



REPUBLIC OF ZAMBIA

URBAN FOOD CONSUMPTION/EXPENDITURE SURVEY 2007/2008

INTERVIEWERS INSTRUCTION MANUAL

**CENTRAL STATISTICAL OFFICE
(ECONOMIC STATISTICS DIVISION)**

in conjunction with

FOOD SECURITY RESEARCH PROJECT

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1.0 INTRODUCTION

1.1 Background and Purpose

A survey of urban food consumption and food expenditure patterns in Zambia is important at the present time for two reasons. First, rapid urbanization in Zambia means that increasingly heavy demands are being placed on urban marketing systems. Investment in these systems has been woefully inadequate for many decades, creating supply bottlenecks and health hazards that work against the interests of both farmers and consumers. Second, government food security policy in Zambia is based on assumptions about consumption patterns that may or may not remain valid. Specifically, the country's very heavy focus on production incentives for maize is based on the historically high share of income spent on this crop by rural and urban consumers; yet these policies and programs have been quite expensive to government and have also accentuated the economy's reliance on maize. If consumption patterns have changed over the course of more than a decade of economic reform, government policy needs to reflect this.

Therefore, the primary objective of this survey is to develop a detailed understanding of the food and other consumption and expenditure behavior of households in key urban areas of Zambia. We wish to know, in detailed way, *what* and *how much* households are consuming, how much of this consumption is purchased, and *where* (in what type and location of retail outlet) they are making these purchases. The focus of these detailed questions is on food and a limited number of key non-food items. We further wish to understand how these consumption and expenditure patterns vary seasonally, by the income level of the household, and by the household location.

For these reasons, FSRP/MATEP in collaboration with the Central Statistical Office is carrying out an Urban Food Consumption and Expenditure Survey (hereafter referred to as "UFCS") in four cities: Lusaka, Kitwe, Kasama and Mansa. These four cities have been purposively selected to be representative of most consumers in the heavily populated urban areas of Zambia, and also of two urban centers in the northern area of the country where cassava is a key staple. The survey will address four objectives:

1. Understand urban consumption patterns and how these vary by expenditure level and across key cities and regions of the country. Qualitatively assess how the maize share in expenditure has changed over time.
2. Quantify the importance of various retail channels in satisfying the food purchases of urban consumers and qualitatively assess how the importance of different channels have changed over time.
3. Quantify the importance of urban agriculture in the four selected cities, both in aggregate, for different income levels of households, and for different food groups. Urban agriculture is especially potentially important for fresh produce, but could be also for staples in some urban areas. As in items 1 and 2 above, quantifying urban production and marketing of food is relevant to the design of policies and programs to improve the urban food marketing system and its links to rural areas.
4. Understand the rural-urban flow of goods and cash among extended households. Such information will provide insights into, for example, the proper design of emergency response activities for rural areas during droughts.

1.2 Sample Design and Coverage

The UFCS is designed to cover 120 Standard Enumeration Areas (SEAs) across the 8 strata that have been established in Lusaka, Kitwe, Kasama and Mansa. This coverage for the UFCS corresponds to a probability sample of approximately 2, 400 non-institutionalised private households residing in the urban areas of the target districts. The survey will be carried out for a period of 3 weeks using a cross sectional sample. This sample is nationally as well as district-wise efficient and is expected to yield reliable estimates at district, stratum and national levels.

1.3 Sample Size Determination

For the majority of human population based studies, the minimum sample requirement assuming Simple Random Sampling (SRS) is 400 observation units. However, this sample size does not take into account the complexity of the sample design. Adjusting the SRS sample with an appropriate design effect factor as well as response rate yields the ideal sample. In Zambia, the design effect factors for common proportions vary from 1.2 to about 2.5. This survey has adopted the factor of 1.5 to estimate the sample requirement for a district. Therefore, the ideal sample size would be around 600 households per district. However, since agricultural households constitute a rare population in urban areas, the Primary Sampling Units (PSU) have deliberately been over-sampled in order to achieve the desired sample sizes for the main domains of analysis.

1.4 Sample Stratification and Allocation

The sampling frame used for the UFCS survey has been developed from the 2000 census of population and housing. The Census frame is administratively demarcated into 9 provinces, which are further divided into 72 districts. The districts are further subdivided into 155 constituencies, which are also divided into wards. Wards nest Census Supervisory areas, which in turn nest Standard Enumeration areas (SEAs). For the purposes of this survey, SEAs constituted the ultimate Primary Sampling Units (PSUs). All the SEAs and their corresponding households are further stratified into either rural or urban areas. In the case of the UFCS survey, only the urban areas of four districts namely Lusaka, Kitwe, Kasama and Mansa have been covered. These areas have further been stratified by residential status i.e. Low Cost, Medium Cost and High Cost. For the purposes of this survey the medium and high cost strata have been combined, yielding only 2 explicit strata.

In order to have equal precision in the estimates in all the target districts, the equal allocation method has been adopted. However, the sample allocation to districts has been varied based on the size of the urban parts of the districts. Table 1 below shows the distributions of the Primary Sampling Units (PSUs) or SEAs to stratum (residence) and districts. The sample allocation to the 2 explicit strata has been approximately proportional.

Table 1: Sample allocation table for SEAs

Province	Equal	Low Cost	Medium/High Cost
Lusaka	40	28	12
Kitwe	40	30	10
Kasama	20	14	6
Mansa	20	16	4
Total	120	88	32

1.5 Sample Selection

The UFCS will employ a two-stage stratified cluster sample design whereby during the first stage, 120 SEAs will be selected with Probability Proportional to Estimated Size (PPES) from all the 8 strata across the 4 districts (Refer to table 1 above). The size measure will be taken from the frame developed from the 2000 census of population and housing. During the second stage, 18 households will be systematically selected from total number of households expected to be residing in the selected SEAs.

2.0 ORGANIZATION OF THE SURVEY

2.1 Structure

The UFCS field operations will be organized as follows:

Survey Manager/Overall Coordinator

The major task is to coordinate all the survey activities by servicing the various teams in each of the four Provincial cities. This shall be headed by the Deputy Director of Economics and Statistics Division (CSO), and the four (4) CSO Regional Statisticians (RSs). These will be assisted by FSRP research staff.

Regional Statisticians (RSs)

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

Deputy Regional Statisticians (DRSs) and Master Training

DRSs, in partnership with FSRP staff will carry out final instrument design and pre-testing. DRSs and FSRP will also cooperate in carrying out the training of enumerators, which will be done in Lusaka. The duties and responsibilities of FSRP as part of cooperation with CSO/DRSs is outlined later.

Supervisors in each Location

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

Interviewer

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 later.

Data entry clerk

He/she shall be responsible for receiving and sorting questionnaires, data entry, data entry and verification.

FSRP Staff

FSRP staff will work in conjunction with the Survey Manager and Regional Statisticians, and the Deputy 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 that both 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 DRSs who will liaise with the RSs and FSRP staff involved in each location for possible solutions.

The DRSs shall from time to time brief the RSs on the logistical aspects of the field operations in the respective districts.

The RSs shall from time to time brief the DRSs and the survey manager on the field operations. The RSs are also expected to send progress reports to the Survey Manager office.

Likewise, information from the Survey Manager's office shall be sent to the RSs and DRSs for dissemination to the other survey field staff.

3.0 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:

- 1)-He/she will oversee the survey operations in all the four cities of the four provinces and ensure that the survey program succeeds.
- 2)-He/she will mobilize adequate transport for the survey operations in collaboration with the RSs and DRSs.
- 3)-He/she will monitor the recruitment of both Supervisors and Interviewers by ensuring that proper procedures are followed.
- 4)-He/she will ensure that all field staff have been trained and deployed in accordance with the survey program.

3.2. Regional Statisticians (RSs)

The RSs will be in charge of coordinating all the survey activities in that city of his/her province in collaboration with the Survey Manager. He/She shall be the link between the Survey Manager and the field staff in each field research location.

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

Duties and responsibilities:

- 1)-He/She will be the link between the field staff and the Survey Manager in the provision of transport and general well being of Survey officials.
- 2)-Their offices will be centers of coordination between the Survey Manager and field staff.
- 3)-Liaise with the Survey Manager in arranging for adequate transport for the survey operations and ensure that adequate fuel, oil, and lubricants are available.
- 4)-Facilitate deployment of DRSs, Supervisors and Interviewers to work areas after training.
- 5)-To ensure that all the survey materials are in adequate amounts and on time.
- 6)-To brief the Survey Manager on the progress of the survey operations on a regular basis and alert him about any field problems.
- 7)-To provide logistical and administrative support to DRS staff during the field operations.

3.3 Deputy Regional Statisticians (DRSs)

The DRSs will guide and monitor performance of CSO Supervisors and Interviewers. During the survey operations, DRSs will oversee all technical and logistical matters including use of resources. DRSs will monitor progress and influence the actions taken by Supervisors.

The DRSs with the RSs and Survey Managers, will be in charge of the recruitment process. DRSs in cooperation with FSRP staff will be in-charge of interviewer training program.

Duties and responsibilities:

- 1)-To recruit Supervisors and Interviewers in each city of the four provinces.
- 2)-Develop and implement a training program for the supervisors and enumerators.
- 3)-Allocate Census Supervisory Areas (CSA) to Supervisors and Standard Enumeration Areas to Interviewers.
- 5)-Deploy Supervisors and Interviewers to their respective work areas in the city.
- 6)-To work closely with the supervisors in all matters pertaining to the survey operations.
- 7)-Ensure complete enumeration of sampled households in all SEAs.
- 8)-Attend to technical and administrative problems.
- 9)-Report on the progress of the Survey to the RSs from time to time
- 10)-Hold occasional brief meetings with the RSs and Supervisors
- 11)-Ensure that all questionnaires are properly edited, accounted for, before taken to the Data entry Clerk.
- 12)-Ensure that all other Survey materials such as manuals, pamphlets and questionnaires etc. are returned to the CSO provincial office.
- 13)-To 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 DRSs. The supervisor will be required to:

- 1)-Lead and guide Interviewers, seeing to it that they are performing their work according to instructions.

Duties and responsibilities:

- 2)-To check each completed questionnaire for completeness and consistency before submitting the questionnaires to the master trainer.

- 3)-To carry out the day-to-day supervision of enumeration work.
- 4)-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.
- 5)-To 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

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

- 1)-You must introduce yourself on every visit and explain to the respondent the reason for your visit before starting the interview.
- 2)-You must read and intensively study your manual to become thoroughly familiar with its contents in order to do your work efficiently.
- 3)-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.
- 4)-You must make every effort to write legibly, and keep the documents you are working on clean and free from damage.
- 5)-You must attend to all 'call-backs' as early as possible, and must be punctual in keeping all appointments made.
- 6)-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/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

- 1)-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.
- 2)-You must not combine with the survey work any canvassing for personal gains, church, political party or any other organization.
- 3)-You must NEVER become involved in religious or political discussions while you are on the job.

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:

- 1)-Attend the training course and all other scheduled meetings.
- 2)-Study this manual very carefully and remember the main points which are explained here.
- 3)-Become fully familiar with the questionnaire.
- 4)-Complete all the data collection activities as required.
- 5)-Review each completed questionnaire for accuracy and completeness.
- 6)-Submit completed questionnaires to your Supervisor as promptly as possible.
- 7)-Enumerate all the households sampled in the SEA.
- 8)-Ensure that all survey materials are looked after properly and returned to the supervisor after the survey exercise is over
- 9)-Perform any other functions related to the survey which the supervisor may assign from time to time
- 10)-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 Statisticians and Deputy Regional Statisticians (Master Trainers) will work in conjunction with the FSRP staff. Master Trainers will be assisted by FSRP staff as an input to the 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 confer on actions taken by Regional Statisticians and Deputy Regional Statisticians (Master Trainers). Overall, FSRP staff will be in the field as technical support and to assist in quality control links between field staff and the Survey Manager.

4.0 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 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 1.2:

INTERVIEWER: Did the HH lose any member in the last 12 months due to diseases or other causes?

1. [] Yes

2. [] No- Go to question 1.4.1

A 'No' response leads to Question 1.4.1 as indicated by the instruction to the right of the 'No' box.

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 will be printed in brackets.

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 F06

S06 How much of this crop did you harvest from each field between February and July 2007?

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 ½ hectares of crop land which he cultivated during the 2006/07 agricultural season, make sure that when you record his answer, you convert it to decimal numbers. That is, change the fraction ½ 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.

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

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

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.

5.0 SPECIFIC DATA COLLECTION PROCEDURES

5.1 Informed consent form

The interviewer is expected on the onset to identify him/herself and explain the purpose of the visit. CSO has its own human subject regulations. In addition, the informed consent statement at the top of the survey instrument on page one, is a 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, 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 is not expected to make promises. Just stick to the purpose. The interviewer can mention that “we are merely trying to function as the eyes and ears of government”.

5.2 Pre-entry of some identification particulars (page 1 of the questionnaire)

Identification information

Items 1 - 10 will be entered on each questionnaire prior to the interview. The Supervisor will assist the interviewer in completing these entries.

1. Province

Write, in the space provided the name of the province you are employed in, and enter the province code in the box provided.

2. District

Write, in the space provided, the name of the district in which you are operating, and enter the district code in the boxes provided.

3. Constituency

Write, in the space provided, the name of the constituency in which you are operating, and enter the constituency code in the boxes provided.

4. Ward

Write, in the space provided, the name of the ward in which you are operating, and enter the ward code in the boxes provided.

5. Census Supervisory Area (CSA)

Your supervisor will give you the number of the CSA in which your work area is located. Enter this number in the boxes provided.

6. Standard Enumeration Area (SEA)

This is the area allocated to you for enumeration. Enter the number in the box provided.

7. Household Serial Number

Enter the Household Serial Number as shown on the LIST OF SELECTED HOUSEHOLDS, in the boxes provided.

8. Residential area/locality

Write the name of the residential area you are working in as shown on the LIST OF SELECTED HOUSEHOLDS, in the boxes provided. **(Enumerator: ask the residential area or locality)**

9. Residential address (house number and the street name)

Write the residential address (house or section number and the street name) in the box provided. **(Enumerator, households who live on the same plot will have the same residential address number)**

10. Landmarks near house

Write the landmarks that are near the house in the box provided (this will help to find the same household during round 2; **Examples of landmarks: near Kasompe Catholic Church, near Katwezye Grocery, near Chifikilo tavern)**

11. Category of Residential Area

Indicate the Category of Residential Area by entering the Category of Residential Area code in the box provided. Enter code '1' if the Category of Residential Area is low cost, or code '2' if the Category of Residential Area is Medium Cost/high cost.

12. Name of Household Head

Write, starting with the family or second name, the full name of the head of the household you are interviewing. This is also shown on the LIST OF SELECTED HOUSEHOLDS. In the event when doing enumeration and you find that the household head died, the household will still be there. Establish who is the new head and write the new name on the survey instrument and later on the list of selected household.

13. Sex of Household Head

Indicate the sex of the head of the household by entering the sex code in the box provided. Enter code '1' if the head is male, or code '2' if the head is female.

14. Name of main Respondent (if different from head)

Write, starting with the family or second name of the main respondent if he/she is different from Household Head in the box next to RESNAME.

Item 15 and 16 will be completed after the interview.

15. 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 somewhere else. If the household moved to another location within the SEA we will still cover the household. If the household moved to another SEA will not cover the household.

4 - 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 attempts to visit these non-contact households at least three times during the course of the survey.

5 - 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).

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

16. Assignment Record

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

SECTION 1: HOUSEHOLD PROFILE FOR CONSUMPTION

Main objective: To understand the demographic structure of the household, including its size, age- and sex composition and how this has been affected by any recent deaths, and the educational and livelihood status of each member.

Why we gather these data: To allow estimates of consumption and expenditure *per capita* (not just per household), and to examine how expenditure patterns vary with the household's educational, livelihood, and health status. These objectives are addressed in Tables 1.1 and 1.2.

Key Points:

1. Table 1.1 should list all individuals that the respondent considers a member of the household.
2. Table 1.3 should list any persons, previously considered members of the household, who passed away over the past 12 months.

Definitions of some terms

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 have to look at the structure 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.

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 in or before 1995). Members below 12 years of age are considered children.

TABLE 1.1 HOUSEHOLD PROFILE

Enumerator: Tell the respondent that we would now like know some details about household members who regularly consume food here for the past 6 months (February 1, 2007 to July 31, 2007). Start by identifying the total number of household members. List the household head and spouse first, proceed to other adults, then children, in order from oldest to youngest. Then ask the questions for each household member.

DNAME:

Ask the name of each person the respondent considers to be a member of that household. Write all the names of household members you have identified under DNAME.

Order of Questioning

It is recommended that you ask the same question to all members before moving on to the next question, e.g., ask D01 for all members before going to D02. This order of questioning helps improve recall for the respondent.

D01: 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.

D02: Ask the respondent the year in which each member was born and record the response in four digits, e.g., 1980. If the respondent gives the age number e.g 27 years calculate the year born by subtracting 2007-27 = 1980. Then you can record 1980.

D03: Ask the respondent about the member's relationship to the household head. Enter the appropriate response code. The codes for possible answers are on the opposite page or code

sheet. There is need to probe further to ascertain the exact relationship, e.g., to differentiate between step son/daughter and own son/daughter.

Enumerator: *Ask D04 only if D02 is 1995 or earlier.*

D04: Ask the respondent about the marital status of each 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.

D05: Find out if each member of the household is attending formal education. Enter '1' if the response is yes or enter '2' if the response is no.

D06: 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. See the possible response codes on the opposite page or code sheet.

D07: Find out the number of months each member of the household has been away from the household in the past 6 months. Enter the number of months reported. Enter "0" if household member was away for less than one full month or has been at the household throughout.

Enumerator: *Ask D08 only if D02 is 1995 or earlier.*

D08: Ask the respondent what the main source of livelihood was for each member between February 2007 and July 31 2007? Enter the appropriate response. See possible codes on the opposite page or code sheet.

Enumerator: *If D08 is equal to 6 (school-going) or 7 (housewife) or 9 (none), skip to D10.*

D09: Ask the respondent the mode of transport each household member uses to travel to the work site for his/her main livelihood activity. Enter the appropriate response code. See possible codes on the opposite page or code sheet.

D10: Ask of each member if they have been chronically ill for at least the past 3 months. Enter "1" if response is yes and "2" if response is no.

QUESTION 1.2 AND TABLE 1.3: DEATHS WITHIN THE HOUSEHOLD

Please note that in this Section you ask about members who have died in the past 12 months. If there is no member who died in the past 12 months, skip the rest of the questions and go to section 2, otherwise ask the following questions starting from the most recent death. You ask all these questions for all household members (adult and children) who passed away recently.

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.

PDEATH (QUESTION 1.2): Find out from the respondent if in the last 12 months any household member passed away (died). Enter "1" if response is yes. If the response is no, enter "2" and skip to question 1.4.1.

TABLE 1.3 DEATHS WITHIN THE HOUSEHOLD

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

PD01: Ask the respondent which year that household member died. Please record the year and make sure that the year is entered in four digits. eg 2006 or 2007. If the respondent gives the age number e.g 44 years calculate the year born by subtracting 2007-44 = 1963. Then you can record 1963.

PD02: Ask the respondent the year that deceased household member born? Please record the year and make sure the year is entered in four digits. If the respondent gives the age number e.g 44 years calculate the year born by subtracting 2007-44 = 1963. Then you can record 1963.

PD03: Ask the respondent what the major cause of death was. See the possible responsible codes on the opposite page or code sheet. Enter the appropriate response code.

Enumerator: Ask PD04 to PD07 only if the year of birth (PD02) is 1995 or earlier.

PD04: Ask the respondent if the deceased household member was involved in salaried employment or other wage activities, or pension. Enter "1" if the response is yes. If the response is no, enter "2" and skip to PD06.

PD05: Ask the respondent the primary kind of salaried employment, or other wage activity, or pension the deceased household member was involved in. See possible response codes from the code sheet and record it. Enter the appropriate response code.

PD06: Ask the respondent if the deceased household member was involved in formal or informal business activity in general. Enter "1" if the response is yes. If the response is no, enter "2" and go to the next deceased household member.

PD07: Ask the respondent the primary kind of formal or informal business activity that this deceased household member was involved in. Check the possible response code from the opposite page or code sheet. Enter the appropriate response code.

Subsection 1.4 HOUSEHOLD SALE/MARKETING OF FOODS

SELLFOOD (QUESTION 1.4.1): Find out from the respondent if any member of the household sold food or beverage items in the last 30 days. Enter "1" if the response is yes. If the response is no, enter "2" and skip to Section 2 of the consumption.

Enumerator, tell the respondent that we would like to ask some questions about the food or beverage outlets these household members operate. Ask the questions below.

TABLE 1.4.2 HOUSEHOLD SALES OF FOOD *Reference period equals: Past 30 days.*

STYPE: Find out from the respondent the type of outlet the household or any member of the household operated that sold food/beverage items in the past 30 days. Check for the possible response code below the table. Enter the appropriate response code.

SWHERE: Ask the respondent where the outlet is located. If the household or any household member has more than one of this type, tell us about the main one. Check for the response code below the table. Enter the appropriate response code.

SSOURCE: Ask the respondent the main source of most of the items sold in that outlet. Check the possible response codes below the table. Enter the appropriate response code.

USEFOOD (QUESTION 1.4.3): Ask the respondent if during the past 30 days, did this household or any of its members use any of the food or beverage items purchased for your outlet for the personal consumption of the household.

. Enter "1" if the response code is yes. If the response code is no, enter "2".

SECTION 2: HOUSEHOLD FOOD CONSUMPTION

Main objective: Household food consumption. To answer the questions of *what, how much, and where*. This will be accomplished primarily from the data collected in Table 2.1, which focuses on consumption during the past 30 days and on the various sources of this consumption.

Key points:

1. We will focus on *values*, not physical quantities, due to the large number of non-standard units used in food preparation and purchases.
2. We will focus on food *consumed in the home* and food and non-food items *purchased for use in the home*.
3. Physical units will be recorded only to aid in the calculation of value.
4. We will determine the type and location of the retail outlet where most purchases of each item were realized.
5. The type of retail outlet refers to its physical and operational characteristics, e.g., a **street vendor** with no infrastructure compared to a **Ka table** with just a simple platform or table for selling or to a **Kantemba** that has some rudimentary structure enclosing the retail space; or either a **small or large independent supermarkets** (one store only) compared to **large supermarket chains** with multiple stores.
6. The specific geographical location of the retail outlet is obtained through a combination of two related questions: 1) where is this outlet located according to a classification of general locations of the urban areas; and 2) how far in distance is this outlet located from where the respondent's home.

Additional objectives of Section 2. are shown in the table below:

Objective	Questions/Table	Comments
Understand how shopping patterns for fresh produce have changed over the past 10 years	Question 2.2.1, Table 2.2	
Quantify the value of expenditure on food consumed outside the home	Table 2.3	
Capture additional expenditures not in Table 2.1, in order to estimate total expenditure for use as a proxy for hh income	Table 2.4	Recall period= past 6 months for infrequently purchased items, 30 days for all else
Understand maize consumption, expenditure, and processing behavior	Questions 2.5.1 to 2.5.16 and 2.6.1 to 2.6.7	Due to maize's high (but perhaps declining) importance, we wish to have more detail on this crop than is provided in Table 2.1.1

Definitions of some food and non-food items you may find under CITEM:

Staple

Commercially manufactured/repackaged mealie meal: This includes 25kg, 10kg, 5kg bags of breakfast/roller meal and repackaged small quantities (pamelas) of breakfast/roller meals from commercially manufactured.

Vegetables

English names of some vegetables translated in vernacular names;

- Pumpkin leaves = cibwabwa
- Amaranthus = bondwe
- Bean leaves = cimpapila
- Cowpeas = ilanda/inyemba/bunyangu

Other foods:

Caterpillars = ifishimu

Mushrooms = ubowa

Types of Tobacco products you may find:

- cigarettes (sticks), tobacco for sniffing and for putting in the mouth

Note that Kachasu is considered under Wine/spirit.

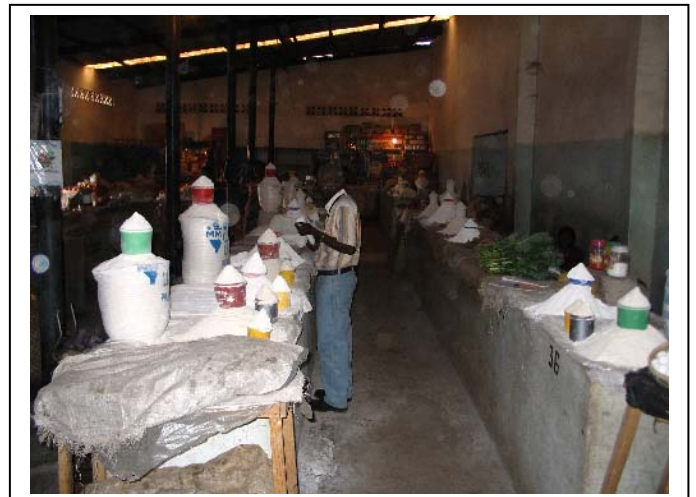
Non-food items in consumer basket

- Cosmetics = jelly, lotions e.t.c

Definitions of Different Types of Food and Other Item Sellers (retailers and/or retailer/wholesalers)

Market Stand or Market Stall Vender (CRETAI =1)

Retailers working from a fixed place -a stall or stand- in a market and the person who use the stand pays levy to the council or some other responsible organization. This can also include retailers selling in areas right outside markets (on the street or sidewalks) assuming these vendors must also pay a fee or levy for use of their selling space/stand/stall.



Mobile vender (CRETAIL=2)

A retailer who sells his/her merchandise while walking or from/in the truck or van that moves to different places, or comes each day to a standard location.



Street vender (CRETAIL=3)

A small scale retailer who has no basic market infrastructure to facilitate selling his/her merchandise, but sells by or on the street, and away from a public market. They normally do not pay a levy or fee for using this selling space.



Ka Table (CRETAIL=4)

A small scale retail vender selling from a table on a street or in the yard of a house. These vendors pay no levy or fee for use of their selling space.



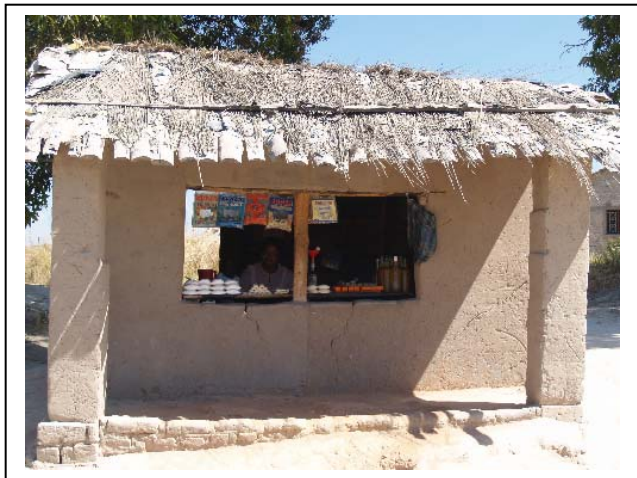
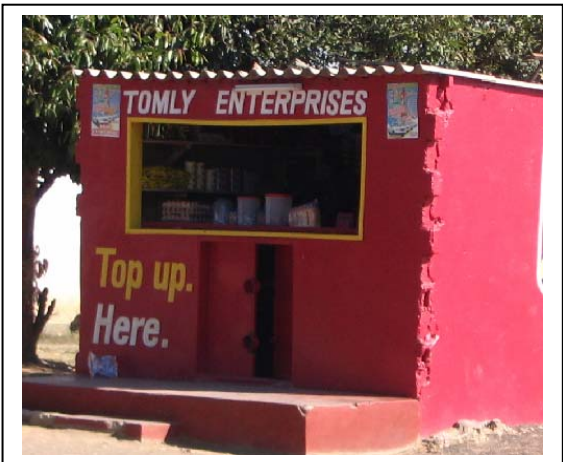
Kantemba (CRETAIL=5)

A small scale retailer with a make shift selling structure, where the owner brings his/her merchandise in the morning and removes them when closing in the evening. Can be along a street or in a yard or other location away from a public market.



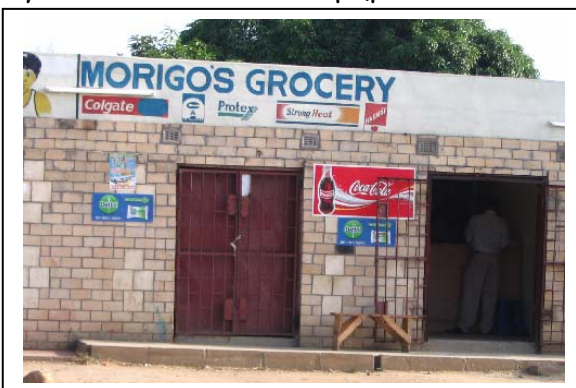
Ka shop (Kiosk) (CRETAIL=6)

A retailer with a small shop or building where a customer buys merchandise through the window of the building. These are more permanent structures which permit the owner to leave the inventory of goods in the shop overnight without fear of theft.



Grocery/General Dealer/Shop -Retail Only (CRETAIL=7)

This is a retail shop where a customer buys merchandise over the counter and he/she is served by the owner of the shop (personal service).



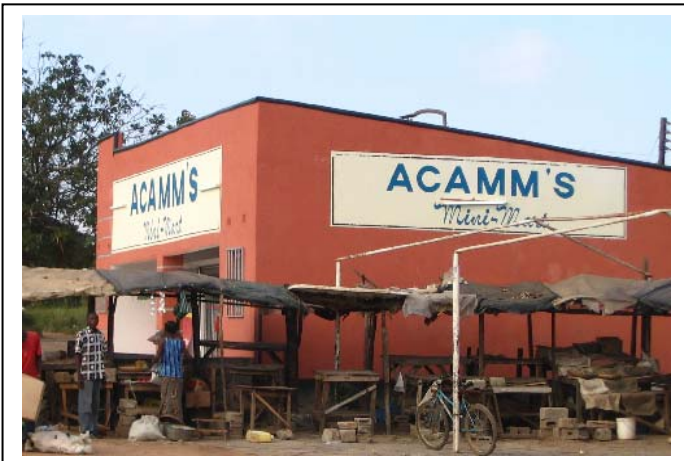
Wholesale/retail Grocery/General Dealer/Shop (CRETAIL=8)

This is a wholesale and retail shop where a customer (both small retailers and consumers buy merchandise over the counter and he/she is served by the owner of the shop (personal service). These are important sources of procurement for small retailers of various types, in addition to serving consumers.



Mini mart (CRETAIL=9)

A retail store or shop which has both personal services and self service, and tends to have longer hours of operation.



Small Supermarket (CRETAIL=10)

A relatively small (square meters) retail store which uses mostly self service but may not have a complete line of goods and it generally has some produce as well as basic staples, May also have a bakery and butchery, or at least sell meat products.



Large supermarket - independent (CRETAIL=11)

A relatively large (sq meteres) retail store which has only one outlet (store) and is mostly self service and has complete line of goods, including produce section, a bakery and butchery.



Large supermarket - chain store outlets (CRETAIL=12)

It's a shop which has many outlets and it is mostly self service and has a complete line of goods and it has its own bakery and butchery. Examples: Shoprite, Spur, Melisa etc



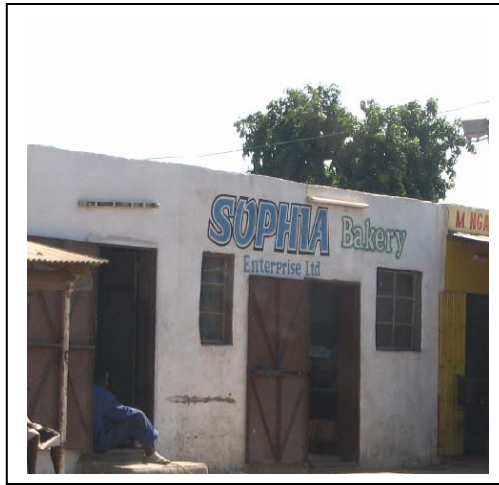
Butchery (CRETAIL=13)

This is a retail shop where meat products (beef, pork, ham etc), poultry and fish are sold.



Bakery (CRETAIL=14)

This is a retail and baking shop where wheat products (bread, buns, cakes, etc) are made and sold at retail and whosale.



Milk Bar/Container (CRETAIL=15)

This is a wholesale/retail shop where fresh and processed milk and milk products (cheese, yogurt) are sold.



Custom Grain Mill/Hammer Mill/Grinding Mill (CRETAIL=19)

These are small maize and cassava grinding mills where various qualities of meal can be produced. Consumers procure maize grain/cassava and take it to these establishments to have it milled into flour. They pay for the service of custom milling.



Definitions Used in Determining the Location of Different Types of Retail Outlets

Main Public Market Area (CWHERE=1)

These are main public market areas that are located in the areas of the Central Business Districts of each city. For example:

in Lusaka: Soweto and City Centre markets

in Kitwe: Chisokone,

in Mansa: Muchinka UB and Chilyapa markets,

in Kasama: Chikumanino and Chambeshi markets

Central Business District - First Class (CWHERE=2)

These are areas located in the central parts of some urban areas where the quality of merchandise and the price of goods are relatively higher. The building of the shops and the rentals are relatively higher than in second class. (This category applies only to Lusaka and Kitwe.)

Central Business District - Second Class (CWHERE=3)

These are areas located more towards bus stations and sometimes on the peripheral of the large urban areas. The quality of merchandise is lower and normally the price of merchandise is lower than the first class. The buildings are of relatively low quality. The rental fees for retail space are also lower than in the first class. These areas are located near the main bus stations. For example: Kamwala in Lusaka and KMB in Kitwe.

Neighborhood/Residential - Public Market Area (CWHERE=4)

These are Public Markets Areas located in residential areas. Some examples are listed below. In Lusaka and Kitwe especially, there are a large number of neighborhood public markets.

In Kitwe: Nakadoli, Chamboli markets

In Kasama: New town market

In Mansa: Kasasa, Senama, Chimpwene and Maiteneke markets

In Lusaka: Mtendere markets,

At my residence/plot (CWHERE=5)

This is the case of the household buying something at their own house or in their yard

Neighborhood (CWHERE=6)

These are all the stand alone locations inside urban neighborhoods and residential areas, but excluding all the other neighborhood locations listed below.

Neighborhood - Commercial Shopping Centre/Mall (CWHERE=7)

These are commercial shopping areas with relatively large shops but are located in residential areas at some distance from the Central Business Districts of the cities. Examples of these are;

in Lusaka: Manda Hill, Arcades, and Cross roads Shopping Mall;

in Kitwe: Lubambe shopping mall

in Mansa: there are none of these

in Kasama: there are none of these

Neighborhood - Stand Alone/Strip Shop/Mall Locations (CWHERE=8)

These are more organized and commercial shopping area with 3-4 or more small shops found in residential areas as well. The distinguishing feature is that there is no large or medium public market nearby. These tend to be found at houses (e.g ka table), along important roads and bus stops where lots of potential customers pass by and these are generally found in residential areas.

Outside the city (CWHERE=9)

This is the case where a consumer travels to a location outside the city limits to purchase a given item.

QUESTIONS ON HOUSEHOLD FOOD CONSUMPTION AND SOURCE OF FOOD CONSUMED

ENUMERATOR: Note that for food item #2 (“Consumer-made maize meal via taking grain to grinding mill”), the value of purchases is equal to the value of the maize grain purchased to make the maize meal plus any fees paid at the grinding mill for the milling of the grain into maize meal.

TABLE 2.1 HOUSEHOLD FOOD CONSUMPTION

Under table 2.1 we would like to establish the food items that have been consumed from various sources by the household over the last 30 days. Please note that we do not want to count food produced or purchased for resale - we want to understand about food consumed by the household. We would like for the respondent or the person available who either prepared or purchased the food to help us understand the total value of specific items the household consumed during the last 30 days.

The food items are identified in the first column **CITEM**. *Enumerator: for each food and non-food item, replace the “.....” with the name of the food item.*

CCONSUME: Ask the respondent if each of the food or non-food items listed was consumed or used in home prepared meals at any time during the past 30 days. Enter “1” if the response is yes. If the response is no, enter “2” and go the next food item.

The next series of questions is to help understand the total value of consumption in the respondent’s household for a number of food items consumed over the past 30 days. These questions are asked for all products in this table, where the response to CCONSUME=1..

CVALUE: Find out from the respondent the value of what the household consumed or used of each items identified. Enter the value reported and skip to CGIFT.

ENUMERATOR: If the respondent cannot answer CVALUE directly, use the worksheet approach to develop the monthly value using the flexible quantity approach.

CQUANT: Record the quantity of the food or non-food item that the household consumed per time period the respondent remembered eg For example if the respondent said the household consumed 1 medas of kapenta per week. Under CQUANT Enumerator should record “1”.

CUNIT: Record the unit reported under CQUANT. For example the respondent reported "meda", therefore an enumerator should record "meda"

CPERIOD: Record the time period the respondent reported. For example in the above example, the time period reported is "per week". Therefore, enumerator record "4".

CPRICE: Ask the respondent the price paid per unit. In the above example, enumerator must establish the price of a meda of Kapenta. Once established, that is the price you have to record in CPRICE.

Enumerator: If the household was given food or purchased food/nonfood items before the reference period, and consumed those food/items during the reference period, they should be included in the computation of the total value consumed.

*Enumerator: After establishing the values of the above variables, then compute the Total Value of Consumption for the last 30 days by multiplying those values:
 $CQUANT * CPERIOD * CPRICE$ Record the value computed in CESTVALU.*

Enumerator: After calculating the total value of consumption per month for each food or non-food item identified, ASK the respondent to apportion the Total Value of Consumption to three categories, Gift/Transfers (CGIFT), Own Production (CPROD) and Purchases (CPURCH). Note that CGIFT, CPROD and CPURCH must be equal to CVALUE or CESTVALU.

CGIFT: Ask the respondent how much of the Total Value of Consumption (CVALUE or CESTVALU) of each food and non-food item consumed or utilized by the household over the past 30 days came from Transfers or gifts received in kind. Enter the value reported.

CPROD: Ask the respondent how much of the Total Value of Consumption (CVALUE or CESTVALU) of each food and non-food item consumed or utilized by the household over the past 30 days came from own production. Enter the value reported.

CPURCH: Ask the respondent how much of the Total Value of Consumption (CVALUE or CESTVALU) of each food and non-food item consumed or utilized by the household over the past 30 days came from purchases. Enter the value reported.

Enumerator: If the food or non-food item was not purchased (CPURCH = 0) you can go and ask the next food or non-food item.

CRETAIL: Ask the respondent the type of retail outlet the household mostly purchased that food item from, during the past 30 days. Check the possible response codes on the opposite page or code sheet. Enter the appropriate response code.

CWHERE: Ask the respondent the location of the retail outlet from which the household mostly purchased this food or non-food item in the past 30 days. Check the possible response codes on the opposite page or code sheet. Enter the appropriate code.

CDIST: Ask the respondent to approximate the distance of his/her homestead to the retail outlet where this food or non-food item was mostly purchased in the past 30 days. Enter the distance reported.

CDUNIT: Record the unit of measure used for distance reported in CDIST. Enter the appropriate response code.

CTIMES: Find out from the respondent the number of times in the last 30 days the household purchased food or non-food items for consumption or use from that type of retail outlet. Enter the number as reported.

TABLE 2.2: CHANGES IN HORTICULTURAL SHOPPING PATTERNS AND LOCATIONS

Enumerator: We would like to know if and how the primary source of several of your household's fresh vegetables and fruits has changed over the past 10 years. The selected fresh fruits and vegetables items are identified in VITEM of table 2.2

HHEXIST (QUESTION 2.2.1): Find out from the respondent if the household existed 10 years ago and also lived in this same neighborhood. Enter "1" if the response is yes. If the response is no, enter "2" and skip to Q 2.3.

TABLE 2.2.2 CHANGES IN HORTICULTURAL SHOPPING PATTERNS

VNOW: Ask the respondent to remind you if the household purchased any of the items listed in VITEM during the past 30 days. Enter "1" if the response is yes. If the response is no, enter "2" and go to the next food item.

VTHEN: Find out from the respondent if the household purchased items listed in VITEM ten (10) years. Enter "1" if the response is yes. If the response is no, enter "2" and go to the next food item.

VCHANGE: Find out from the respondent if the primary type of outlet where the household purchases the items listed in VITEM is different now than it was 10 years. Enter "1" if the response is yes. If the response is no, enter "2" and go to the next food item. If the response is "I do not know", enter "3" and go to the next item.

VTTYPE: Ask the respondent to tell you the primary type of outlet/source the household used to buy this fruit and vegetable item 10 years ago. Check the possible response codes on the opposite page or code sheet. Enter the appropriate response code.

VREASON: Ask the respondent the main reason why the household has changed the type of outlet from which it purchased this fresh fruit and vegetable item. Check the possible response codes on the opposite page. Enter the appropriate response code.

TABLE 2.3: FOOD EATEN AWAY FROM HOME IN THE LAST 24HRS

Enumerator: Tell the respondent that we would now like to know about the members of his household that ate food away from home during the last working day and ask the following questions with reference to the last 24hrs. Some selected products that may be eaten away from home are listed under TAFOOD. Firstly identify what was eaten by any member of the household. Do not fill in the shaded area.

For items 15 and 16, ask only for the total kwacha value given to the children and adults for snacks and meals, and enter the values under TAValue.

TAEAT: Ask the respondent if any member of the household consumed each food item away from the homestead or bought away from the homestead during the last 24 hours. Enter "1" if the response is yes. If the response is no, enter "2" and go to the next item. If the response is "I do not know", enter "3" and go to the next item.

TANUMBER: Ask the respondent the number of household members that ate each food item away from home during the last 24 hours. Enter the number as reported.

TABUY: Ask the respondent if that food item consumed was taken from home or bought away from home. Enter "1" if the food item was taken from home, go to the next food item. If the food item was bought away from home enter "2" and go to the next question.

TAValue: Ask the respondent to estimate the total amount spent by ALL household members who ate food items away from home. Enter the number as reported. Or enter "-99" if the response is I do not know.

TABLE 2.4: HOUSEHOLD TOTAL EXPENDITURES

Enumerator: Tell the respondent that we would now like to know the household's other expenditure. Ask him/her to give an estimate of TOTAL EXPENDITURES by all household members for the household on each of the following items in AITEM (do not fill shaded area). Enumerator, if rent is paid by someone who is not a member of that household record zero "0". However, if one of the household members paid bills or rent for someone outside the household, that value has to be recorded in this table under remittances. Recurring expenditures include expenses for the month that are not included above. The reference period is referred to the relevant column.

-Example of leisure things: visiting parks and other tourist attractions, visiting cinema halls, attending sports etc.

ALASTMTH: Ask the respondent the total expenditure in Kwacha of each item in AITEM for the last 30 days. The items covered under this question go up to 10. Enter the number as reported. **Note: Do not fill shaded area**

ALASTYR: Ask the respondent the total expenditure in Kwacha of each item in AITEM between February 1, and July 31, 2007. The items under this question start from item 11 to item 23. Enter the number as reported for **items that are not shaded**.

SECTION 2.5 ADDITIONAL DETAILS ON MAIZE GRAIN AND MAIZE MEAL CONSUMPTION AND PURCHASES

Definitions of some mugaiwa products

Mugaiwa #1 semi dehulled: This is one where the husks are removed just once before the grain is taken for grinding. This is normally known as roller meal.

Mugaiwa #2 double dehulled: this is one where the husks are removed twice before the grain is taken for grinding. This is known as breakfast meal.

Mugaiwa #3 straight run: This is one where the grain is taken for grinding without removing the husks.

Enumerator: tell the respondent that we would now like to know the household's maize grain and meal consumption, and ask him/her the following questions.

First start by going through all the forms of maize meal so that the respondent knows the forms of maize meal you are talking about.

MEALNOW (QUESTION 2.5.1): Ask the respondent the specific type of maize meal the household primarily used in the past 30 days. Enter the appropriate response from the codes given.

Enumerator: If the response code is 10 (Our household does not use maize meal) skip to section 3.

Enumerator: if the respondent answered breakfast/roller (1 or 2) to Q2.5.1, before you ask the next question mention consumer-made maize meal and vendor-made mugaiwa.

REAS1, REAS2, REAS3 (QUESTION 2.5.2): Ask the respondent why the household primarily used that specific maize meal for the past 30 days rather than the other forms. Choose up to three reasons in order of importance. Enter the appropriate response code in REAS1, REAS2 and REAS3.

Enumerator: if 2.5.1 is commercially made breakfast or roller meal (MEALNOW = 1 or 2), ask the following questions. If not, skip to question 2.5.7.

PBRAND (QUESTION 2.5.3). Ask the respondent the brand of commercially made breakfast or roller meal primarily used by the household in the last 30 days. Enter the appropriate response code.

BUYMUGA1 (QUESTION 2.5.4): Ask the respondent if the household would buy maize meal (mugaiwa) from a retail/vendor if such sellers were operating in the market he/she mainly uses. Enter "1" if the response is yes. If the response is no, enter "2".

BUYMUGA2 (QUESTION 2.5.5): Find out from the respondent if there any retailers/vendors who sell maize meal (mugaiwa) in the markets he/she uses mainly. Enter "1" if the response is yes. If the response is no, enter "2" and go to question 2.5.7. If the

response is "I do not know", enter 3 and go to question 2.5.7.

REAS4, REAS5, REAS6 (QUESTION 2.5.6): Ask the respondent why the household chose not to purchase maize meal from that type of vendor. Enter the appropriate response code in order of importance.

BUYMUGA3 (QUESTION 2.5.7): Find out from the respondent if the household would buy maize meal from a retailer or vendor in the market if the maize meal was well packaged and distributed as roller and/or breakfast meal. Enter "1" if the response is yes. If the response is no, enter "2".

MOREMUGA (QUESTION 2.5.8): Ask the respondent if the household would consume mugaiwa if it was easier to source grain and/or hammer milling services. Enter "1" if the response yes. If the response is no, enter "2".

MEAL99 (QUESTION 2.5.9): Ask the respondent the specific type of maize meal the household primarily used 10 years ago. Enter the appropriate response from the codes given.

Enumerator: if the response to question 2.5.9 = 10 (This household did not exist 10 years ago) or 11 (We did not use maize meal 10 years ago), skip to question 2.5.12.

PBRAND90S (QUESTION 2.5.10): Ask the respondent the brand of breakfast or roller meal the household primarily was using 10 years ago. Enter the appropriate response code shown below.

Enumerator: If the response to question 2.5.1 and 2.5.9 are the same (the household ate the same form of maize meal in both periods), skip to question 2.5.12.

REASSWIT (QUESTION 2.5.11): Ask the respondent why the household changed the primary type of maize meal it consumes now compared to 10 years ago. Enter the appropriate response code from the codes given.

MUGAHEAL (QUESTION 2.5.12): Ask the respondent what he/she thinks is healthier or more nutritious, mugaiwa straight run or packaged breakfast meal. Enter "1" if the response is mugaiwa. If the response is breakfast, enter "2".

MILLS07 (QUESTION 2.5.13): Ask the respondent the number of hammer mills he/she knows within 15 minutes walk from home (this is about 1 km walk). Enter the number as reported.

SAMEHOME (QUESTION 2.5.14) Ask the respondent if the household was living in this same locality during the past 10 years. If the response is yes enter "1". If the response is no, enter "2" and skip to section 2.6.

MILLS99 (QUESTION 2.5.15): Ask the respondent the number of hammer mills within 15 minutes walk (which about 1km walk) that were there 10 years ago. Enter the number as reported.

MUGVEND (QUESTION 2.5.16): Ask the respondent if there were any small scale vendors of mugaiwa near the home (within 15 minutes normal walk) 10 years ago. Enter "1" if the response is yes. If the response is no, enter "2".

Enumerator: if the response to question 2.5.1 is 3 (mugaiwa #1 semi-dehulled) or 4 (mugaiwa #2 double-dehulled) or 5 mugaiwa #3 straight run), ask questions 2.6.1 to 2.6.7. Otherwise, skip to next section (Section 3: Participation in Urban Agriculture).

WHOMIL (QUESTION 2.6.1): Ask the respondent who in the household normally takes the maize grain to the hammer mill. Enter the appropriate response code.

TIMEJ1, TIMEJ2, TIMEJ3, TIMEJ4 (QUESTION 2.6.2): Ask the respondent how long it normally takes to do the following:

- Go and buy grain in the market, if you do this (enter "0" if the hh used own grain) TIMEJ1,
- Clean the grain, if the hh does that (Enter "0" if the hh doesn't) TIMEJ2
- Take the grain from the household to the mill where he/she normally go
(whether grain is purchased or own production) TIMEJ3
- Take the grain from the market to the mill where he/she normally goes if if he/she
buys grain in the market. TIMEJ4,

Enumerator: when mealie meal goes bad, it means: sticking together, smelling bad, having weevils and/or mold.

MUGASPOIL (QUESTION 2.6.3): Find out from the respondent if mugaiwa has ever gone bad. Enter "1" if the response is yes. If the response is no, enter "2" and skip to question 2.6.5.

WKSFRSH (QUESTION 2.6.4): Ask the respondent how many weeks after milling did the mugaiwa go bad. Enter the number as reported.

MZAVAIL (QUESTION 2.6.5): Ask the respondent if there are months of the year when the household would wish to buy maize grain to mill into mealie meal but the grain is not available in that area to buy. Enter "1" if the response is yes. If the response is no, enter "2" and skip to question 2.6.7.

UNAVAIL1, UNAVAIL2, UNAVAIL3 (QUESTION 2.6.6): Ask the respondent the 3 most common months when maize grain (for milling into meal) is not available in that area when the household wants to buy. Enter as reported in each box given UNAVAIL1, UNAVAIL2 and UNAVAIL3.

QUESTION 2.6.7

Enumerator: Under this question you will ask the respondent the alternative food items the household consumes during the period when maize is unavailable or too expensive. The alternative food items are in ALTFOOD.

Ask the respondent and find out if the household consumes each alternative food identified in ALTFOOD1, ALTFOOD2 ALTFOOD3 ALTFOOD4 ALTFOOD5 ALTFOOD6 ALTFOOD7 if maize is either unavailable or too expensive. Enter "1" if the response is yes. If the response

is no, enter "2".

SECTION 3: PARTICIPATION IN URBAN AGRICULTURE, AND LINKS WITH RURAL AREAS

Main objective: This Section obtains information to quantify any agricultural activities of the household: food obtained through own production within the city or on a field outside the city, and income obtained from livestock or livestock products. This includes fields that the household owns or rents i.e., fields for which the household has the rights to use. We would like to know where the gardens and fields are located, the types of crops grown and the size of the fields.

Why we gather these data: Quantifying these sources of food allows us to more fully understand the food supply system for these cities, and also allows us (when combined with purchases) to check the consumption figures we collected in Table 2.1

Key Points:

1. Note that the recall period for growing field crops (variables F04 to F09 in Table 3.5) is the current agricultural season (October 2006-July 2007). Because horticultural crops can be grown in very short cycles, the recall period for those crops is February - July 2007; a full year of horticultural production will be captured in the second round when we ask about production during August 2007-January 2008.
2. Tables 3.8 and 3.10 capture income from livestock and livestock products.

Definitions important for these questions

Inside plot

This refers to a field or a garden that is found or located inside the boundaries of the household's plot.

Inside this residential area

This refers to a field or a garden that is found or located outside the boundaries of the household's plot, but still inside the residential area where the household is found.

Inside this town

This refers to a field or a garden that is found or located inside this town, but in a residential area other than the one where the respondent's household lives.

Outside towns

This refers to a field or a garden that is located outside of the boundaries of the town where the survey is being implemented.

Field

This is land on which field crops (e.g., maize, cassava etc) are planted.

Garden

This is land where vegetables and fruits (e.g., cabbage, rape, carrots, mangoes etc.) are grown.

HORTCR (QUESTION 3.1): Ask the respondent if any member of the household grew any crop or vegetables in a garden or in another field inside this plot, inside this residential area, inside this town or in another town for use or sale by the household since February 1, 2007. Enter "1" if the response is yes. If the response is no, enter "2" and skip to question 3.3.

Table 3.2 URBAN AGRICULTURE/HORTICULTURE CROPS

Enumerator: First list all the crops the household identifies before asking the additional questions for each crop identified.

Then for each horticultural crop (including fruits and vegetables) grown in a garden or in a plot/field inside this plot, inside this residential area, inside this town or outside of town, ask the following questions:

HCROP: Ask the respondent about any horticultural crops that were grown in the garden or in plot/fields in town or outside of town. Enter the appropriate response crop code.

Enumerator: The respondent may grow a crop in both a garden and a field. There are two rows to capture information for each location, if needed.

H01: Find out from the respondent where that crop is grown. If the response is "1", then the data is entered in the corresponding row for "1". If the response is "2", then the data is entered in the corresponding row for "2".

H02: Find out where the garden or field used to grow that crop is located. Enter the appropriate response code.

H03: Ask the respondent the number of times the household planted that crop in that garden or field between February 2007 and July 2007. Enter the number as reported.

H04: Ask the respondent the total area planted for each crop grown during February to July 2007. Enter the number as reported.

H05: Record the unit of measure used for total area reported in H04. Enter the appropriate response code.

Example: The area was given as 1 lima. The respondent planted 2 times. The area planted is still 1 lima.

H06: Find out from the respondent the quantity harvested from each crop between February and July 2007. Enter the quantity (figure) as reported.

H07: Record the unit of measure used for the quantity harvested in H06. The codes are shown on the code sheet.

H08: Find out from the respondent the quantity of the crop that was sold by the household for cash and exchange between February and July 2007. Enter the quantity sold as reported. If the household did not sell, enter "0". Then go to the next crop, skipping the rest of the

questions.

H09: Record the unit of measure used for the quantity sold in F08. The codes are given on the code sheet.

H10: Find out from the respondent the price per unit for the largest cash transaction. Enter the amount in ZMK as reported.

H11: Record the unit of measure used for the amount in ZMK in F10.

Enumerator the units here should be the same as H09.

Enumerator: If you completed Table 3.2, skip to question 3.4

HNOTGROW (QUESTION 3.3): Find out why the household did not grow any horticultural crops in or outside town. Enter the appropriate response code.

FIELD CR (QUESTION 3.4): Ask the respondent if any member of the household grew any field crop in the garden or another field here in town or outside of town for use or sale by the household between since October 2006. Enter "1" if the response is yes. If the response is no, enter "2" and skip to question 3.6.

TABLE 3.5 URBAN AGRICULTURE/FIELD CROPS

Enumerator: Remember the reference period is Oct 2006 to July 2007.

Enumerator: First list all the crops the household identifies before asking the additional questions for each crop identified.

Then for each field crop grown in a garden or in a plot/field inside this plot, inside this residential area, inside this town or outside of town, ask the following questions:

FCROP: Ask the respondent the field crops that were grown in the garden or plot/field in town or outside of town. Enter the appropriate response crop code.

Enumerator: The respondent may grow a crop in both a garden and a field. There are two rows to capture information for each location, if needed

F01: Find out from the respondent where that crop is grown. If the response is "1", then the data is entered in the corresponding row for "1". If the response is "2", then the data is entered in the corresponding row for "2".

F02: Find out where the garden or field used to grow that crop is located. Enter the appropriate response code.

F03: Ask the respondent the number of times the household planted that crop in that garden or field between **October 2006 and July 2007**. Enter the number as reported.

F04: Ask the respondent the total area planted for each crop grown during October 2006 to July 2007. Enter the number as reported.

F05: Record the unit of measure used for total area reported in H04. Enter the appropriate

response code.

Example: The area was given as 1 lima. The respondent planted 2 times. The area planted is still 1 lima.

F06: Find out from the respondent the quantity harvested from each crop between October 2006 and July 2007. Enter the quantity (figure) harvested as reported.

F07: Record the unit of measure used for the quantity harvested in H06. The codes are shown on the code sheet. *Enumerator: if rice is unshelled or unthreshed please indicate the unshelled units.*

F08: Find out from the respondent the quantity of the crop that was sold by the household for cash and exchange between October 2006 and July 2007. Enter the quantity sold as reported. If the household did not sell enter "0" and go to the next crop, skipping the rest of the questions.

F09: Record the unit of measure used for the quantity sold in F08. If the quantity is "0", record a dash "-". The codes are given on the code sheet.

F10: Find out from the respondent the price per unit for the largest cash transaction. Enter the amount in ZMK as reported.

F11: Record the unit of measure used for the amount in ZMK in F10. *Enumerator the units here should be the same as H09.*

Enumerator: If table 3.5 was completed, skip to question 3.7.

FNOTGROW (QUESTION 3.6): Find out from the respondent the main reason why the household did not grow field crops in or outside the town. Enter the appropriate response code.

OWNSTOCK (QUESTION 3.7): Find out from the respondent if the household owns any livestock or poultry or fish here in town or outside town. Enter "1" if the response is yes. If the response is no, enter "2" and skip to section 4.

Table 3.8 URBAN AGRICULTURE/LIVESTOCK OWNED

Enumerator: We would like to find out the livestock the household owned in the last 6 months. The livestock codes are under LSTOCK. Make sure you identify the livestock the household owns first by asking LS01 for each livestock.

LS01: Find out from the respondent if the household owned each of the livestock listed under LSTOCK in the last 6 months. Enter "1" if the response is yes. If the response is no, enter "2" and go to the next livestock.

LS02: Find out from the respondent the number of the livestock owned currently. Enter the number as reported.

LS03: Find out from the respondent the number of each livestock sold as live or for

slaughter since February 1st, 2007. Enter the number as reported or Enter "0" if the response is none and go to the next livestock.

LS04: Find out from the respondent the number of livestock that were sold the last time the household sold this livestock. Enter the number as reported.

LS05: Find out from the respondent the total amount in ZMK received the last time the household sold the animal. Enter the number as reported. If the household was paid in-kind, ask the respondent to estimate the amount he/she might get if they were to sell this unit of livestock.

QUESTION 3.9

Livestock product income is a critical element of a household's welfare. We would like to know the value of milk, eggs or fish produced for home consumption or selling.

LVPD (QUESTION 3.9): Find out from the respondent if the household produced any milk, eggs or fish for consumption or selling since February 1, 2007. Enter "1" if the response is yes. If the response is no, enter "2" and skip to section 4.

TABLE 3.10: URBAN AGRICULTURE/LIVESTOCK PRODUCTS : PRODUCTION AND CONSUMPTION OF SALES OF MILK, EGGS OR FISH

LVMEF=1 or 2 or 4 or 5 or 7 or 8: Find out from the respondent if the household produced or sold any milk or eggs or fish. LV00: Enter "1" if the response is yes. If the response is no, enter "2" and go to the next grouping.

LVMEF=3 or 6 or 9: If the household sold milk or eggs or fish, find out the income that was earned from the sales in each of the 6 months. Record the income the household earned in the appropriate month from LV01 - LV06.

SECTION 4: HOUSEHOLD LINKS WITH RURAL AREAS, ASSETS & FOOD SECURITY STATUS

Main objective: To understand the size and nature of resource flows between our urban respondents and any extended family members they have in rural areas.

Why we gather these data: These types of resource flows may be quite substantial for some families during some years, and may change direction depending on the adequacy of the harvest in rural areas. Understanding these flows helps us complete the picture on urban consumption sources, and also allows us to gain some understanding of how urban households may assist their rural family members when harvests are poor.

Key Points:

1. Questions 4.1.1-4.1.6 we would like to find out and quantify remittances out of the household to the relatives in rural areas.
2. Table 4.2.2 quantifies any farm produce the household received over the past six months from rural areas. This is limited to goods that the household DID NOT produce itself; it should ONLY include goods that other family members, not living with this household, produced and sent to the urban household.
3. Questions 4.3.1 through 4.3.8, and Table 4.3.9 relate to the types of assets the household owns, and clarify whether or not the household owns the house that it lives in.
4. Questions 4.4.1 - 4.4.7 are very important for assessing the household's level of food security. Although the household may be tired by this time in the interview, stress to them that their honest feedback on these issues is quite important to provide government with an accurate assessment of urban food security.
5. After going through the entire interview and ending with these food security questions, the enumerator is asked to make their own assessment of the household's food security status. This should be the enumerator's INDEPENDENT assessment, based on household responses and on what the enumerator has observed.

Enumerator: *tell the respondent that we would like to know how remittances and other flows between rural and urban areas might vary depending on size of the rural staple food harvest. Ask the questions below.*

SENDRURAL (QUESTION 4.1.1): Find out from the respondent if the household normally send cash or goods to relatives in rural areas between the reference period of February 1, 2007 and July 31, 2007. Enter the appropriate response code. If the household does not send cash or goods, skip to question 4.1.6

VALSENT (QUESTION 4.1.2): Find out from the respondent the approximate total value of cash/goods that the household had sent. Enter the value as reported.

MORELESS (QUESTION 4.1.3): Find out from the respondent if the household has sent more, less or the same amount of cash/goods to its rural relatives from February 2007 to July 2007 as compare to the same period (Feb-July 2006) last year. Enter the appropriate response code.

SENDPREF (QUESTION 4.1.4): Find out from the respondent what rural relatives prefer to receive between cash and goods when their harvest is poor. Enter "1" if the response is cash. If the response is goods, enter "2". Or if the response is both, enter "3".

SENDBAD (QUESTION 4.1.5): Find out from the respondent how much cash or goods the household sends to rural relatives in a poor harvest year compared to a normal year. Enter the appropriate response code. 1=send more. 2=send less 3=send same

RECRURAL (QUESTION 4.1.6): Find out from the respondent if the household normally receives cash/goods from relatives in rural areas. Enter "1" if the response is yes. If the response is no, enter "2" and go subsection 4.3.

Enumerator: tell the respondent that we would like to know about farm commodities that the household received as gifts or transfers and ask the following questions: this should not refer to own production.

RFARM (QUESTION 4.2.1): Find out from the respondent if the household received in transfer or as gifts any maize or other farm commodity for home consumption or sale that was produced outside the city since February 2007. Enter "1" if the response is yes. If the response is no, enter "2" and go to subsection 4.3 (details of assets).

Enumerator: If the response is yes, we want to know what quantity was received by the household since February 1, 2007. Prompt for milk, chicken, and eggs received.

Table 4.2.2 URBAN LINKS WITH RURAL AREAS

GCOMMODO: Find out from the respondent the type of farm commodities produced outside the city (not own production) the household received in transfer or as a gift for household consumption. Enter the responses in **GCOMMODO**. Ask specifically about chickens, eggs and milk.

GRECEIVED: Find out from the respondent the amount of each farm commodity the household received as gifts or transfer since February 1, 2007. Enter the reported amount.

GRUNIT: Record the unit of measure used for the amount of farm commodity the household received since February 1, 2007. The codes are shown below the table.

GSOLD: Find out from the respondent the amount sold from the amount received as gifts or transfer since February 1, 2007. Enter the reported amount. If the household did not sell, record "0" and leave **GSUNIT** blank.

GSUNIT: Record the unit of measure used for the amount sold. The codes are shown below table.

4.3 ENUMERATOR: *tell the respondent that we would now like to know details of the house and household assets owned by the household, and ask the following questions 4.3.1 to 4.3.8:*

LIVNUM (QUESTION 4.3.1): Ask the respondent how long the household has lived in that home. Enter the number in **LIVNUM**.

LIVUNIT (QUESTION (4.3.1)) Record the time unit that goes with **LIVNUM**.

Enumerator: *Tell the respondent that we would like to ask more about under what arrangement they live in.*

RESOWN (QUESTION 4.3.2): Ask the respondent under what arrangement he/she lives on. Enter the appropriate response code.

Enumerator: *if the answer to question 4.3.2 is 1(own house) or 2 (free accommodation) ask question 4.3.3, otherwise go to question 4.3.4.*

IFRENT (QUESTION 4.3.3): Ask the respondent how much he/she could get per month in ZMK if he/she were to rent out that house to someone else. Enter the number as reported.

ROOF WALLS, FLOOR (QUESTION 4.3.4) *Enumerator: Under this question, Observe or ask what building materials the main house is made of. Enter the appropriate code according to what you observe for the three categories.*

HSQM (QUESTION 4.3.5): Enumerator estimate the square meters of the total housing space the household have. Record the estimated figure.

Definition of a main house: This is the home where the head of the household and the spouse stay.

ELECTRIC (QUESTION 4.3.6): Ask the respondent if the main house has electricity. Enter "1" if the response is yes and "2" if the response is no.

PLUMB (QUESTION 4.3.7): Ask the respondent if the main house has the modern plumbing (running water, sewerage system). Enter "1" if the response is yes and "2" if the response is no.

HOMEbiz (QUESTION 4.3.8): Ask the respondent if the household uses part of the house or property for business activities or commerce. Example of business include: use part of the rooms as school, sewing business etc. Enter "1" if the response is yes and "2" if the response is no.

QUESTION 4.3.9: Ask the respondent if the household owns each of the assets listed in working condition. Enter "1" if the household owns each of the assets mentioned. If the household does not own enter "2".

4.4: Enumerator: *tell the respondent that we would like to know about the level of food security of the household, and ask the following questions:*

Enumerator: *A main meal may include the following: Breakfast, lunch and dinner. If the household has never lacked any food, record "0".*

MIDEAL (QUESTION 4.4.1): Find out from the respondent the number of main meals per day the household can ideally eat if sufficient food were available. Enter the reported number.

MACTUAL (QUESTION 4.4.2): Find out from the respondent the number of main meals per day the household typically ate in the past 30 days. Enter the reported number.

SKIPMEAL (QUESTION 4.4.3): Find out from the respondent the number of days the household skipped an entire main meal because it did not have enough food nor enough money to purchase in the past 30 days. Enter the number of days reported.

NOEAT (QUESTION 4.4.4): Find from the respondent the number of days the household went an entire day without eating a main meal because it did not have enough food nor enough money to purchase more food in the past 30 days. Enter the number of days reported.

SMALL (QUESTION 4.4.5): Find out from the respondent the number of days the household ate a main meal that was smaller than usual because the household did not have enough food nor enough money to purchase more food in the past 30 days. Enter the number of days reported.

WORRY (QUESTION 4.4.6): Find out from the respondent the number of days the household worried about where food would come from in the past 30 days. Enter the number of days reported.

ASK (QUESTION 4.4.7): Find out from the respondent the number of days the household asked neighbors or relatives for food to make a meal in the past 30 days. Enter the number of days reported.

**END OF INTERVIEW
THANK YOU.**

SECURE (ENUMERATOR'S INSTRUCTION 4.3.8): *Based on all that you have observed and heard, please rank the level of food security of this household on a scale of 1 to 5, where 1 is least food secure and 5 is most food secure.*

INTRATE (ENUMERATOR'S INSTRUCTION 4.4.8): Please rate the quality of this interview on a scale of 1 (worst) to 5 (best). Give reasons for this rating in the space below.

INTRATE_S (ENUMERATOR'S INSTRUCTION 4.4.9): Please give the reasons for your rating of this household.

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
$\frac{1}{4}$	.16	1/4	.14
$\frac{1}{2}$	.30	1/2	.28
$\frac{3}{4}$	.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
$\frac{1}{4}$	.42	1/4	.45
$\frac{1}{2}$	.83	1/2	.89
$\frac{3}{4}$	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

STANDARD BAGS
UNSHELLED

QUANTITY SHELLED
80KG BAGS

$\frac{1}{4}$	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

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