REPUBLIC OF ZAMBIA

2nd ROUND URBAN FOOD CONSUMPTION/EXPENDITURE SURVEY 2007/2008

INTERVIEWERS INSTRUCTION MANUAL

CENTRAL STATISTICAL OFFICE
(ECONOMIC STATISTICS DIVISION)

in conjunction with

FOOD SECURITY RESEARCH PROJECT

JANUARY 2008
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 a second round of an Urban Food Consumption and Expenditure Survey (hereafter referred to as "UFCS") in four cities: Lusaka, Kitwe, Kasama and Mansa to the same households as the first round. These four cities were 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 has 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 oversampled 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>
<thead>
<tr>
<th>Province</th>
<th>Equal</th>
<th>Low Cost</th>
<th>Medium/High Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lusaka</td>
<td>40</td>
<td>28</td>
<td>12</td>
</tr>
<tr>
<td>Kitwe</td>
<td>40</td>
<td>30</td>
<td>10</td>
</tr>
<tr>
<td>Kasama</td>
<td>20</td>
<td>14</td>
<td>6</td>
</tr>
<tr>
<td>Mansa</td>
<td>20</td>
<td>16</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>120</strong></td>
<td><strong>88</strong></td>
<td><strong>32</strong></td>
</tr>
</tbody>
</table>
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 and FSRP will cooperate in carrying out the retraining 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 and MACO 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.
4)-Deploy Supervisors and Interviewers to their respective work areas in the city.
5)-To work closely with the supervisors in all matters pertaining to the survey operations.
6)-Ensure complete enumeration of sampled households in all SEAs.
7)-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 FSRP staff.
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. **You have also to finish each instrument before going to the next interview**
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. With this regard we require that all the instruments for each day should be submitted to the supervisors on that particular day.

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 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 C06

C06 How much of this crop did you harvest from each field between August 1, 2007 and January 31, 2008?

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 1/2 to 0.5 and record 2.5 hectares. Never record a fraction, always convert it.

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

\[
\begin{align*}
\frac{1}{4} &= 0.25 \\
\frac{1}{2} &= 0.50 \\
\frac{3}{4} &= 0.75 \\
\frac{1}{3} &= 0.33 \\
\frac{2}{3} &= 0.67
\end{align*}
\]

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
These questionnaires are personalized for each household in the sense that the interviewers are going back to the same households which were interviewed for the first Urban Food Consumption Survey (2007). Selected data from the UFCS will be entered in blocked boxes beforehand to guide the interviewer on issues the current UFCS is following up. Pre-entry of these data will take place during training. Each supervisor is expected to make sure that this pre-entry is completed prior to commencing interviews. For Table 1.1, if during the course of the interview the respondent does not agree with the household member name entries on the questionnaire, cancel the old ones and write the correct name on top. Do not erase any entries and keep both new and old entries legible.

Identification information
Apart from items 12b, 12c, 12d, 13 and 14a, items 1-11 will be pre-entered on each new questionnaire during enumerator training - prior to deployment. Please copy the relevant information from the data sheet that will be provided onto the new 2nd round UFCS 2008 questionnaire. The Supervisor will assist the interviewer in completing these entries.

Copy the information from the sheet into the appropriate boxes on the UFCS 2008 survey instrument, as follows:

PROV (Question 1) Pre-enter, in the space provided the name of the province you are employed in, and enter the province code in the box provided.

DIST (Question 2) Pre-enter, in the space provided, the name of the district in which you are operating, and enter the district code in the boxes provided.

CONST (Question 3) Pre-enter, in the space provided, the name of the constituency in which you are operating, and enter the constituency code in the boxes provided.

WARD (Question 4) Pre-enter, in the space provided, the name of the ward in which you are operating, and enter the ward code in the boxes provided.
CSA (Question 5) Pre-enter, in the space provided, the Census Supervisory Area (CSA) number.

SEA (Question 6) Pre-enter, in the space provided, the Standard Enumeration Area (SEA) number.

HH (Question 7) Pre-enter the Household Serial Number as shown on the data sheet in the boxes provided.

RESIDE (Question 8) Pre-enter the residential area in which the household is located in the box provided.

ADDRESS (Question 9) Pre-enter 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)

LNDMRK (Question 10) Pre-enter 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)

CATRESIDE (Question 11) Pre-enter in the box provided, the Category of the Residential Area as given on the data sheet.

HHNAME_1 (Question 12a) Pre-enter the full name of the head of the household in August, 2007.

RESNAME_1 (Question 14a) Pre-enter the name of the main respondent in the August, 2007 survey in the space provided.

Page 2. Demographic Characteristics
Pre-enter the name of each of the members of the household identified during the first round of UFCS in August, 2007 on page 2 of the 2008 UFCS instrument. The same MEM number should be associated with the same name.

During the actual interview ask the following:

STILLHH (Question 12b) Find out if the household head identified in August 2007 (listed in 12a) is still the Household Head. Enter "1" if the response is yes and skip to question 12d. If the response is no enter 2.

Enumerator: For response "2", if the household head is dead or is no longer a member of the household or is still a member of household but no longer the head, the household may still be there. Write the reason why the old head is no longer head against the old name. Example would be "dead" or "moved" against the old name, depending on the circumstances obtaining at the time of the interview and then proceed to question 12c.

HHNAME_2 (Question 12c) Find out the name of the current household head and enter his/her name in the space provided.
SAME_HH (Question 12d) Find out and confirm by referring to the list if the new household head or any member of the household was present in the 1st round of the survey (August 2007 survey). If the names of the household members from a data sheet that have been pre-entered on page 2 of the instrument are no longer in the household, then end the interview.

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

HHSEX (Question 13) Find out the sex of the old or new household head. Enter "1" if the head is male, or code '2' if the head is female.

Enumerator: If you can observe and know the sex do not ask the question just write the sex.

SAMERESP (Question 14b) Find out if the person responding is the same main respondent who participated in the August 2007 Survey. Enter 1 if the response is yes. Enter "2" if the response is no.

Enumerator: If the respondent is not the same, try to have the same main respondent present in the interview.

RESPSEC (Question 14c) Find out the name of the Current main Respondent, write it in the space provided.

Item 15 and 16 will be completed after the interview.

RESTATUS (Question 15) 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 1.3.

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 1996). 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 (August 1, 2007 to January 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 D01A for all members before going to D01B. This order of questioning helps improve recall for the respondent.

**D01A:** Find out if that person is currently considered a member of the household. Enter “1” if the response is yes and go to D01 and ask all the questions. Enter “2” if the response is no.

**D01B:** Find the reason why that person is not a member anymore of the household. The responses are on the opposite page, enter the appropriate response code.

*Enumerator: If D01A = 1, skip D01B and ask questions from D01 to D10.*

**D01:** Verify the gender status of the household members that was recorded during the first round UFCS. If the sex is the same leave it as it is but if the sex is wrong, cross out the value entered and write the correct one.
D02: Verify the year each household member was born and if the entry is the same, leave it. However, if the year born is different cross out what was entered and write the correct one.

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.

Enumerador: Ask D04 only if D02 is 1996 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.

Enumerador: Ask D08 only if D02 is 1996 or earlier.

D08: Ask the respondent what the main source of livelihood was for each member between August 1, 2007 and January 31, 2008? Enter the appropriate response. See possible codes on the opposite page or code sheet.

Enumerador: 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.
TABLE 1.2 ADDITIONAL HOUSEHOLD PROFILE

**Enumerator:** Tell the respondent that we would now like to know some details about additional household members who have joined the household permanently or they would have intention to stay for 6 months or more. If that household is part of a polygamous family ask only about the household members residing at that particular household. Start by identifying the total number of additional household members. List the additional members by starting with the adults and then children in order from oldest to youngest. Then ask the questions for each household member.

**ADNAME:**
Ask the name of each additional person the respondent considers being a member of that household. Write all the names of additional household members you have identified under ADNAME.

**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 AD01B for all members before going to AD01. This order of questioning helps improve recall for the respondent.

**AD01B:** Find from the respondent the reason why that person joined the household. The responses are on the opposite page, enter the appropriate response code.

**AD01:** 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.

**AD02:** Ask the respondent the year in which each additional member was born and record the response in four digits, e.g., 1981. If the respondent gives the age number e.g. 27 years calculate the year born by subtracting 2008-27 = 1981. Then you can record 1981.

**AD03:** 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 AD04 only if AD02 is 1996 or earlier.

**AD04:** 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.

**AD05:** 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.

**AD06:** 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.
**AD07:** 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 AD08 only if AD02 is 1996 or earlier.*

**AD08:** Ask the respondent what the main source of livelihood was for each member between August 1, 2007 and January 31, 2008? Enter the appropriate response. See possible codes on the opposite page or code sheet.

*Enumerator: If AD08 is equal to 6 (school-going) or 7 (housewife) or 9 (none), skip to AD10.*

**AD09:** 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.

**AD10:** 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 1.3 AND TABLE 1.4: DEATHS WITHIN THE HOUSEHOLD**

Please note that in this Section you will ask about members who have died in the past 6 months (August 1, 2007 to January 31, 2008). If there is no member who died in the past 6 months, skip the rest of the questions and go to question 1.4.1, 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.

*Enumerator: Be sure to include prior household members and new members arriving in the household over the last 6 months.*

**PDEATH (QUESTION 1.3):** Find out from the respondent if in the last 6 months (August 1, 2007 to January 31, 2008) 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.

**PD01A:** Find out if the deceased was the household head at the time of his/her death. Enter “1” if the response is yes and go to question PD01. If the response is no, enter “2”.

**PD01B:** Find out what the relationship was of the deceased to the household head at the time he/she died. Enter the appropriate response code.
PD01C: Find out what the relationship was of the deceased to the current household head. Enter the appropriate response code.

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 2007 or 2008. 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 1996 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 SALE/USE OF FOODS ITEMS BY THE HOUSEHOLD**

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.

USEFOOD (QUESTION 1.4.2): Find out from the respondent if any member of the household used food or beverage items purchases in the past 30 days. Enter "1" if the response is yes. If the response 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:

<table>
<thead>
<tr>
<th>Objective</th>
<th>Questions/Table</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quantify the value of expenditure on food consumed outside the home</td>
<td>Table 2.2</td>
<td></td>
</tr>
<tr>
<td>Capture additional expenditures not in Table 2.3, in order to estimate total expenditure for use as a proxy for hh income</td>
<td>Table 2.3</td>
<td>Recall period= past 6 months for infrequently purchased items, 30 days for all else</td>
</tr>
<tr>
<td>Understand maize consumption, expenditure, and processing behavior</td>
<td>Questions 2.4.1 to 2.4.3 and 2.5.1 to 2.5.2</td>
<td>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</td>
</tr>
</tbody>
</table>
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 (CRETAIL =1) (CWHERE=1,4,9,10)**
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 vendor (CRETAIL=2) & (CWHERE=1 through 13)**
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 vendor (CRETAIL=3) (CWHERE=6, 8, 9, 11, 13)**
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) & (CWHERE=6, 8, 9, 11, 13)**
A small scale retail vendor 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) & (CWHERE=6,8,9,11,13)  
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.

![Kantemba](image1)

**Ka shop (Kiosk)** (CRETAIL=6) & (CWHERE=6,8,9,11,13)  
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.

![Ka shop (Kiosk)](image2)

**Grocery/General Dealer/Shop-Retail Only** (CRETAIL=7) & (CWHERE=1,2,3,4,6,8,9,10,13)  
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).

![Grocery/General Dealer/Shop-Retail Only](image3)
Wholesale/retail Grocery/General Dealer/Shop (CRETAIL=8) & (CWHERE=2,3)
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) & (CWHERE=2,3,4,7,8,9,10,12,13)
This is 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) & (CWHERE=2,3,7,8,9,12,13)
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) & (CWHERE=2,3,7,9,12)
A relatively large (sq meters) 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) (CWHERE=2,3,7,9,12)
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) & (CWHERE=1,2,3,4,7,8,9,10,12,13)
This is a retail shop where meat products (beef, pork, ham etc), poultry and fish are sold.
Bakery (CRETAIL=14) & (CWHERE=1, 2, 3, 4, 5, 7, 8, 9, 10, 13)
This is a retail and baking shop where wheat products (bread, buns, cakes, etc) are made and sold at retail and wholesale.

Milk Bar/Container (CRETAIL=15) & (CWHERE=1, 2, 3, 4, 9, 10, 11)
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) & (CWHERE=1, 4, 5, 9, 10, 11)
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.

Within my neighborhood – Public Market Area (CHWERE=4)
These are Public Markets Areas located near the residential areas of the respondent. 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 the respondent’s house or in their yard

Within my neighborhood (CWHERE=6)
These are all the stand alone outlets located near the residential area of the household of respondent, eg, Katemba, Ka table, street vendors.

Within my neighborhood – Commercial Shopping Centre/Mall (CWHERE=7)
These are commercial shopping areas with relatively large shops but are located near the residential areas of the respondent and are 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
Within my Neighborhood – Stand Alone/Strip Shop/Mall Locations (CWHERE=8)
These are more organized and commercial shopping areas with 3-4 or more small shops found near the residential areas where the respondent stays. The distinguishing feature is that there is no large or medium public market nearby. These tend to be found along important roads and bus stops where lots of potential customers pass by.

Outside the city (CWHERE=9)
This is the case where a respondent purchased the item from any outlet but outside the city boundaries.

Another neighborhood – Public Market Area (CWHERE=10)
These are Public Markets Areas located in residential areas but in a different locality where the respondent stays. 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, Chimwene and Maiteneke markets
In Lusaka: Mtendere markets,

Another neighborhood (CWHERE=11)
These are all the stand alone of outlets located in residential areas (eg Katemba, Ka table Ka shop) but are in different locality compared to where the respondent stays.

Another neighborhood – Commercial Shopping Centre/Mall (CWHERE=12)
These are commercial shopping areas with relatively large shops and are located near the residential areas but are in another locality compared to where the respondent stays and are 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

Another neighborhood – Stand Alone/Strip Shop/Mall Locations (CWHERE=13)
These are more organized and commercial shopping area with 3-4 or more small shops found in residential areas but in a different locality to where the respondent stays. The distinguishing feature is that there is no large or medium public market nearby. These tend to be found along important roads and bus stops where lots of potential customers pass by.

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.

CVVALUE: 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 does not know the CVVALUE directly, enter "-99" and then 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.

CPUNIT: Find out from the respondent the most common package size or type of purchase unit used when he/she was purchasing that item over the past 30 days. Check the possible response codes on the opposite page or code sheet and enter the appropriate response unit 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 in that unit. Enter the number as reported.

CRETAIL: Ask the respondent the type of retail outlet the household mostly purchased that food or non 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. Enumerator: If the product is purchased at the household’s house or inside the yard, enter the value “1” and unit “meter”.

CDUNIT: Record the unit of measure used for distance reported in CDIST. Check the possible response codes on the opposite page or code sheet and enter the appropriate response code.
TABLE 2.2: FOOD EATEN AWAY FROM HOME IN THE LAST 24HRS

Enumerator: Tell the respondent that we would 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. Then ask the questions that follow. For questions 16 and 17, find out if any school children and adult members were given money for snacks/meals. If they did so, ask only for the total kwacha value and enter it in TAVALUE. DO NOT FILL THE SHADED AREA.

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" as a last resort.

QUESTION 2.3: 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".

TABLE 2.4: HOUSEHOLD'S OTHER 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 in that table for items from 1 to 9. The reference period is referred to the relevant column.

Household Electronics
These include TV, Radios, DVDS, home theaters

Other non large household items: Include pressing irons, blankets
Household domestic help (monthly), maids, garden boys,

Kitchens utensils: Kitchen plates, pots, pans

-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. If the respondent does not know enter "-99". Note: Do not fill shaded area

ALASTYR: Ask the respondent the total expenditure in Kwacha of each item in AITEM between August 1, 2007 and January 31, 2007. The items under this question start from item 11 to item 27. Enter the number as reported for items that are not shaded. If the respondent does not know enter "-99".

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

Definitions of some mugaiwa products made in grinding mills

Mugaiwa #1 dehulled (super roller): Is one where the husks are removed just once before the grain is taken for grinding.

Mugaiwa #2 double dehulled (breakfast): Is one where the husks are removed twice before the grain is taken for grinding.

Mugaiwa #3 straight run (roller): 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, mention consumer-made maize meal and vendor-made mugaiwa.

REAS1, REAS2, REAS3 (QUESTION 2.5.2): Ask the respondent why the household primarily consumed 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 in table 2.5.3. If not, skip to question 2.6.

MUGATYPE: Under this column, there are three types of mugaiwa meals made from grinding mills. Each question should be asked on all types of mugaiwa before moving to the next question. Enumerator: To repeat, ask questions on each of the 3 types of mugaiwa.

CONSMUGA: Find out from the respondent if the household could consume each type of mugaiwa meal if it were easier to source grain and/or hammer milling services. Enter “1” if the response is yes. Enter “2” if the response is no.

BUYMUGA1: Find out from the respondent if the household would buy maize meal (mugaiwa) from a retail market he/she mainly uses. Enter “1” if the response is yes. If the response is no, enter “2”.

BUYMUGA2: 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 ask BUYMUGA5. If the response is “I do not know”, enter 3 and ask BUYMUGA5.

Enumerator: Ask BUYMUGA3 if the response to BUYMUGA2 was “yes”.

BUYMUGA3: Find out from the respondent if the household buys maize meal (mugaiwa meals) from a retailer or vendor in the market he/she mainly uses. Enter “1” if the response is yes and skip to BUYMUGA5. If the response is no, enter “2”.

Enumerator: Ask BUYMUGA4 if the response to BUYMUGA3 was “no”.

BUYMUGA4: Find out from the respondent why the household purchases that mugaiwa meal from that type of the retail vendor. Enter the appropriate response code.

Enumerator: Ask BUYMUGA5 if the response to BUYMUGA2 was “no” or “do not know” or BUYMUGA3 = “no”.

BUYMUGA5: Find out from the respondent if the household would buy that mugaiwa meal from the vendor or retailer if it were well packaged and distributed as is done for commercial roller and/or breakfast meal. Enter “1” if the response is yes. Enter “2” if the response is no.

Enumerator: if the response to question 2.5.1 is 3 mugaiwa #1 dehulled (super roller) or 4 mugaiwa #2 double-dehulled (breakfast) or 5 mugaiwa #3 straight run (roller), ask questions 2.6.1 to 2.6.2. Otherwise, skip to next section 3: Participation in Urban Agriculture.

MZAVAIL (QUESTION 2.6.1): Ask the respondent if there are months in a 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 section 3.
UNAVAIL1, UNAVAIL2, UNAVAIL3 (QUESTION 2.6.2): 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.

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 in Table 3.2 is the current agricultural season (October 2007–July 2008). Because horticultural crops can be grown in very short cycles, the recall period for those crops is August 1, 2007 – January 31, 2008; Tables 3.10 and 3.11 capture income from livestock and livestock products.

Definitions of some important words for these questions

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.

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.

Inorganic fertilizer: These are fertilizers made from chemicals, example: D compound, urea, X
CROPCR (QUESTION 3.1): Ask the respondent if any member of the household grew any field or horticultural crops (excluding fruit trees) in a garden or in a field here in town or outside of town for use or sale by the household since August 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 respondent identifies before asking the additional questions for each crop.

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

HORT/FIELD CROP: Ask the respondent about any horticultural/field crops that were grown in the garden or in plot/fields in town or outside of town. Check for the appropriate response code from the code sheet on the opposite page. Enter the appropriate response crop code in CROP.

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

C01: Find out from the respondent where that crop is grown. If the response is “garden”, then the data is entered in the corresponding row for "1". If the response is “field”, then the data is entered in the corresponding row for “2”.

C02: Find out where the garden or field used to grow that crop is located. Enter the appropriate response code.

C03: Ask the respondent the number of times the household planted that crop in that garden or field between August 1, 2007 and January 31, 2008. Enter the number as reported.

C04: Ask the respondent the total area planted for each crop grown during August 1, 2007 to January 31, 2008. Enter the number as reported.

C05: Record the unit of measure used for total area reported in C04. The codes are in the question.

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

C05F: Find out if the household applied inorganic fertilizer to each of the crops identified. Enter “1” if the response is yes. Enter “2” if the response is no.

C06: Find out from the respondent the quantity harvested from each crop between August 1, 2007 and January 31, 2008. Enter the quantity (figure) as reported.

Enumerator: if the response is zero, go to the next crop

C07: Record the unit of measure used for the quantity harvested in C06. The codes are given
on the code sheet on the opposite page.

C08: Find out from the respondent the quantity of the crop that was sold by the household for cash and exchange between August 1, 2007 and January 31, 2008. Enter the quantity sold as reported. If the household did not sell, enter "0" and go to C12.

C09: Record the unit of measure used for the quantity sold in C08. The codes are given on the code sheet.

C10: Find out from the respondent the price per unit for the largest cash transaction. Enter the amount in ZMK as reported.

C11: Record the unit of measure used for the amount in ZMK in C10. Enumerators: The units here should be the same as C09. Enumerators: If you Table 3.2 is completed, skip to question 3.4. Enumerators: Ask these C12 and C13 if the response to C08=0.

C12: Find out from the respondent the price he could have sold the product if he did not sell the produce. Enter the Amount in ZMK reported.

C13: Record the unit of measure used for the amount in ZMK in C12. Enumerators: The units here should be the same as C07. Enumerators: If there are no field crops ask questions 3.3a. If there are no horticultural crops ask questions 3.3b. If both field and horticultural crops are grown please skip to question 3.4. Three responses given should be of according to importance and should be entered in spaces provided.

HGROW1, HGROW2, HGROW3 (QUESTION 3.3a): Find out why the household did not grow any horticultural crops in or outside town. Enter the appropriate response code.

FGROW1, FGROW2, FGROW3 (QUESTION 3.3b): Find out why the household did not grow any horticultural crops in or outside town. Enter the appropriate response code.

FRUITTR (QUESTION 3.4): Ask the respondent if any member of the household raised/grew any fruit trees in a garden or in a field here in town or outside of town for use or sale by the household since August 1, 2007. Enter “1” if the response is yes. If the response is no, enter “2” and skip to question 3.6.

Enumerators: First list all the fruit trees the respondent identifies before asking the additional questions for each fruit tree identified. Then for each fruit tree raised/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:

FRUIT TREE (FTREE): Ask the respondent about any horticultural/field crops that were raised/grown in the garden or in plot/fields in town or outside of town. Check for the appropriate response code from the code sheet on the opposite page. Enter the appropriate response crop code in FTREE.
Enumerator: The respondent might have raised/grown a crop in both a garden and a field. There are two rows to capture information for each location, if needed.

FT01: Find out from the respondent how that fruit is raised/grown. If the response is "individual", then the data is entered in the corresponding row for "1". If the response is "Orchard", then the data is entered in the corresponding row for "2".

FT02: Find out where the plot/field used to raise/grow that fruit tree is located. Enter the appropriate response code.

FT03: Ask the respondent the number of fruit trees raised/grown during the entire period August 1, 2007 and January 31, 2008. Enter the number as reported.

FT04: Find out from the respondent the quantity of fruit harvested from trees between August 1, 2007 and January 31, 2008. Enter the quantity (figure) as reported.

FT05: Record the unit of measure used for the quantity harvested in FT04. The codes are given on the code sheet on the opposite page.

FT06: Find out from the respondent the quantity of the fruit that was sold by the household for cash and exchange between August 1, 2007 and January 31, 2008. Enter the quantity sold as reported. If the household did not sell, enter "0" and go to FT10.

FT07: Record the unit of measure used for the quantity of fruits sold in Fgrow6. The codes are given on the code sheet opposite page.

FT08: Find out from the respondent the price per unit of fruits for the largest cash transaction. Enter the amount in ZMK as reported.

FT09: Record the unit of measure used for the amount in ZMK. The unit should be the same as in FT07.

Enumerator: ask questions FT10 & FT11 if FT06 = 0.

FT10: Find out from the respondent at what price could the household would have sold the fruit if it did not sell any. Enter the value of ZMK report.

FT11: Record the unit of measure used for the amount in ZMK in FT11. The unit should be the same as in FT05

Enumerator: If Table 3.5 is completed, skip to question 3.7

Enumerator: Ask the respondent to answer question 3.6. Three responses given should be of according to importance and should be entered in spaces provided.

FTGROW1, FTGROW2, FTGROW3 (QUESTION 3.6): Find out why the household did not raise/grow any fruit trees in or outside town. Enter the appropriate response code.
ACQUISITION OF FERTILIZER BY THE HOUSEHOLD IN THE PAST SIX MONTHS

FERT02 (QUESTION 3.7) Find out from the respondent if the household acquired an inorganic fertilizer over the past six months (August 1, 2007 to January 31, 2008). Enter "1" if the response is yes. Enter "2" if the response is no and skip to question 3.6.

Table 3.8
Enumerator: Ask the following questions on acquisition of fertilizer by the household over the past six months (August 1, 2007 to January 31, 2008 including cash, credit and gifts/grant.

Enumerator: Do not include any fertilizer acquired for re-sale.

FERTCH: There are six different fertilizer channels under this variable.

FERT03: Find out from the respondent if the household used each of the fertilizer transitions listed in FERTCH first before asking other questions. Enter "1" if the response yes for each transaction. Enter "2" if the response is no for each transaction.

FERT04: Find out the quantity of basal dressing fertilizer acquired by the household from August 1, 2007 to January 1, 2008. Enter the reported quantity in kg.

FERT05: Find out the quantity of top dressing fertilizer acquired by the household from August 1, 2007 to January 1, 2008. Enter the reported quantity in kg.

OWNSTOCK (QUESTION 3.9): Find out from the respondent if any member of 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 3.10 URBAN LIVESTOCK/POULTRY OWNED BY HOUSEHOLD
Enumerator: We would like to find out the livestock the household owned in the last 6 months from August 1, 2007 to January 31, 2008. 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 August 1, 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.

**Enumerator:** 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 3.11): Find out from the respondent if the household produced any milk, eggs or fish for consumption or selling since August 1, 2007. Enter “1” if the response is yes. If the response is no, enter “2” and skip to section 4.

**TABLE 3.12: URBAN AGRICULTURE/LIVESTOCK PRODUCTS: PRODUCTION, CONSUMPTION AND SALES OF MILK, EGGS OR FISH**

**Enumerator:** If 3.11 is YES, tell the respondent that we now would like to know about the production and sales of milk, eggs and fish produced by the household between August 1, 2007 and 31st January 2008.

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 from August 1, 2007 to January 31, 2008. 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 from August 1, 2007 to January 31, 2008. Record the income the household earned in the appropriate month from LV01 - LV06.
SECTION 4: HOUSEHOLD LINKS WITH RURAL AREAS & 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 4.1.1-4.1.2 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 4.4.1 – 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.
4. 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 sent cash or goods to relatives in rural areas between the period of August 1, 2007 and January 31, 2008. Enter the appropriate response code. If the household does not send cash or goods, skip to question 4.3.1 on the next page.

**MORELESS (QUESTION 4.1.2):** Find out from the respondent if the household has sent more, less or the same amount of cash/goods to its rural relatives from August 1, 2007 to January 31, 2008 as compare to the same period in August 1, 2006 to January 31, 2007. Enter the appropriate response code.
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 question: 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 a gift any maize or other farm commodity for home consumption or sale that was produced outside the city since August 1, 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 August 1, 2007. Prompt for milk, chicken, and eggs received.

Table 4.2.2 URBAN LINKS WITH RURAL AREAS

Farm commodity: Find out from the respondent all the commodities produced outside the city (not own production) the household received in transfer or as a gift for household consumption. Write their names under this variable.

GCOMMOD: For the commodities identified in farm commodities check the response codes on the opposite page and enter the appropriate responses in GCOMMOD.

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

GRUNIT: Record the unit of measure used for the amount of farm commodity the household received since August 1, 2007. Enter the appropriate response code.

GSOLD: Find out from the respondent the amount sold from the amount received as gifts or transfer since August 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. Enter the appropriate response code.

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 4.3.7:

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

RESOWN (QUESTION 4.3.1): Ask the respondent under what arrangement he/she lives on. Enter the appropriate response code.

Enumerator: if the answer to question 4.3.1 is 1(own house) or 2 (free accommodation) ask question 4.3.2 (IFRENT). If the response is 3 (renting), verify AITEM 1 on page 22 if contains a value of the rent and skip to question 4.3.3.
IFRENT (QUESTION 4.3.2): 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 4.3.3) 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 4.3.4): Find out from the respondent if the square meters of the total housing space that were added or subtracted since August 1, 2007. Enumerator: Positive sign is for additions and negative sign is for subtractions and zero (0) is for no change.

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

ELECTRIC (QUESTION 4.3.5): Ask the respondent if the main house has electricity services. Enter "1" if the response is yes and "2" if the response is no.

ELECTRIC2 (QUESTION 4.3.5b): Ask the respondent if the household used electricity during the past 30 days. Enter "1" if the response is yes and "2" if the response is no.

PLUMB (QUESTION 4.3.6): 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 4.3.7): 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.

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 4.4.8): 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 4.4.9): 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.
### APPENDIX 1

### CONVERSION TABLE FOR RAW AND CHIP CASSAVA TO FLOUR

<table>
<thead>
<tr>
<th>RAW CASSAVA</th>
<th>CASSAVA CHIPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard bags</td>
<td>Cassava Flour</td>
</tr>
<tr>
<td>Raw Cassava</td>
<td>90kg bags</td>
</tr>
<tr>
<td>¼</td>
<td>.16</td>
</tr>
<tr>
<td>½</td>
<td>.30</td>
</tr>
<tr>
<td>¾</td>
<td>.46</td>
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### APPENDIX 2

**CONVERSION TABLE FOR CASSAVA FLOUR TO RAW AND CHIPS**

<table>
<thead>
<tr>
<th>Raw Cassava</th>
<th>Cassava Chips</th>
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<tbody>
<tr>
<td>Standard bags</td>
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</tr>
<tr>
<td>90kg bags</td>
<td>Cassava Flour</td>
</tr>
<tr>
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</tr>
<tr>
<td>½</td>
<td>.83</td>
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### APPENDIX 3

**CONVERSION TABLE FOR GROUNDNUTS UNSHELLED TO SHELLED**

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## APPENDIX 4

### CONVERSION TABLE FOR AREA ACRES AND LIMAS TO HECTARES

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<tr>
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<td>.13</td>
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<td>.08</td>
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<td>.12</td>
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