages or pensions in cash or in kind over the past 12 months. If the household member worked but did not receive any cash or wages in kind, the member is considered not having worked. Enter "1" if response is yes and "2" if response is no.

DA11: Ask of each member if they received any cash or goods from a business activity over the past 12 months. If you encounter a respondent who reports they jointly run a business with the spouse, probe and establish who runs the business. The owner of the business is the one who controls buying and selling and the overall earnings. Often the responsibility of running the business is given to one household member although other household members may have shares or other interests in the business activity. Enter "1" if response is yes and "2" if response is no.

DA12: Ask of each member if they have been chronically ill and unable to perform household duties for **the 3 months preceding** the survey date. Enter "1" if response is yes and "2" if response is no.

Above the Table 1.1, there are instructions to record the MEM number of the person who is the respondent for the household. Enter the appropriate MEM number of the person who is the respondent for the household into **HH00**.

Section 1.2 Additional Adults born in or before 1992 (12 years and above) not listed in 2001 supplemental survey

In this section we record information on any additional adults born in or before 1992 who are members but were not listed in 2001 or who are new members, or who were children in 2001.

Names

First, enter all the names of the additional adults born before 1992 but not listed in the 2001 survey. These people could be adults missed during the 2001 survey or new adults or children who are now considered adults.

AD01: Ask (by referring to the name) how many months in the past twelve months each member has stayed outside the household. If the member comes and goes, estimate the total months the member has stayed outside the household. Record the response to the nearest month, e.g., 4

AD02: Ask (by referring to the name) if each of the individual members was a member of the household in 2001. Enter "1" if the response is yes and go to AD04. Enter "2" if the response is no. Use the definition of a household to guide you and the respondent to answer this question.

AD03: Ask this question if AD02 = "2" -No. Find out why this particular person joined the household. Enter the appropriate response code.

AD04: Ask the year in which each member was born and record the response in four digits, e.g., 1986.

AD05: Complete the gender status of the household members. If you can observe the gender status, you should record the response without asking. If the interviewer is in doubt, ask for the gender status. Enter "1" if the response is male and "2" if the response is female.

AD06: Ask about the member's relationship to the household head. Enter the appropriate response code. The codes for possible answers are listed at the bottom of the table. There may be need to probe further to ascertain the exact relationship, e.g., to differentiate between step son/daughter and own son/daughter.

AD07: Ask about the current marital status of each adult household member and record the code corresponding to the response. For those household members who are married, establish whether they are married monogamously or polygamously. Enter the appropriate response code.

AD08: Ask whether each member is still attending formal schooling. Enter "1" if the response is yes and "2" if the response is no.

AD09: Ask the highest level of education the member completed. For example, a member who is attending Grade 10 will have completed Grade 9. We are interested in knowing the course

level that has been completed. We are not counting the number of years spent at school. Enter the appropriate response code.

AD10: Ask of each household member if they received any salary or wages or pensions in cash or in kind over the past 12 months. If the household member worked but did not receive any cash or wages in kind, the member is considered not having worked. Enter "1" if response is yes and "2" if response is no.

AD11: Ask of each member if they received any cash or goods from a business activity over the past 12 months. If you encounter a respondent who reports they jointly run a business with the spouse, probe and establish who runs the business. The owner of the business is the one who controls buying and selling and the overall earnings. Often the responsibility of running the business is given to one household member although other household members may have shares or other interests in the business activity. Enter "1" if response is yes and "2" if response is no.

AD12: Ask of each member if they have been chronically ill and unable to perform household duties for **the 3 months preceding** the survey date. Enter "1" if response is yes and "2" if response is no.

Section 1.3 Children in the Household born after 1992

We would like first to obtain specific demographic information of the children in the household who are below age 12.

Names

Find out the names of all the children under 12 years of age and write these names in the column "*NAME*". The recommended order of listing is to list the oldest child first. Please check that you get names of only those household members born after 1992. After listing all the children under 12 years you can begin asking **DC01**.

DC01: Ask about the child's relationship to the household head. Enter the appropriate response code. The codes for possible answers are listed at the bottom of the table. There may be need to probe further to ascertain the exact relationship, e.g., to differentiate between step son/daughter and own son/daughter. Shaded codes should not be used.

DC02: Ask the year in which each child was born and record the response in four digits, e.g., 1996.

DC03: Complete the gender status of the household members. If you can observe the gender status, you should record the response without asking. If the interviewer is in doubt, ask for the gender status. Enter "1" if the response is male and "2" if the response is female.

DC04: Ask whether each child is attending formal schooling. Enter "1" if the response is yes and "2" if the response is no.

DC05: Ask the highest level of education the child completed. For example, a child who is attending Grade 5 will have completed Grade 4. We are interested in knowing the course level that has been completed. We are not counting the number of years spent at school. Enter the appropriate response code. Please note that a child who has not completed grade 1 or has never attended school will be assigned the code "0"= none.

DC06: Ask if the biological mother of the child is still living. Enter "1" if the response is yes. Enter "2" if the response is no and go to **DC08**.

DC07: Ask if the biological mother of the child is a member of this household. Enter "1" if the response is yes and "2" if the response is no.

DC08: Ask if the biological father of the child is still living. Enter "1" if the response is yes. Enter "2" if the response is no and go to **DC09**.

DC09: Ask if the biological father of the child is a member of this household. Enter "1" if the response is yes and "2" if the response is no.

DC10: Ask if the child has been chronically ill for the **past 3 months preceding** the survey date. Enter "1" if the response is yes and "2" if the response is no.

Section 1.4: Previous deaths within the household

Please note that in this Section you ask about members who have died **since April 2001**. The identification numbers (*MEM*) and names of household members who passed away after the 2001 Supplemental Survey (DA02 = 4) should be transferred from Table 1.1 to table 1.4.

If a member came to the household after April 2001 and passed away before the survey date, that person will not appear in any of the tables above and will not have a MEM number. Be sure to record the person's name in the NAME field, but leave the MEM number blank. Ask all these questions for all household members (adult and children) who have passed away **since April 2001**.

If there is no member who died since April 2001, skip the rest of the questions and go to SECTION 2, otherwise ask the following questions starting from the most recent death.

This is a sensitive section and interviewers are advised against using crude phraseology which could disturb the atmosphere. You should empathize and look sorry as you complete this section.

1.4.1: Ask if there is any household member - child or adult - who passed away since April 2001. Record the response in **HH01**. Enter "1" if response is yes. Enter "2" if response is no into **HH01** and go to section 2. If there is an adult or child who died **since April 2001** (from previous tables), do not ask this question. Record the response "1" and continue with the rest of the questions.

MEM: If this person was mentioned in the demographics table for adults, please put his or her identification number (MEM).

Name: Record the name of the deceased and refer to it when asking questions that follow.

PD01: Ask for the gender of the deceased and enter "1" if the deceased was male and "2" if the deceased was female.

PD02: Ask which year this member died. Please record the year and make sure that the year is either 2001 or later.

PD03: Ask which month this member died. Enter the appropriate response code.

PD04: Ask which year this household member was born. Record the year e.g., 1980.

PD05: Ask what the cause of death was. Enter the appropriate response code. Witchcraft is not a choice. If the response is witchcraft, probe and find out the form in which the witchcraft manifested itself. If another cause is given, record 21 and specify the reason. If the responses are 14 up to 19 go to **PD12**. Otherwise, proceed to **PD06**.

PD06: Ask only if the deceased was ill, i.e **PD05** is < 14 or =20 or =21. Find out if the disease and the symptoms the deceased had was chronic diarrhoea. Enter "1" if response is yes and "2" if response is no.

PD07: Ask only if the deceased was ill, i.e **PD05** is < 14 or =20 or =21. Find out if the disease and the symptoms the deceased had was fever for at least a week. Enter "1" if response is yes and "2" if response is no.

PD08: Ask only if the deceased was ill, i.e **PD05** is < 14 or =20 or =21. Find out if the disease and the symptoms the deceased had was substantial weight loss. Enter "1" if response is yes and "2" if response is no.

PD09: Ask only if the deceased was ill, i.e **PD05** is < 14 or =20 or =21. Find out if the disease and the symptoms the deceased had was skin rash. Enter "1" if response is yes and "2" if response is no.

PD10: Ask only if the deceased was ill, i.e **PD05** is < 14 or =20 or =21. Find out if the disease and the symptoms the deceased had was thrush, frothy mouth or mouth infection. Enter "1" if response is yes and "2" if response is no.

PD11: Ask only if the deceased was ill, i.e **PD05** is < 14 or =20 or =21. Find out if the disease and the symptoms the deceased had was a cough. Enter "1" if response is yes and "2" if response is no.

PD12: Ask whether the deceased was the household head at the time of his/her death. Enter "1" if response is yes and go to PD14. Enter "2" if response is no.

PD13: Ask what the relationship of the deceased was to the **head of the household at time of death**. Enter the appropriate response code. The codes for the possible answers are listed at the bottom of the table.

PD14: Ask what the relationship of the deceased was to the **current head of the household**. Enter the appropriate response code. The codes for the possible answers are listed at the bottom of the table.

PD15: Ask the highest level of education the deceased completed. For example, a member who was attending *Grade 10* will have completed *Grade 9*. We are interested in knowing the course level that was completed. We are not counting the number of years spent at school. Enter the appropriate response code.

Section 2: Off-farm income

Definitions

Off-Farm Income

Off-farm income is all cash or goods earned from working outside one's own farm, i.e., another farm or non-farm business. This is a broad category that includes all the individual components listed below. It covers wage labor, casual labor, formal employment and pension; off-farm business activities; and remittances. These data are collected in three separate sections within the Off-Farm Section. Selling one's own agricultural produce is not an Off-Farm Income earning activity.

Section 2.1: Wage Labor, Casual Labor, Formal Salaried Employment and Pensions

Depending on the type of economic livelihood a household and its members are engaged in, wages from off-farm work can be an important source of income. Section 2.1 estimates the total wage income that individual household members earned during the last 12 months. This income does not include cash or goods earned from operating a business, nor does it include remittances - each of these are obtained in subsequent sections. Any member from Table 1.1 where **DA10 = 1** and Table 1.2 where **AD10 = 1** should be listed in this table. The following types of income earning activities should be entered into this table:

Wage Labor

Work which entitles the member to be gainfully engaged for a specified period of time usually 1 - 3 months and to be paid weekly, fortnightly or monthly.

Casual Labor

Work whose contract entitles the employer to pay the household member a remuneration in cash or in-kind for completing a particular assignment.

Please note that wage labor and casual labor constitute informal wage labor activities.

Pensions

Income received from employment after retirement.

Formal Salaried Employment

A job for which the member is entitled to receive a salary regularly, e.g., every month usually in cash.

MEM & Name: We already know from the demographic Section 1.1 and Section 1.2 (column DA10 and AD10 respectively) which members received cash or goods from selling labor over the last 12 months. Copy the identification numbers (MEM) and names from Section 1.1 and Section 1.2 to the first two columns in Section 2.1. If there is no household member who received cash or goods from selling labor, go to Section 2.2.

WACT: Ask the respondent to tell you the most important salaried employment or informal wage activities or pensions received that this member was involved in at anytime between **April 2003 to March 2004**. If there are more than three activities, just be sure to collect the **three** most important ones. Enter the appropriate response code. The codes for WACT are listed on the code sheet.

W01: Ask where this activity took place. The respondent is going to identify locations by name. You should assign the name of the location between the codes listed. For example, if the interview takes place in Kabwe rural and the respondent mentions that he did some part time work in Lusaka, the appropriate code would be 5 = other district (urban). Enter the appropriate response code. The codes for W01 are listed at the bottom of the data table.

W02-W13: Find out the amount received for each activity for each month. Record the amount received. If nothing was received in a specific month, enter zero.

W14: If the household member received some wages in kind in the **past 12 months from April 2003 to March 2004**, record the approximate value of the wages in kind in Kwacha.

Section 2.2: Formal or Informal Business Activities

This section obtains information about all the business or self-employment activities that household members were involved in **during the last 12 months**. It will include activities like fishing and selling, charcoal burning and selling, buying and selling different products, running "Kantemba" or grocer's shop. **Do not include** income from wage labor, selling of own agricultural produce, or remittances.

MEM & Name: We already know from the demographic Section 1.1 and Section 1.2 (column DA11 and AD11 respectively) which members received cash from a formal or informal business activity over the last 12 months. Copy the identification numbers (MEM) and names from Section 1.1 and Section 1.2 to the first two columns in Section 2.2. If there is no household member who received cash or goods from formal or informal business activities, go to Section 2.3.

BACT: Ask the respondent to tell you the most important activities this member was involved in at anytime **between April 2003 to March 2004**. If there are more than three activities enter the codes for the three most important activities. The level of importance is based on the amount of income the activity generated. The codes are listed on the code sheet.

B01: Ask where the formal or informal business activity took place. The respondent is going to identify locations by name. You should assign the name of the location between the codes listed. For example, if the interview takes place in Kabwe rural and the respondent mentions that he did some business in Lusaka, the appropriate code would be 5 = other district (urban). Enter the appropriate response code. The codes for B01 are listed at the bottom of the data table.

B02-B13: Ask the respondent which months he/she **did not operate** this business activity. Mark the months of inactivity as "3". Follow up and identify the months when business was **low**. Mark the low business months as "2". Follow up and identify which months business was **high**. Mark the peak business months as "1". If earnings are constant for all months, probe further, otherwise consider them as high earnings.

In the following columns, we are interested in getting the margins between gross earnings and total expenses. If expenses are incurred once over a four month period, estimate the average operating expenses for a month. Be prepared to encounter losses where total earnings are less than expenses as not all business activities yield positive margins. Do not include capital expenditures e.g buying a tractor.

B14: Ask the respondent how much he/she earned in total in a typical month when earnings were high. Enter the total gross income in Kwacha.

B15: Ask the respondent how much his/her operating costs or expenses were in total in a typical month when earnings were high. Enter the total cost in Kwacha.

B16: Ask the respondent how much he/she earned in total in a typical month when earnings were low. Enter the total gross income in Kwacha.

B17: Ask the respondent how much his/her operating costs or expenses were in total in a typical month when earnings were low. Enter the total cost in Kwacha.

For example if Mr Nyasulu spends ZK 50,000 on his goods for his Kantemba and he sells the goods and realized ZK 60,000 this means that his gross income is ZK 60,000, his operating expenses are ZK 50000.

Section 2.3: Cash Remittances

We would like to capture the flow of cash from the household to non-household members or charitable organizations and to the household from non-household members or charitable organizations over the past 12 months.

Remittance

A remittance is a gift in cash or goods given or received by a household member.

2.3.1: Ask if any of the household members sent cash to any non household member or charitable organization. Record the response in **HH02**: Enter "1" if response is yes and enter "2" if response is no.

2.3.2: Ask if any of the household members received cash from any non household member or charitable organization. Record the response in **HH03**: Enter "1" if response is yes and enter "2" if response is no.

There is need for serious probing in this section. It is not easy to get a household to accept that they received help or a gift from a non household member. There might be a perception that it is not a good sign to be dependent on outside help.

If the answers to both 2.3.1 and 2.3.2 are "no", skip the remaining questions and go to Section 2.4.

If the household did not receive any cash remittances but sent out some cash, record the values of the remittances **to** non household members and if the household received any cash but did not send out some cash record the value of cash remittances **from** non household.

2.3.3: Value of cash remittances

Name: Record the name of the non household member or organization that received cash from a household member OR that sent cash to the household. Names that are listed in this column are only of non household members.

R01: Ask how the individual whose name is recorded is related to the household head. Enter the appropriate response code. The possible responses are coded and listed below the table.

R02: Ask where this non-household person resides and where this organization is found. The respondent is going to identify locations by name. You should assign the name of the location between the codes listed. For example, if the interview takes place in Kabwe rural and the responded mentions that he received cash from his son in South Africa, the appropriate response would be 6 = another country. Enter the appropriate response code.

We are interested in the cash sent to or from the household **in the last twelve months**. You have to ask the respondent to tell you the individual amounts of cash sent or received and list them in the open space. Sum these for all the cash received from or sent to this non household member **over the last twelve months**. You should not do all the maths while interviewing the respondent. The summing up of amounts in each list can be completed after the interview.

Cash sent to children attending school away from home are not considered remittances since these children are household members.

R03: Record the total amount of cash in Zambian Kwacha sent/given to each non household member.

R04: Record the total amount of cash in Zambian Kwacha received by the household from each non household member.

2.4 Gifts, Grants, Food Aid

This section is concerned with capturing information on non-cash items that the household received or sent between April 2003 and March 2004. This includes food aid and food for work which is considered food aid. In-kind payments or receipts should not be included in this section.

2.4.1: Ask the respondent if the household sent or gave any food commodities (including food aid and food for work) or any kind of gifts to non-household members, government or NGOs between April 2003 and March 2004. Enter "1" if the answer is yes and enter "2" if the answer is no into **HH04**.

2.4.2: Ask the respondent if the household received any food commodities (including food aid and food for work) or any kind of gifts to non-household members, government or NGOs between April 2003 and March 2004. Enter "1" if the answer is yes and enter "2" if the answer is no into **HH05**.

If the households response to 2.4.1 and 2.4.2 are both "no" i.e **HH04=2** and **HH05=2** then go to Section 3. If **HH04 = 1**, go to Table 2.4.1. If **HH05 = 1**, go to Table 2.4.2.

Caution

Be sure before you skip the section that 2.4.1. and 2.4.2 have a "no" response. If one of them has a "yes" you have to complete the relevant parts of section 2.4.

Order of Questioning

It is recommended that the questions are asked for the combination of commodity (**GNUM**) and recipient (**G01**). For example if the household gave maize to two different non-household relatives that entry will constitute one case and the other questions will be asked row-wise. If however maize was sent to non-household relatives and also to an NGO these will constitute two cases, one for maize to non-household relatives and one for maize to the NGO.

Commodities Sent/Given to non-household members, organizations

GNUM: Ask the respondent to mention the commodities (food and non food) that the household sent to non-household members between April 2003 and March 2004. Enter the appropriate code for the commodity from the code list provided at the bottom of the two tables. If the commodity is non food item ask **G01** and go to **G06**.

G01: For each commodity ask the respondent to whom the household sent the gifts to.

G02: Ask the respondent what quantity of the food item was sent.

G03: Record the unit of measure used for the quantity of food items in G02. Enter the appropriate unit code from code sheet.

G04: Ask the respondent how much the food item would fetch if they were to sell. Enter the value reported.

G05: Record the unit of measure used for the quantity of food items. Enter the appropriate unit code from code sheet.

G06: Ask this question only for non food items. Ask the respondent what would have been the total value of the item (s) sent.

Commodities Received from non-household members, organizations

Order of Questioning

It is recommended that the questions are asked for the combination of commodity (**RNUM**) and source (**CR01**). For example, if the household received maize from two different non-related individuals, that entry will constitute one case and the other questions will be asked row-wise. If however maize was given by non related individual and also by an NGO, these will constitute two cases, one for maize from a non related individual and one for maize from an NGO.

RNUM: Ask the respondent to mention the commodity (food and non food) that the household received from non related individuals between April 2003 and March 2004. Enter the appropriate code for the commodity from the code list provided at the bottom of the two tables. If the commodity is non food item ask CR01 and go to CR06.

CR01: For each commodity ask the respondent the source of gift received.

CR02: Ask the respondent what quantity of the food item was received.

CR03: Record the unit of measure used for the quantity of food item reported in CR02. Enter the appropriate unit code.

CR04: Ask the respondent how much the food item would fetch if they were to buy it. Enter the value reported.

CR05: Record the unit of measure used for the quantity of food item reported. Enter the appropriate unit code.

CR06: Ask this question only for non food items. Ask the respondent what would have been the total value of the item(s) received.

Section 3: Farmland and use

Section 3.1 Sketching Fields

This sketching is not to be done to scale. We are only interested in indicating where the fields are in relation to the homestead in the space provided. We would like to capture the situation as it was in **2002/2003**. Please ensure that you are capturing the situation as it was the previous season **NOT** now.

The following steps will guide you in putting up this sketch.

A. If the household indicates they grew some crops in **2002/2003**, sketch the fields first.

Step 1: Ask which crops the farmer grew in **2002/2003**. List these crops.

Step 2: Ask in how many fields he/she grew each crop.

Step 3: Ask the direction in which each of the fields indicated in Step 2 is in relation to the homestead.

Step 4: Sketch the fields in that direction and write the crop(s) grown in it.

Step 5: Assign a number to each field.

For fallowed or rented out fields, do the following:

Step 1: Ask the direction in which each of the fields is located in relation to the homestead.

Step 2: Sketch the field in that direction.

Step 3: Assign a number to each field in continuation from the crops grown.

B. Once all the fields have been identified and numbered establish what the area for each field was. Do not ask about the area before you have identified all the fields. The respondent may not be very keen to identify all the fields for you if he feels concerned about such an enumeration of his/her fields. Write the area of each field against each sketch. In some instances, the respondent may not be able to give the area. Use some alternative ways to get the area. For example, if the respondent presents an estimate of the size of the field in terms of 'number of lines', the enumerator should probe to get a feel of the length of each line/row and the number of such lines/rows. The enumerator can also attempt to get a feel of the distance between rows (inter-row spacing). Using all this information the enumerator can then estimate the area of the field. The details of the calculations can be accomplished after the interview. Also, the farmer could present the size of the field in terms of "number of steps", e.g. 40 steps by 80 steps. If this is the case, the enumerator can estimate roughly the length of the farmer's step in meters and multiply this by the number of steps to get the distance in meters. The enumerator can then use these estimated distances to compute the area in meter squared.

There are instances when crops are intercropped. When this happens, the apportionment of the area to each of the intercrops will be done as follows:

Calculating crop area in intercrops:

If a field was in crop mixture, the area of such a field should be apportioned to the constituent crops. For example, if a field was planted with maize and groundnuts in mixture, ask the respondent what part of the area would be under maize or groundnuts if these two

crops were to be planted separately within the same field. If the respondent reports that the area of the field is 4 lima and that maize occupies three-quarters of the field, then the apportionment of this area to the two constituent crops will be:-

Maize is $\frac{3}{4}$ of 4 lima

Groundnuts is $\frac{1}{4}$ of 4 lima

The area under maize is $\frac{3}{4} \times 4 \text{ lima} = 3 \text{ lima}$

The area under groundnuts is $\frac{1}{4} \times 4 \text{ lima} = 1 \text{ lima}$

Show all calculations for such fields against their sketches.

3.1.1 Ask this question if some of the fields in the sketch are indicated as being under fallow. If none are under fallow, skip this question and go to 3.1.2. Ask what the main reason was for not cultivating the fallowed fields in 2002/03. Pick the code that most closely matches the response and enter it in **HH06**.

3.1.2 Ask if the respondent's household can rent good crop land within the village or locality. Enter in **HH07 "1"** if the response is "yes". Enter in **HH07 "2"** if the response is no and go to question 3.2.

3.1.3 Ask how much anyone would be charged for renting good crop land in the respondent's village or locality for one season. Enter the figure in **HH08A** and the land area unit in **HH08B**. See and use the unit codes provided in the **Unit** box. For example, if the charge is K20,000 per acre, then **HH08A** = 20,000 and **HH08B** = 2. If the payment/charge is in kind, the enumerator should convert to Kwacha equivalent with the respondent's help. For example, the enumerator can ask how much the quantity of the commodity paid could be sold for in the local community and use this as the proxy for the rental value.

Section 3.2 Farm land and use

Table 3.2 asks field-level questions. We would like to know the cropping system used (monocrop or intercrop) and the tillage method used on each field. Knowledge of tillage method and timing of land preparation (before or during the rainy season) will help us to understand the extent of adoption of conservation tillage technologies. This information coupled with information on crop residue management and extent to which the household practices nitrogen-fixing crop rotations will help us make judgment on the extent of adoption of conservation agriculture.

We also would like to know if the households applied manure, inorganic fertilizer and/or lime to their field. Finally, we would like to establish how early households are able to complete the first weeding. The soil fertility programs and timing of completion of the first weeding after emergence are critical to achieving good yields.

Several questions allow for a response of "other (specify)". If this response is made, please write out briefly what the "other" is. This information will be entered by the data entry operator at the time of data entry.

Match the field numbers on the sketch (Section 3.1) with the hard-coded entries under the variable **FIELD** in Table 3.2 and transfer the "main crop or use" information on the sketch to **F01**. Include all fields, except 'monocropped cassava' fields. Monocropped cassava fields will be dealt with in a separate table.

Questions **F02 through F14** will be asked for each field only if the field was cropped, i.e. **only if F01 < 24**. It is advisable that you ask the following questions (**F02-F17**) for each field (row-wise) first before moving to another field.

F02: Find out if the field had a crop mixture/intercrop. Enter "1" if the response is yes and "2" if the response is no.

F03: Find out the main tillage method used in each field. Enter the appropriate response code.

F04: Find out the main type and source of power used in the field. Enter the appropriate response code.

F05: Find out when the tillage was done. Enter "1" if it was done in the dry season (before the rains) and "2" if during the rainy season.

F06: Ask this question for all crops other than sweet potatoes. Find out the number of weeks after planting the household finished the first weeding in that field.

F07: Find out the number of complete weedings that were done in that field and enter the response.

F08: Find out if the household applied animal manure in that field in 2002/03. Enter "1" if the response is yes and "2" if the response is no.

F09: Find out if the household applied plant manure in that field in 2002/03. Enter "1" if the response is yes and "2" if the response is no.

F10: Find out the quantity of lime applied in the field. Enter the response in kilograms (kg). If the household did not apply any lime, enter "0".

F11: Find out the type of basal dressing fertilizer applied. Enter the appropriate code. If the household did not apply any basal dressing fertilizer, enter "0" (i.e. **F11=0**). If the response is other (i.e. **F11=8**) specify. The question refers to macro-nutrients only - not micro-nutrients like solubar.

F12: Find out the quantity of basal dressing fertilizer applied in the field (referred to in F11). Enter the response in kilograms (kg). If the household did not apply any basal dressing fertilizer, enter "0".

F13: Find out the type of top dressing fertilizer applied. Enter the appropriate code. If the household did not apply any top dressing fertilizer, enter code "0" (i.e. **F13=0**). If the response is other (i.e. **F13=5**) specify.

F14: Find out the quantity of top dressing fertilizer applied in the field (referred to in **F13**). Enter the response in kilograms (kg). If the household did not apply any top dressing fertilizer, enter "0".

F15: Find out from the respondent the main crop or use the household put the field to in the 2001/2002 agricultural season. Enter the appropriate code. Enter '50' if the field was cultivated by the household for the first time in 2002/03 agricultural season.

F16: Find out from the respondent what the household did with the crop residues of the 2001/02 agricultural season. Enter the appropriate code.

F17: Find out from the respondent the main crop or use the household has put the field to in this (2003/2004) agricultural season. Enter the appropriate response code.

Section 3.3 Crop Management - CROP MIXTURE

Table 3.3 asks crop-level questions. We would like to know the crops planted to each of the fields; the area of the field; type, quantity and source of seed planted; timeliness of planting; and quantity of the crop harvested in the 2002/03 cropping season. This table is exclusively for **MIXED CROPPED** fields. That is, you are expected to list only those fields with **F02=1** (Table 3.2). Thus, more than one crop should be listed for each field, under variable **CROP** except where the crop is mixed with cassava. Three rows have been provided for this purpose.

It is advisable that you ask the following questions for each field-crop combination (row-wise) first before moving to the next field-crop combination.

CROP: Find out all intercrops in each of the fields. Enter the appropriate code of each of the intercrops under each field.

CM01: Transfer the area allocated to each field-crop combination from the sketch of the fields on page 10 to here.

CM02: Record the unit of measure used for the area reported in CM01. Enter the appropriate unit code (codes are listed in the CM02 column).

CM03: Find out the main seed variety the household planted. Enter the appropriate seed variety response code. The codes are listed on the code sheet.

CM04: Find out the main source of most of the seed. Enter the appropriate response code. If the response is other (specify).

CM05: Find out the main transaction used to get the seed referred to in CM04. Enter the appropriate response code.

CM06: Ask this question for all crops except tubers and tobacco. Find out the quantity of seed planted. Enter the quantity as reported.

CM07: Record the unit of measure used for the quantity reported in CM06. Enter the appropriate unit code.

CM08: Find out the month that the household finished planting the crop in the 2002/03 agricultural season. Enter the appropriate month code. The codes are listed on the code sheet.

CM09: Find out the week of the month (CM08) that the household finished planting the crop in the 2002/03 agricultural season. Enter the appropriate week code, e.g. "1" if first week, "2" if second week, etc.

CM10: Find out the quantity of the crop harvested from that field. Enter the response. If the household did not harvest anything, enter "0".

CM11: Record the unit of measure used for the quantity reported in CM10. Enter the appropriate unit code.

Section 3.4 Crop Management - MONOCROP

Table 3.4 asks crop-level questions. We would like to know the crops planted to each of the fields; the area of the field; type, quantity and source of seed planted; timeliness of planting; and quantity of the crop harvested in the 2002/03 cropping season. This table is exclusively for **MONOCROPPED** fields. That is, you are expected to list only those cropped fields with **F02=2** (Table 3.2).

FIELD, CROP: Copy from Table 3.2 the field and crop codes corresponding to each of the monocropped fields. Enter the appropriate field and crop codes.

CM01: Transfer the area allocated to each field-crop combination from the sketch of fields on page 10 to here.

CM02: Record the unit of measure used for the area reported in CM01. Enter the appropriate unit code (codes are listed in the CM02 column).

CM03: Find out the main seed variety the household used in the crop. Enter the appropriate seed variety response code.

CM04: Find out the source of most of the seed. Enter the appropriate response code. If the response is other (specify).

CM05: Find out the main transaction used to get the seed referred to in CM04. Enter the appropriate response code.

CM06: Ask this question for all crops except tubers and tobacco. Find out the quantity of seed planted. Enter the quantity as reported.

CM07: Record the unit of measure used for the quantity reported in CM06. Enter the appropriate unit code. The codes are listed on the code sheet.

CM08: Find out the month that the household finished planting the crop in the 2002/03 agricultural season. Enter the appropriate month code. The codes are listed on the code sheet.

CM09: Find out the week of the month (CM08) that the household finished planting the crop in the 2002/03 agricultural season. Enter the appropriate week code, e.g. "1" if first week, "2" if second week, etc.

CM10: Find out the quantity of the crop harvested from that field. Enter the response as reported. If the household did not harvest anything, enter "0".

CM11: Record the unit of measure used for the quantity reported in CM10. Enter the appropriate unit code.

Section 4: Crop Stocks and Sales

In this section we are interested in capturing the current stocks from previous harvest and selling transactions that the households engaged in for the 2003 harvest. We would like to learn how much of each crop the household sold for cash, the price received for the largest cash transaction and how much the household bartered for goods and services. These sales will not include reselling of crops the household purchased as these are captured in the business section.

Crop Concepts

The unit names used to record quantities do not necessarily reflect the weight for each crop. Rather, they reflect the volume which when filled with maize weighs the weight shown in the unit codes.

Mixed beans

Include all kinds of beans except soybeans and bambara nuts (ground beans). The quantities of production and sales should relate to dried seed.

Cassava

Cassava is brought to the market in several forms, i.e., tuber, chips, flour. For statistical reporting, only one form is adopted as the standard form. Accordingly, quantities of production and sales of cassava should relate to raw cassava in 90kg bags and decimal fractions of a bag.

When a respondent reports these quantities in the form of flour and/or chips, they should be converted to raw equivalents before recording. A conversion table is provided in **Appendix 1 & 2**.

Seed-cotton

Seed-cotton production and sales should be recorded in seed-cotton form in kilograms. Where the quantity is reported in bales/wool packs, it should be converted to kilograms before

recording. Find out how much a bale weighs and convert all the bales to kilograms.

Groundnuts

Groundnuts are brought to the market in shelled as well as unshelled form. When a respondent reports these quantities in unshelled form, record them as such. If the quantities are reported in shelled form, record the quantity as such as well. If the respondent reports quantities in both shelled and unshelled form, use the conversion table in **Appendix 3** to convert unshelled to shelled.

Maize

Maize production and sales should be recorded in dried grain form.

Rice

Rice production and sales should relate to paddy (i.e., rice in husk). Where quantities are reported in the form of milled or hand-polished rice (i.e., rice not in husk) record them as such. Whenever the respondent reports the quantity in paddy form, record the quantity as such.

Sorghum

Sorghum production and sales should be recorded in threshed grain form.

Millet

Millet production and sales should be recorded in threshed grain form.

Soybeans

Soybean production and sales should be recorded in dried seed form.

Sunflower

Sunflower production and sales quantities should be recorded in dried seed form.

Cowpeas

The quantities of production and sales should relate to dried seed form.

Velvet Beans

Velvet beans production and sales should be recorded in dried seed form.

Coffee

The quantities of production and sales should be recorded in dried seed form.

Irish potatoes

Irish potatoes production and sales quantities should be recorded in fresh tuber form.

Sweet Potatoes

The quantities of production and sales should be recorded in fresh tubers form.

Paprika

The quantities of production and sales should be recorded in dried pond form.

Bambara nuts (Ground beans)

The quantities of production and sales should be recorded in dried seed form.

Tobacco (Burley and Virginia)

production and sales should relate to cured tobacco in kilograms. When the respondent reports the quantity in bundles/bales/packs, this should be converted to kilograms before recording. Find out what the weight of each pack weighed and report the quantity in kilograms.

Fruits

include oranges, tangerines and mandarins, grapefruit and lemons, bananas, pineapples, mangoes, etc.

Vegetables

includes all leafy crops e.g., cabbage, rape, etc. Green maize, fresh groundnuts, fresh ground (round) beans will also be included under vegetables.

crop sale

This is the selling of field crops for cash or in exchange for goods and services including loans, labor etc.

Section 4.1: Ask all the questions for all crops harvested in the 2002/03 agricultural season, excluding cassava. Payments made with commodities in exchange for labor and other services are considered as sales. Include them in the sales estimate.

CROP: Enter the code for each of the crops the household harvested last (2002/03) agricultural season. You can obtain these from Tables 3.3 and 3.4

S01: Find out if the household has sold or bartered out for goods and/or labor and other services any of each of the crop listed in CROP. Enter "1" if the response is yes and "2" if the response is no.

S02: Ask this question only if S01=1. Find out the quantity of each crop that the household has sold (for cash or in exchange for other commodities and services) since April 2003. Enter the reported figure.

S03: Record the unit of measure used for the quantity reported in S02. Enter the appropriate response code.

S04: Find out the year (2003 or 2004) in which the household sold the largest quantity of the crop (either by cash or barter for goods and services) from the 2003 harvest. Enter the appropriate year.

S05: Find out the month of the year referred to in S04 in which the household sold the largest quantity of the crop (either by cash or barter for goods and services) from the 2003 harvest. Enter the appropriate month code.

S06: Find out the type of buyer the household transacted with during the largest sell referred to in S05. Enter the appropriate buyer type code. If the response is other (specify).

S07: Find out where the largest transaction occurred which is referred to in S04-S06. Enter the appropriate location-of-transaction code.

S08: Find out how far the location of the largest transaction (referred to in S07) is from the homestead. Record the response in kilometers (km). To help with distance conversions, remember that 1 mile • 1.6 kilometers. See also Appendix 5.

S09: Find out the price per unit for the largest **cash** transaction. Enter the value in Zambian kwacha.

S10: Record the unit of measure used for the price reported in S09.

S11: Find out if by the end of March 2004 the household still had this crop in stock from the **harvest of 2002/03 agricultural season**. Enter "1" if the response is yes. If the response is no, enter "2" and go to **S14**.

S12: If the household had some stocks of this crop from the **harvest of 2002/03 agricultural season** by the end of March 2004, find out what quantity the household had by the end of March. Record the quantity.

S13: Record the unit of measure used for the quantity reported in **S12**.

S14: Ask only for FOOD crops and if the household had run out of stocks by the end of March 2004 (S11=2). Find out the year (2003 or 2004) in which the household ran out of stocks from own production. Enter the appropriate year code.

S15: Find out the month in which the household ran out of stocks from own production. Enter the appropriate month code.

Section 4.2: Cassava Production and Marketing

In this section, we are interested in capturing cassava production and marketing for the 2002/2003 agricultural season. We would like to know the area allocated to cassava; cassava varieties grown; quantity of mature cassava, quantity of cassava harvested and could be harvested; cassava stocks and sales. These sales will not include reselling of cassava the household purchased as these are captured in the business section.

4.2.1 Ask the respondent to tell you about the household's cassava production and proceed to ask the following questions, in Table 4.2.

FIELD: Enter the field number from the sketch on page 10 (Section 3.1) for all fields that had cassava as one of the crops.

CS01: Find out the cassava variety planted in the field. Enter the appropriate variety code.

CS02: Find out the area planted to cassava in this field. Enter the figure in one unit. If cassava is intercropped with another crop, use the procedure described in Section 3.1 to estimate the size of the portion of the field allocated to cassava.

CS03: Record the unit measure for the area referred to in CS02.

CS04: Find out the year in which this cassava was planted. Enter the appropriate year.

CS05: Find out the month of the year reported in CS04 in which the cassava was planted. Enter the appropriate month code.

CS06: Find out if the cassava in this field is mature. Enter "1" if the response is yes. Enter "2" if the response is no and go to the next field/row.

CS07: Ask only if CS06=1. Find out the quantity of raw cassava that the household harvested between April 2003 and March 2004. Record the quantity in "50 kg bag" units.

CS08: Ask only if CS06=1. Find out the quantity of raw cassava that the household could harvest if it were to harvest everything from this field. Record the quantity to be harvested in "50 kg bag" units.

4.2.2 Find out if the household has sold or exchanged with other commodities any cassava since April 2003. Enter, in **HH09**, "1" if the response is yes. Enter "2" if the response is no and go to 4.2.11 (i.e. HH18).

4.2.3 Ask only if the response to 4.2.2 is yes (i.e. if HH09=1). Find out the quantity of cassava sold for cash or in kind. Enter the quantity in **HH10** in one unit.

4.2.4 Ask only if the response to 4.2.2 is yes. Record the unit of measure for the quantity referred to in 4.2.3 in **HH11**.

4.2.5 Ask only if the response to 4.2.2 is yes. Find out the month in which the household sold or bartered out the largest quantity of cassava. Enter the appropriate month code in **HH12**.

4.2.6 Ask only if the response to 4.2.2 is yes. Find out the type of buyer that the household sold (or bartered) the largest quantity of cassava to. Enter the appropriate buyer-type code in **HH13**.

4.2.7 Ask only if the response to 4.2.2 is yes. Find out where the largest cassava sale transaction referred to in 4.2.6 took place. Enter the appropriate location-of-transaction code in **HH14**.

4.2.8 Ask only if the response to 4.2.2 is yes. Find out how far the location of the largest transaction is from the homestead. Record the response in kilometers in **HH15**. Remember, 1 mile • 1.6 kilometers.

4.2.9 Ask only if the response to 4.2.2 is yes. Find out what the price per unit was for the largest **cash** transaction. Record the answer in Zambian Kwacha (ZMK) in **HH16**.

4.2.10 Ask only if the response to 4.2.2 is yes. Record the unit measure for the price referred to in **4.2.9** in **HH17**.

4.2.11 Find out if at the **end of March 2004** the household had in storage some dried cassava. Enter in **HH18** "1" if the response is yes. Enter "2" if the response is no and go to 4.2.14.

4.2.12 Ask only if the response to 4.2.11 is yes. Find out the quantity of dried cassava that the household had at the end of March 2004. Enter the response in **HH19**.

4.2.13 Ask only if the response to 4.2.11 is yes. Record the unit measure for the quantity referred to in **4.2.12** above in **HH20**.

4.2.14 Find out if the household ever ran out of mature cassava in the field (between April 2003 and March 2004). Enter in **HH21** "1" if the response is yes. Enter in **HH21** "2" if the response is no and go to Section 4.3.

4.2.15 Find out the month in which the household ran out of mature cassava in the field. Enter the appropriate month code in **HH22**.

Section 4.3: Vegetable and fruit sales

Find out the value of fruits and vegetables that the household sold from the household's own production in the last 12 months.

Vegetable/Fruit Name: Find out all the fruits and vegetables that the household produced and sold. Enter the name of fruit/vegetable here.

VFCODE: For each vegetable name listed in the **Vegetable/Fruit Name** column, enter the corresponding vegetable/fruit code.

VF01: Find out the number of months between April 2003 and March 2004 that the household sold this fruit/vegetable. Enter the number of months here.

VF02: Find out and calculate the average value of the sales per month. Enter the result here.

Section 5: Crop Purchases and Processing (for home consumption)

While some households are self-sufficient in the production of main food crops, others purchase food to satisfy their food requirements. We would like to know which households purchase main foods and the quantities purchased between April 2003 and March 2004. We would like to capture the total purchases only for home consumption. **Purchases for resale**

are captured in the business section. Working for food is not considered a purchase but earnings in kind.

We also would like to find out about the household's choice of and access to processing facilities.

Section 5.1. Crop Purchases (for home consumption)

P01: Find out if the household purchased any of these specified products between April 2003 and March 2004, either with cash or in kind. You can identify first what products the household purchased and then ask the product specific questions later. Enter "1" if the response is yes. If the response is no, enter "2" and go to the next product.

P02: Find out all the quantities purchased with cash and bartered-in **between April 2003 and December 2003**. Add these quantities and record the sum in one unit.

P03: Record the unit of measure for the quantity recorded in P02. The codes for the units of measure are provided at the bottom of the data table.

P04: Find out what the price per unit was during the last **cash purchase in the period between April 2003 and December 2003**. Record the price in Kwacha. If the purchase was only in exchange with goods, do not ask this question.

P05: Record the unit of measure for the price recorded in P04. The codes for the units of measure are provided at the bottom of the data table.

P06: Find out the most important type of supplier of the commodity during April 2003 through December 2003. Enter the code chosen from the list below the table.

P07: Find out the location where transactions with the most important supplier took place during April 2003 through December 2003. Enter the appropriate code from the list below the table.

P08: Find out all the quantities purchased with cash and bartered-in **between January 2004 and March 2004**. Add these quantities and record the sum in one unit.

P09: Record the unit of measure for the quantity recorded in P08. The codes for the units of measure are provided at the bottom of the data table.

P10: Find out what the price per unit was for the last **cash** transaction during the period January 2004 and March 2004. Record the price in Kwacha. If the purchase was only in exchange with goods, do not ask this question.

P11: Record the unit of measure for the price recorded in P10. The codes for the units of measure are provided at the bottom of the data table.

P12: Find out the most important type of supplier of the commodity between January 2004 and March 2004. Enter the code chosen from the list below the table.

P13: Find out the location where transactions with the most important supplier took place during January 2004 through March 2004. Enter the appropriate code from the list below the table.

Section 5.2 Food for household consumption obtained as payment for labor and other services

Ask the following questions for the food that the household obtained in exchange for labor or other services (e.g. ploughing) for home consumption between April 2003 and March 2004. Exclude food obtained from food-for-work activities.

LP01: Find out if the household obtained any of the listed food commodities for home consumption as payment for labor or other services rendered between **April 2003 and March 2004**. Enter "1" if the response is yes and "2" if the response is no. If the response is no, skip and go to the next product.

LP02: Find out the quantity of each of the commodities referred to in LP01 that the household obtained as payment for labor and other services rendered between **April 2003 and December 2003**.

LP03: Record the appropriate unit of measure for the quantity referred to in LP02. Unit codes are listed below the table.

LP04: Find out the quantity of each of the commodities referred to in LP01 that the household obtained as payment for labor and other services rendered between **January 2004 and March 2003**.

LP05: Record the appropriate unit of measure for the quantity referred to in LP04. Unit codes are listed below the table.

Section 5.3. Maize Grain Processing

5.3.1 (HH23) Find out if the household had any maize grain (from harvest, purchase, etc) at any time between **April 2003 and March 2004**. Enter "1" in **HH23** if the response is yes. Enter in **HH23** "2" if the response is no and go to 5.4.

PR01: Find out if the household got each of the listed maize products from its maize grain between **April 2003 and March 2004**. Enter "1" if the response is yes. Enter "2" if the response is no and go to the next product.

PR02: Ask only if **PR01=1**. Find out the processing method that the household uses most frequently. Enter the appropriate method of processing code.

5.4 (HH24): Find out the number of hammer mills that are there for the household to choose from. Enter the response in **HH24**. If there are no hammer mills, enter "0" and go to the next section.

5.5 For the hammer mill that the household uses most frequently, ask the questions in the table.

Name: Find out the identity of the hammer mill most frequently used by the household. Enter the response here.

HH25: Find out the number of times per month on average, that the household used the hammer mill referred to in **Name** (above) between **April 2003** and **December 2003**. Enter the number here.

HH26: Find out the number of times per month on average, that the household used the hammer mill referred to in **Name** (above) between **January 2004** and **March 2004**. Enter the number here.

HH27: Find out where the hammer mill referred to in **Name** is located. Enter the appropriate location-of-hammer mill code.

HH28: Find out the approximate number of kilometers the hammer mill referred to above is from the homestead by the route used by the household. Record the answer here, remembering to convert whatever the respondent reports into kilometers (1 mile • 1.6 kilometers). See also Appendix 5.

HH29: Find out the milling charge that the household paid the last time between April 2002 and March 2003 it processed grain to straight run meal (mugaiwa). Enter the charge in ZMK per 20 litre container. If the hammer mill **did not produce** this product enter **9999**. If the respondent **does not know** the price enter **9**.

HH30: Find out the milling charge that the household paid the last time between April 2002 and March 2003 it processed grain to refined meal (wetted, dehulled, not soaked, milled). Enter the charge in ZMK per 20 litre container. If the hammer mill **did not produce** this product enter **9999**. If the respondent **does not know** the price enter **9**.

HH31: Find out the milling charge that the household paid the last time between April 2002 and March 2003 it processed grain to super-refined meal (wetted, dehulled, soaked, milled). Enter the charge in ZMK per 20 litre container. If the hammer mill **did not produce** this product enter **9999**. If the respondent **does not know** the price enter **9**.

HH32: Find out the milling charge that the household paid the last time between April 2002 and March 2003 it processed grain to maize grits (samp). Enter the charge in ZMK per 20 litre container. If the hammer mill **did not produce** this product enter **9999**. If the respondent **does not know** the price enter **9**.

Section 6: Fertilizer acquisition, 2002/2003 and 2003/2004 Agricultural Seasons

We would like to know whether the household obtained any fertilizer during the 2002/2003 and 2003/2004 agricultural seasons. We would like to find out how much fertilizer was acquired even for the smallest quantities used for vegetables. If the household did not procure any fertilizer, we would like to know the reasons why. We would also like to know specific characteristics of each transaction or channel the household used to obtain fertilizer. These transactions should include fertilizer acquired through cash, credit, barter and gift or grant. In this section we would also like to know about the biggest quantity of commercial fertilizer the household purchased by cash and in 50 kilogram bags. We would also like to know the price paid by the household per 50kg bag purchased in cash terms.

Definitions

Govt Fertiliser Support Programme (FSP)-Cash program through cooperatives and farmer associations

This is a 50% subsidy program that govt implemented in 2002/03 and 2003/04 seasons through local distributors, local cooperatives and farmer associations. This was strictly a cash program and did not involve loans. Farmers who benefitted were members of local coops or farmer associations which worked in collaboration with the District Agricultural Coordinator's (DACO's) office to access this subsidized fertilizer.

Govt Fertiliser Support Programme - Loan program through cooperatives and farmer associations

This is a fertilizer loan obtained from Fertilizer Support Program (FSP) by farmers who were members of a local cooperative or farmer association which applied for the loan through the District Agricultural Coordinator's Office (DACO) in the 2002/03 agricultural season.

Commercial fertilizer loans

Farmers can get a loan in cash or in kind to obtain fertilizer from a local supplier. The provider of the loan can be a trader, a neighbor or relative. This loan is different from the government loan.

Direct commercial exchange/barter for fertilizer

Farmers can exchange their maize or other crop for fertilizer with traders. Some traders prefer to get farm produce instead of cash. Traders can organize a group of farmers to bulk their produce in one location where the trader will deliver the fertilizer and pick up the grain. Farmers can also deliver their grain to the trader and load the fertilizer on the return trip.

Cash purchase of fertilizer

Farmers with ready cash can purchase fertilizer from traders or other farmers.

Government Food Security Pack (PAM)

The household can be a recipient of fertilizer from government through the PAM food security pack, and it is distributed by PAM. This fertilizer is 100% grant.

Other Sources of Free Fertilizer

The household can be a recipient of a fertilizer gift from a non-household member or NGO, which assists farmers.

Commercial Price of Fertiliser

This is the full market price of 50 kg bag of fertiliser from a shop/trader or other farmers.

6.1: Ask the respondent if the household acquired fertilizer during the 2002/2003 agricultural season. Enter "1" in **HH33** if the response is yes. Enter "2" if the response is no and go to question 6.4.

6.2: Ask the respondent how much basal dressing fertilizer the household carried over from 2002/2003 into 2003/2004 agricultural season. Record the quantity in kilograms in **HH34**. If no basal fertilizer was carried over, record "0".

6.3: Ask the respondent how much top dressing fertilizer the household carried over from 2002/2003 into 2003/2004 agricultural season. Record the quantity in kilograms in **HH35**. If no top dressing fertilizer was carried over, record "0".

6.4: Ask the respondent if the household acquired fertilizer during the 2003/2004 agricultural season. Enter "1" in **HH36** if the response is yes, and enter "2" if the response is no.

If the response to either Q6.1 or Q6.4 is YES, go to Q6.6.

Section 6.5: Reasons for not procuring fertilizer

Questions 6.5.1 to 6.5.3 will be asked only to households that did not acquire fertilizer so that we establish the reasons why.

6.5.1: Ask the respondent in which year the household LAST acquired fertilizer for fields or gardens. Record the year e.g., 1998 in **HH37**. Record "0" if the household has never used fertilizer on the farm.

6.5.2 Ask the respondent the most important reason the household did not acquire fertilizer in 2003/2004. Record the appropriate response code in **HH38**.

6.5.3 This is a hypothetical question. Ask the respondent whether it would be financially worthwhile to use commercially priced fertilizer priced at between K95,000 and K105,000 per 50 kg bag on the household maize fields. Enter the appropriate response in **HH39**.

Section 6.6: It is advisable that you ask questions FR01 first for all transaction channels and then ask questions FR02-FR06 for all channels. After completing the questions for all channels you move to 2003/04 agricultural season. Follow the same procedure as in 2002/03 agricultural season. Note that these questions are only asked to those households that acquired fertilizer in either season.

FR01: Find out if the household used this channel to obtain fertilizer in the 2002/2003 agricultural season. Enter "1" if the response is yes. If the response is no, enter "2" and go to the next transaction channel.

FR02: Find out the distance from the homestead to the point where the household collected most of the fertilizer. Record the distance in kilometers. Note that 1 mile is equivalent to 1.6kilometers. See also Appendix 5.

FR03: Find out what amount of basal dressing fertilizer was acquired using this channel. Record the quantity in Kilograms (Kg). Enter "0" if none was acquired.

FR04: Find out what amount of top dressing fertilizer was acquired using this channel. Record the quantity in Kilogram (Kg). Enter "0" if none was acquired.

FR05: Find out if the household got the basal dressing fertilizer at the time they needed it. Enter "1" if the response is yes, "2" if the response is no. Enter "3" (not applicable) if FR03=0.

FR06: Find out if the household got the top dressing fertilizer at the time they needed it. Enter "1" if the response is yes, "2" if the response is no. Enter "3" (not applicable) if FR04=0.

FR07: Find out if the household used this channel to obtain fertilizer in the 2003/2004 agricultural season. Enter "1" if the response is yes. If the response is no, enter "2" and go to the next transaction channel.

FR08: Find out the distance from the homestead to the point from where the household collected most of the fertilizer. Record the distance in kilometers. Note that 1 mile is equivalent to 1.6kilometers. See also Appendix 5.

FR09: Find out what amount of basal dressing fertilizer was acquired using this channel. Record the quantity in Kilograms (Kg). Enter "0" if none was acquired.

FR10: Find out what amount of top dressing fertilizer was acquired using this channel. Record the quantity in kilograms (Kg). Enter "0" if none was acquired.

FR11: Find out if the household got the basal dressing fertilizer at the time they needed it. Enter "1" if the response is yes, "2" if the response is no. Enter "3" (not applicable) if FR09=0.

FR12: Find out if the household got the top dressing fertilizer at the time they needed it. Enter "1" if the response is yes, "2" if the response is no. Enter "3" (not applicable) if FR10=0.

Section 6.7: Commercial Market Price of Fertilizer

The following questions seek to establish the price that farmers paid for commercially priced fertilizer. This question will be asked only if the household purchased fertilizer on commercial cash terms (FERTCH =4 and FR01=1) or (FERTCH=4 and FR07=1) as opposed to subsidized fertilizer. If FERTCH=4 and FR01=1, record answers in HH40A, HH41A and HH42A. If

FERTCH=4 and FRO7=1, record answers in HH40B, HH41B and HH42B. These questions are only applicable to purchases in 50 kg bags.

6.7.1: Find out what price the household paid for a 50kg bag of basal dressing fertilizer at the point of purchase for the biggest basal dressing fertilizer purchase for each of the two seasons. Record the price in Kwacha in **HH40a** for the 2002/03 agricultural season and **HH40b** for the 2003/04 season.

6.7.2: Find out what price the household paid for a 50kg bag of top dressing fertilizer at the point of purchase for the biggest top dressing fertilizer purchase for each of the two seasons. Record the price in Kwacha in **HH41a** for the 2002/03 agricultural season and **HH41b** for the 2003/04 season.

6.7.3: Ask the respondent how much the household paid to transport a 50kg bag of fertilizer from the point of purchase to the homestead for the biggest fertilizer purchase for each season. Record for the cost of transportation in Kwacha in **HH42a** for the 2002/03 agricultural season and **HH42b** for the 2003/04 season.

6.7.4: This is a hypothetical question. Find out if the household thinks it is financially worthwhile to use commercially priced fertilizer in their MAIZE fields. If yes, record "1" in **HH43**, and if no record "2".

Section 7: Agricultural Loans Excluding Fertilizer

We would like to find out if the household obtained a loan, either cash or in kind from an individual or company to support any agricultural production during the 2002/2003 agricultural season and the source of the loan as well as the repayment method for the largest loan.

Definitions

Micro Credit Institutions: These are institutions that provide small-scale entrepreneurs/farmers access to credit services. These institutions are registered with the Central Bank and their transactions are written and legal. Usually they give small amount of credit to small-scale farmers/entrepreneur. Example, PRIDE Africa-Zambia, FINCA Zambia.

Informal Money Lender: This is an individual who lends money to another person and he/she is not registered with the Central Bank and his/her dealings are illegal. Usually there is no written contract between the lender and the borrower in their transaction.

7.1: Find out if the household borrowed money or obtained a loan in cash or in kind from an individual or a company to support agricultural production in the 2002/03 agricultural season. If yes, record "1" in **HH44**. If no, record "2" and go to SECTION 8.

7.2: Find out from the respondent what was the source of the largest loan. Record the appropriate response in **HH45**.

7.3: Find out from the respondent how the household repaid the credit for most of the largest loan. Record the appropriate response in **HH46**.

Section 8: Service Provision

This section of the survey captures basic information on farmers' access to services and information. The key characteristic is that at least some of the services provided assist in agricultural production. An organization can be government, non-government or private/commercially based. Our interest is not to find out if households are members of these organizations but whether they get any services from these mediatory role players. In cases where organizations overlap, ask the respondent for the organization which plays the most important or broadest role. For example, where a Cooperative League of United States of America (CLUSA) group receives Conservation Farming assistance, CLUSA might be cited as the type of group providing the services.

Definitions

Government Organizations

Are organizations which are under the different government ministries. They represent units under different government departments. Examples are MACO extension, DACO etc. There also government agencies which are connected to individual ministries e.g. Food Reserve Agency (FRA), Soil Conservation and Agroforestry Extension Project (SCAFE), Rural Investment Fund (RIF) etc.

Farmers Association/Co-operative

This is an Association or group of persons who voluntarily come together with an objective of promoting the economic and social welfare of its members.

Private Trader

This is usually an individual or firm (company) involved in buying and selling of commodities (in this case agricultural commodities).

Agricultural Processor

This is an individual or firm that adds value to agricultural commodities by way of processing them. This category includes ginners, millers, vegetable oil producers, rice polishers, groundnut shellers, etc.

Out-grower Scheme

This is where individuals or firms enter into an agreement with farmers to undertake an agricultural activity/venture like growing of a particular crop, on condition that the individual or firm facilitates the agricultural venture by supplying inputs and know-how while the farmer produces the crop. The understanding is that the farmer will sell the produce to the financier. Examples are: Dunavant, Zambia Leaf Tobacco Company, Clark Cotton, etc.

NGO

A Non-Governmental Organization (NGO) is a group of individuals in a non-profit making organization, whose purpose is to render assistance materially and in some cases financially to the households. Their main objective is alleviation of poverty and the uplifting of the living standards of the households. They rely on donor support which may be bi-lateral or multi-lateral in nature (among the donors that render such support are CARE, World Vision, CLUSA,

Keeper Zambia, etc). Their efforts are also supported by Government. Examples of NGOs are: Program Against Malnutrition (PAM), NGO-CC, Women for Change, etc. We would like to find about the services the household received from organizations, private agents or individual farmers.

Section 8.1: We would like the household to tell us what advice(s) they obtained and from whom they obtained the service(s). We have provision for the most important service provider for each service.

SR01: Find out if the household has ever received each of the listed types of advice/information. Enter "1" if the response is yes. If the response is no, enter "2" and go to the next advice/row.

SR02: Find out who was the most important supplier/organizer of this advice. Enter the appropriate response code. Use the codes provided for advice providers.

SR03: Find out how the household received each advice or information. Enter the appropriate code. See listed codes.

SR04: Find out if the household used this advice last season (i.e. in 2002/03). Enter "1" if the response is yes and "2" if the response is no.

SR05: Find out if the household used this advice last season (i.e. in 2003/04). Enter "1" if the response is yes and "2" if the response is no.

Section 8.2: We would like to find out about the sources of the household's information on agricultural commodity prices.

8.2.1 Find out if the household ever received any information on agricultural commodity prices. If yes, record "1" in HH47. If no, record "2" and go to question 8.2.3.

8.2.2 Find out what was the MAIN source of the information of agricultural commodity prices. Record the appropriate response in HH48.

8.2.3 Find out if the household owns a functioning radio. If yes, record "1" in HH49, and if no, record "2".

8.2.4 Find out from the respondent when he/she listens to the radio most. Record the appropriate response in HH50. If the response is "5" go to Section 9.

8.2.5. Find out from the respondent the name of the radio station he/she listens to most. Record the appropriate response in HH51. If the response is Other, record "4" in HH51 and specify.

8.2.6 Find out from the respondent if he/she belongs to any local Radio Forum Group. If yes, record "1" in HH52, and if no, record "2".

Section 9: Household Production Assets or Implements

We would like to establish the asset base the household has control over and how the stock level of these assets has changed over the past twelve months. We also would like to establish the current value of these assets. The assets of interest are identified in the first column ASSET. Note: for each asset, replace the "..." with the name of the asset. All non-working assets that are/were serviceable should be considered as working.

Non serviceable assets will not be included. Non serviceable assets are those that are in disrepair and the household has no intention of repairing them.

Section 9.1: Ask the respondent to tell you about the type and number of assets/implements in working condition owned by the household between April, 2003 and March,2004.

AST01: Ask the respondent if the household owned each of the listed assets under this section since April 2003. Enter "1" if the response is yes. If the response is no, enter "2" and go to AST03.

AST02: Ask the respondent how many of the named asset the household had in a working condition in April 2003. Enter the numbers reported. Enter "0" if the household had none.

AST03: Ask the respondent to give you the number of the named asset owned by members of the household that are in a working condition NOW. Enter the number reported.

AST04: Ask the respondent to estimate the total value of the named assets that are in working condition NOW if he/she were to sell all of them . Enter the CURRENT total value in Kwacha.

Section 10: Livestock, Poultry and Fish Farming.

We would like to understand more about the types of livestock the household owned over the past one year. We would also like to understand more about the contribution of livestock to total household income. In addition we would also like to know whether the household produced any milk and/or eggs for sale during the same period as well as whether the household harvested and sold any fish from ponds owned by the household. Note that no information should be recorded in the shaded spaces.

Section 10.1: Ask the respondent to tell you about the type of livestock that the household owned between April, 2003 and March,2004.

LS01: Ask the respondent how many of each of the listed kinds of livestock **except for poultry and rabbits (codes 13-16)** were owned by any member of the household on 30th April, 2003. Record the number in the appropriate space. If none, record "0".

LS02: Find out how many livestock of the listed kinds are owned by members of the household on the survey day. Record the number. Include livestock temporarily away to grazing grounds

and those purchased or received and are on their way to the holding. Exclude livestock sold/given away. Enter "0" if none.

LS03: Ask the respondent how many of each of the listed kinds of livestock died due to disease between April 2003 and March, 2004. Record the number. Enter "0" if none died.

LS04: Find out how many of each of the listed kinds of livestock was sold for cash as live animals or for slaughter during the period April 2003 to March, 2004. Record the number. Enter "0" if none were sold and go to the next livestock.

LS05: For each of the kinds of livestock reported in R04 to have been sold, find out how many were sold in the LAST sales transaction. Record the number.

LS06: For each of the kinds of livestock reported in R05 to have been sold in the last sales transaction, find out how much money in total the household received. Record the amount.

Section 10.2: Milk, Egg and Fish Production

Income generated from sales of milk, eggs and fish is a critical element of a household's welfare. We would like to know the quantities of eggs and milk products the household produced and the value of sales in the last twelve months.

10.2.1 Ask if the household produced any milk products **from April 2003 to March 2004**. Enter "1" in **HH 53** if the response is yes. If the response is no, enter "2" and go to 10.2.2

MEF=1: Find out how many liters of milk were produced by the household in each of the months. **LV01 - LV12:** Record the quantity in the appropriate month. Note that there should be **NO** value entered for LV 13.

MEF=2: Find out how many liters of fresh milk were sold for cash or barter by the household in each of the months. **LV01 - LV12:** Record the quantity in the appropriate month. **LV13:** Find out what the price per liter was the last time the household sold fresh milk. Record the price in Kwacha.

MEF=3: Find out how many liters of sour milk were sold for cash or barter by the household in each of the months. **LV01 - LV12:** Record the quantity in the appropriate month. **LV13** : Find out what the price per liter was the last time the household sold sour milk. Record the price in Kwacha.

NOTE

If the response is in units other than liters convert the quantity and price to liter equivalents. For example if a 750ml bottle of milk was sold at ZMK 1,000 the quantity will be recorded as 0.75 liters. The price per liter is obtained by multiplying the price by the liter equivalent, in this case $ZMK 1,000/750 \times 1000 = ZMK 1333$ per liter.

10.2.2 Ask if the household produced any eggs for eating or selling **during the last twelve months**. Enter "1" in **HH54** if the response is yes. If the response is no, enter "2" and go to 10.2.3.

MEF=4: Find out how many eggs for eating and selling the household produced in each of the months, **LV01 - LV12**. Record the number in the appropriate month. Note that there should be no record for LV 13.

MEF=5: Find out how many eggs were sold for cash by the household in each of the months, **LV01 - LV12**. Record the number in the appropriate month. **LV13:** Find out what the price per egg was the last time the household sold some eggs. Record the price in Kwacha.

10.2.3 Ask if the household harvested any fish from the household's fish ponds **during the last twelve months**. Enter "1" in **HH55** if the response is yes. If the response is no, enter "2" and go to the next section.

MEF=6: Find out how much revenue the household received from selling fish from fish ponds owned by the household in each of the months, **LV01 - LV12**. Record the amount in Kwacha in the appropriate month.

MEF=7: Find out what would have been the value of the fish from fish ponds consumed by the household if they were to sell that fish in each of the months, **LV01 - LV12**. Record the amount in Kwacha in the appropriate month.

Section 11: Perceptions and Attitudes

This section obtains information about the households perceptions and attitudes with regard to their livelihood and what kind of decisions these result into. We would like to find out how they make use of their resources so that we can understand the challenges the respondents face fully.

We would like also to find out from the respondent how the environment they operate under has been over the past ten years. The focus is on health, education, infrastructure, and marketing services. In addition we want to find out how different the welfare of the household is now compared to ten years ago.

IMPORTANT NOTE FOR QUESTION 11.2: We are interested in the differences over the past ten years. We are not interested in comparisons prior to 1994. Interviewers should make sure the respondent is referring to the period between 1994 and 2004.

Definitions

Nuclear Family

If the person is married the nuclear family are his spouse and their immediate offspring. If the person is single the nuclear family are their parents, brothers and sisters.

Livelihood

The means by which the households meet their basic needs.

Section 11.1 Inform the respondent that we would like to ask them a few questions about how the household decides to make use of resources so that we can better understand the kind of challenges that their household faces.

11.1.1 Ask the respondent who he/she considers he/she is responsible for, for their basic needs. Enter the appropriate response code in **HH 56**.

11.1.2 Ask the respondent where he/she would draw most of their labor from if there were to hire additional labor for their farm. Enter the appropriate response code in **HH 57**.

11.1.3 Ask the respondent where he/she would hire most of their labor from if they had a business. Enter the appropriate response code in **HH 58**.

11.1.4: Ask the respondent his/her opinion on what he/she feels is the main reason why some households are more successful than others in their village. Enter the appropriate response code in **HH 59**.

11.1.5: Ask the respondent, who he/she believes is most responsible for feeding their household in the event of a food shortages. Enter the appropriate response code in **HH 60**.

11.1.6: Ask the respondent what rationale was behind their planting decisions for the staple crop currently in the field. **Read out the four options. Let the respondent listen first and afterwards, pick the option that best describes the household's intentions.** Enter the appropriate response code in **HH 61**.

11.1.7: Ask the respondent whether things are turning out as expected in terms of crop production this year. Enter the appropriate response code in **HH 62**. If the response is "1" or "2" skip to 11.1.9. If the response is 3=not as well as expected, continue with the next question.

11.1.8: If the response to question 11.1.7 is 3 then ask the respondent to mention the main reason for things not turning out as expected. Enter the appropriate response code in **HH63**.

11.1.9: Ask the respondent if the household keeps records of purchases, sales and other incomes. In the **appropriate response box**, enter "1" if the response is yes and enter "2" if the response is no.

11.2: Ask the respondent how the delivery of health, education and council services, marketing opportunities and the general household well-being have been over the past 10 years. In the **appropriate response box** enter "1" if these have improved, "2" if these have remained the same and "3" if these have worsened.

11.3: Please be sure to give all the respondents the same scenario in this question. Assume a government project were to be developed to grow crops during the dry season (July-August). If the project wanted to hire people from this area to work for two months during the dry season (July-August), working 6 hours a day, 5 days a week, ask the respondent if they would be personally willing to work for the full 2-month long period earning a wage rate of ZK 3,000 a day.

If the response is yes ask them if they would work for ZK 2,000 per day. If the answer is still yes ask them if they would work for ZK 1,000 per day. If the answer is still yes then enter "1" in the appropriate space. If the answer is no then enter the code for the previous amount the respondent agreed to work for.

If the response to the starting wage of ZK 3,000 is no, then go up the scale and ask the respondent until the response is yes and enter the amount in HH75. However, if the response is no to all the amounts provided, then enter "99" in HH75.

11.4: Ask the respondent what they would pay in Zambian Kwacha if they were to hire a person to weed a 1 lima field. Enter the amount in HH76.

The respondent may report his/her answer in Zambian Kwacha per line. In that case ask the respondent to show you how long that line is. With the help of the respondent estimate how many such lines make a lima. Multiply the charge per line by the number of lines that make a lima to get the cost of weeding a lima. For example a respondent may report that the length of lines in his/her field are approximately 25 meters long and 1 meter width and there are 25 lines. A lima may have approximately 25 lines of such. If the charge per 25 meters line is ZK 1,500 the cost of weeding per lima could be computed as follows: 25 lines per lima multiply by the charge of weeding one line (ZK 1500) i.e $25 * 1,500 = \text{ZK } 37,500$.

If the line charge is reported in-kind ask the respondent what they would pay to buy that in-kind commodity and then use that as the kwacha charge.

11.5: Ask the respondent how many kilometers their homestead is from the point where the household members can get vehicular transport. Enter the reported distance in kilometers in the appropriate box (HH77). If the respondent reports the distance is miles convert that using the conversion of 1 mile • 1.6 kilometers. See also Appendix 5.

APPENDIX 1

CONVERSION TABLE FOR RAW AND CHIP CASSAVA TO FLOUR

RAW CASSAVA		CASSAVA CHIPS	
Standard bags	Cassava Flour	50kg bags	Cassava Flour
Raw Cassava	90kg bags	Dry chips	90 kg bags
1/4	.16	1/4	.14
1/2	.30	1/2	.28
3/4	.46	3/4	.42
1	.60	1	.56
2	1.20	2	1.11
3	1.80	3	1.67
4	2.40	4	2.22
5	3.00	5	2.78
6	3.60	6	3.33
7	4.20	7	3.89
8	4.80	8	4.44
9	5.40	9	5.00
10	6.00	10	5.56

APPENDIX 2

CONVERSION TABLE FOR CASSAVA FLOUR TO RAW AND CHIPS

RAW CASSAVA		CASSAVA CHIPS	
Standard bags	Raw Cassava	Standard Bags	90 kg bags
Cassava Flour	90kg bags	Cassava Flour	Dry Chips
1/4	.42	1/4	.45
1/2	.83	1/2	.89
3/4	1.24	3/4	1.34
1	1.66	1	1.78
2	3.33	2	3.57
3	4.98	3	5.34
4	6.64	4	7.14
5	8.30	5	8.90
6	9.96	6	10.68
7	11.62	7	12.46
8	13.28	8	14.28
9	14.94	9	16.02
10	16.66	10	17.80

APPENDIX 3

CONVERSION TABLE FOR GROUNDNUTS UNSHELLED TO SHELLED

<u>STANDARD BAGS</u> <u>UNSHELLED</u>	<u>QUANTITY SHELLED</u> <u>80KG BAGS</u>
$\frac{1}{4}$	0.06
—	0.08
$\frac{1}{2}$	0.11
—	0.15
$\frac{3}{4}$	0.18
1	0.23
2	0.46
3	0.69
4	0.92
5	1.15
6	1.39
7	1.61
8	1.85
9	2.08
10	2.31
11	2.54
12	2.78
13	3.00
14	3.23
15	3.46
16	3.69
17	3.92
18	4.15
19	4.39
20	4.62

APPENDIX 4

CONVERSION TABLE FOR AREA ACRES AND LIMAS TO HECTARES

ACRES	HECTARES	LIMA	HECTARES
1/4	.10	1/4	.06
-	.13	-	.08
1/2	.20	1/2	.12
-	.27	-	.17
3/4	.30	3/4	.19
1	.40	1	.25
2	.81	2	.50
3	1.22	3	.75
4	1.62	4	1.00
5	2.02	5	1.25
6	2.43	6	1.50
7	2.84	7	1.75
8	3.24	8	2.00
9	3.64	9	2.25
10	4.05	10	2.50
15	6.08	11	2.75
20	8.10	12	3.00

APPENDIX 5

METRIC INFORMATION CONVERSION TABLE

Imperial measures		Metric measures	Imperial measures		Metric measures	Imperial measures		Metric measures
Inches		Centimetres	Yards		Metres	Miles		Kilometres
0.394	1	2.540	1.094	1	0.914	0.621	1	1.609
0.787	2	5.080	2.187	2	1.829	1.243	2	3.219
1.181	3	7.620	3.281	3	2.743	1.864	3	4.828
1.575	4	10.160	4.374	4	3.658	2.485	4	6.437
1.969	5	12.700	5.468	5	4.572	3.107	5	8.047
2.362	6	15.240	6.562	6	5.486	3.728	6	9.656
2.756	7	17.780	7.655	7	6.562	4.350	7	11.265
3.150	8	20.320	8.749	8	7.655	4.971	8	12.875
3.543	9	22.860	9.843	9	8.230	5.592	9	14.484
3.937	10	25.400	10.936	10	9.144	6.214	10	16.093

Example: The central figures (between **imperial measures** and **metric measures**) represent either of the two adjacent columns. E.g. 1 centimetre = 0.394 inch, 1 inch = 2.540 centimetres etc.