

Papua New Guinea Household Survey 1996

Interviewer Manual

1.0 Introduction

The 1996 Papua New Guinea household survey is designed to measure the living standards of a random sample of PNG households. As well as looking at the purchases, own-production, gift giving/receiving and sales activities of households over a short period (usually 14 days), the survey also collects information on education, health, nutrition, housing conditions and agricultural activities. The survey also collects information on community level access to services for education, health, transport and communication, and on the price levels in each community so that the cost of living can be measured.

There are many uses of the data that the survey collects, but one main aim is for the results to help government, aid agencies and donors have a better picture of living conditions in all areas of PNG so that they can develop policies and projects that help to alleviate poverty. In addition, the survey will provide a socio-economic profile of Papua New Guinea, describing the access that the population has to agricultural, educational, health and transportation services, their participation in various economic activities, and household consumption patterns.

The survey is nationwide and the same questionnaire is being used in all parts of the country, including the urban areas. This fact can be pointed out if households find that some of the questions are irrelevant for their own living circumstances: there are at least some Papua New Guinean households for which the questions will be relevant and it is only by asking everyone the same questions that living standards can be compared.

The largest part of the survey will collect information on 960 households, located in 80 communities (census units, which often correspond to villages in rural areas), chosen from the entire country except for the National Capital District and North Solomons Province. Twelve (12) households will be surveyed in each of the 80 communities. The smaller part of the survey will operate just in Port Moresby, and has a target sample size of 240 households. The results from the two parts will be merged together using suitable weights so that the results of any analysis are representative of the whole country rather than biased towards a particular group (e.g., urban dwellers). This will be the first nationally representative survey of its kind to be carried out in Papua New Guinea.

It is important to point out that the selection of clusters and the selection of households within clusters is random. Sometimes interviewers may prefer to collect information from households who were not randomly selected, perhaps because these households have friendlier people or have some wantoks in them. This non-random selection of households is not allowed because it violates the representativeness of the sample.

Approximately one-third of the households in the sample will also have longitudinal data collected (data collected overtime on same households), by re-visits in July and August. These visits may not necessarily be made by the teams who carried out the first interview, so the initial interviewer teams must make sure that they provide sufficient information for the households who are surveyed to be interviewed again.

2.0 The Survey Activities

The survey consists of three basic parts:

- a community survey (blue covered questionnaire) which is completed by the interview team in consultation with community leaders. This questionnaire also includes market price surveys that are carried out by the team when they are working in the community. Associated with this is a listing of all households in the community, which has to be done prior to the selection of the 12 households.
- a household survey-- First Visit (white covered questionnaire) asks a series of questions about the household, discovering who lives there, what they do, their characteristics, where they live, and a little about what kinds of things they consume.
- a household survey-- Second Visit (green covered questionnaire, which is carried out approximately 14 days after the first visit questionnaire is answered) is focused primarily on assessing the household's expenditure, gift giving and receiving, production, and level of wealth. The information in the first and second visits will provide information that can determine the household's level of consumption, nutrition, degree of food security, and ways in which it organizes its income earning activities.

The following page shows a possible workplan for interviewer teams in the first round of the survey (January and early February). It should be studied closely to ensure that every activity that is required is carried out at the right time. The workplan is only a guide and the time spent on particular activities may deviate from it. As well, the total time spent on the round may be longer than 22 days in cases where interviewers do not need to return to for the beginning of the semester.

Workplan for Teams in the First Round of the Survey

Activities: household listing and sample selection

conduct interviews in 2 communities (24 households)

complete 2 community questionnaires, 2 store price surveys and 4 market price surveys

weigh and measure all children under age 5 in sampled households

Day 1: supervisor and interviewer team travel to Village 1
meet with village leader/pastor/councillor

Day 2: household listing and sample selection
establish local events calendar for age estimation
begin community profile (questions to village leaders etc.)
interview 2 households (White questionnaire: collecting information on demographics, education, health, economic activity, foods consumed, housing conditions, agriculture, weight and length of children under age 5, food stocks)

Day 3: interview 3 households (same modules)

Day 4: interview 3 households (same modules)

Day 5: interview 4 households (same modules)
(a market price survey is also carried out sometime within these days)

Day 6: move to Village 2

Days 7-11: same as Days 1-5

Day 12: move back to Village 1, and begin the consumption recall (green questionnaire)

Day 13: re-interview 3 households (check household membership over the two weeks, recall of 2-week purchases, production, gifts, sales, and consumption; recall of longer term purchases and gifts; inventory of durable assets; price survey; re-weigh and re-measure children under age 5; measure ending food stocks)
market price survey (timing depends on market days)

Day 14: re-interview 3 households (same modules)

Day 15: re-interview 3 households (same modules)

Day 16: re-interview 3 households (same modules)
(a market price survey is also carried out sometime within these days)
(the community questionnaire and the store price survey also to be completed)

Day 17: move to village 2

Days 18-21: same as Days 13-16

Day 22: depart from the community

3.0 The Household Listing Form and Selection of the Sample

Listing of households is the first job to be done after the team has settled in and completed the introductions to the community. Listing is best done by the whole team working together. This way they all get to know the community and its lay-out. However, if the census unit is too large this wastes too much time. So before beginning ask how many households there are, very roughly, in the census unit (noting that teams are supplied with the number of households that were there in the 1990 census). If the answer is 80 or more, divide the team into two and have each half-team work on one sector of the community/village. See the section below on what to do when the listing work is divided up.

If the census unit is a "line-up point" that does not correspond to any single village or community the number of households will often exceed 200 and frequently they are also quite dispersed. In this case it is not practical to attempt to list the whole census unit, so a decision is made in advance to split the census unit into smaller areas (perhaps groupings of clans). First, a local informant must communicate the boundaries of the census unit and for natural or administrative sub-units with the larger census unit (such as hamlets; or canyons/valleys). The sub-units should be big enough to allow for the selection of a set of households (about 30 or more), but should not be so large that excessive transport time will be needed each day just to find the household. Once the sub-unit is defined, its boundaries should be clearly described. Then one of the smaller units is randomly selected and the procedures outlined above are then followed to complete the listing. *Note:* only one of the sub-units are listed, sample chosen, and interviews undertaken.

The most important thing in the listing is to be sure that you list **all** the households, and **only** the households belonging to the named village or census unit (or subset of the census unit if it is a line-up point). In rural areas, explain to village leaders at the beginning: "We have to write down all the households belonging to (*Name*) village." In case of doubt, always ask: "Does this household belong to (*Name*) village?" In the towns, the selected area is shown on a map. Check that the address where you are listing is within the same area shown.

Also explain: "We only write down the name of the head of household. When we have the list of all the households, we will select 12 by chance, for interview."

3.1 Procedure for Listing

The listing team walks around in every part of the village, accompanied by a guide who is a member of the village. If possible, find a person who conducted the 1990 Census in this community or someone with similar knowledge of the community and ask them to be your guide. Make sure you go to all parts of the village, including outlying hamlets. In hamlets, on in any place far from the centre, always check: "Do these people belong to (*Name*) village?"

In every part of the village, ask the guide about every house: "Who lives in this house? What is the name of the household head?" **Note** that you do not have to visit every household. At best, you just need to see each house but you do not need to go inside it or talk to anyone who lives there. Even the rule of seeing each house may be relaxed if there are far away household for which good information can be provided by the guide.

Enter the names of household heads in the lines of the listing form. One line is used for each household. As the lines are numbered, the procedure gives a number to each household. When you come to the last house, check with the guide: "Are you sure we have seen all the houses in the village?"

NOTE: It does not matter in what order you list the households as long as they are **all** listed.

After the listing is complete, check that all lines are numbered consecutively with no gaps, from start to finish. The number on the last line should be exactly the number of households listed.

Note: If the list is long (say more than 30 households) interviewer may encounter difficulties when looking for their selected household. One useful way to avoid this is to show the approximately the place in the list here certain landmarks come. This can be done by writing in the margin, CHURCH or STORE or whatever. You can also indicate where the lister started in a hamlet, for example.

Sample Selection

The sampling work is done by the supervisor. The first steps are done at the foot of the first page of the listing form. The steps to be taken are as follows:

1. Fill in the numbers asked for at the foot of the last listing page, as follows:

M: enter the total number of households listed (same as last household number shown).

Interval L: calculate $(M / 15)$ to the nearest whole number.

R: This is a random number with 3-digit decimals between 0.000 and 0.999.

MR: multiply M by R and round to the nearest whole number. (If decimal 0.5, round up).

2. MR gives the 1st selection. (Exception: If MR=0, L gives the first selection.) Enter S against this line in the selection column of the list.

3. Count down the list, beginning after the 1st selection, a distance of L lines to get the 2nd selection, then another L to get the 3rd, etc. When you come to the bottom of the list, jump back to the top as if the list were circular. Stop after the 15th selection. Mark the 13th, 14th, and 15th selections "RES" (for reserve). Mark the 1st - 12th selection "S" (for selection).

EXAMPLE

On the next page is an example of a listing filled out using the following steps:

1. In this case, after completing the listing there were 40 household. Enter "40" at the bottom of the Listing Form in the space marked, "M".
2. The next blank to be filled out is for the "Interval, L". This is found by dividing M (which is 40) by 15. (The number 15 will always be used since it provides for the 12 households per village plus 3 reserves.) In this example, the "Interval--L" is found by dividing 40 by 15, which is 2.66, and "L" is the nearest whole number (which is 3). Enter "3" in the blank after "Interval".
3. The next blank, "R", should already be filled in. It will be some 3-digit decimal number between 0.001 and 0.999. On this sample form it is 0.511. If the number is not filled out, randomly chose a number from your calculator (if it can do this function).
4. The last blank, "Start", provides the sample selection team with the household that is selected first. This number is filled in the last blank, and is calculated by Multiplying "M" (the first blank--the total number of households on the listing form) by "R" (the third blank--the random number). In this example, M (which is 40) is multiplied by R (which is 0.511) and the answer is 20.440. The nearest whole number, which is 20, is the number that is put in the last blank. Household 20 on the listing form will be the first household in the sample.

SAMPLE SELECTION

5. The sample selection is then easy. Since household 20 is the first of our sample, an "S" is placed in the column to the right of that household's name (which is this case is "SIMON KANE"). Next, the second household is found by adding the interval length (or "L" which is 3 in this example) to the Start (which is 20), making household 23 the second household in the sample. An "S" is put in the column to the right of that household's name (in this example, "BUKURM WALI"). At this stage, the column next to household 21 and 22 would be blank. The selection of the sample continues by choosing every third household after household 23. In this sample, households 26, 29, 32, 35 and 38 would be picked, and after reaching the end of the list, the listers continue as if the list were circular, skipping 39 and 40, but choosing 01, and then 04, 07, 10 and 13. After each of these households, an "S" is put in column. After the 12th household, the 13th, 14th and 15th households (which here is household number 16, 19 and 22), gets an "R" in the column next to their names. These are the reserve households, to be used if there is a drop out for any allowable reason.
6. The sample has now been chosen. **KEEP** the LISTING FORM. The names should now be written on the household questionnaires.

{insert a sample Household Listing Form as an illustration}

4.0 The Household Questionnaire (White form)

MOST IMPORTANT STEP: Before starting, make sure that there is a household number, the name of the household head, and the location of the village on every form. This means that the number should go on:

- 1 White Form
- 1 Green Form
- 2 Pullouts from the Green Form (or the Quality of Life Inserts)

The household number is **XXYYZZZHHH** through **XXYYZZZHHH**, where **XX** is the province number, **YY** is the census division number, **ZZZ** is the census unit number, and **HHH** is the number from the household listing. The supervisors will help interviewers assign household numbers.

[For example: The province code of Port Moresby is 01; the village being interviewed is in census division 06 and census unit 063. The household was the third (3rd) household selected on the sample household listing form, and is 026. The household number of that household is 0106063026.]

To guard against assignment mistakes, it also is extremely important to spell out the name of the household head, the name of the province, town, and or village on each part of the survey form (i.e., on the White Form; Green Form; and the 2 Pullouts from the Green Form).

Executing the form:

Interviewers should be reading the form, or using the exact language used on each form, or using the translator supplied. Sometimes using different ways of asking a question will affect the answer. Sometimes respondents will not understand the questions when it is asked the first time. The interviewer should then ask a second time.

If the respondent still does not understand, they should try to explain the question to the respondent **WITHOUT LEADING** the respondent to an answer.

What happens when the respondent does not know the answer to a question? The interviewer must make every effort to get the respondent to provide his/her best guess. There are at least 4 things an interviewer can do if the respondent says "I do not know.":

- 1.) The best way is to wait until another member of the household who is more familiar with the item being questioned returns.
- 2.) Sometimes this means getting the respondent to think harder.
- 3.) Sometimes the interviewer can help the respondent think through a problem (Such as: How many times did you go to garden in last two weeks? Every day? Once every two days? During how many of these trips did you harvest kaukau? Every time? Just once? Etc. Typically how many bilum's did you bring back? Were they full each time? How big is the bilum? Would the amount of kaukau brought back on the typical time fill a 25 kg rice bag? Was there any especially big harvest (such as when all of villages or many neighbors helped you harvest?)
- 4.) Sometimes helping the respondent to answer something that they are not familiar with means getting a neighbor to help (if they are not very quick of mind--this is not a very good strategy, more of a last resort).

SKIPs:

Be careful to observe all skips. When the interviewer answers a question (e.g., yes or no) and the action, for example, required for the "no" answer is to skip to a later question, the enumerator should not mark down anything in the those questions that were skipped. They should be left blank.

Always take with you to the household:

- pencil (always use pencil!!!)
- eraser
- calculator or pad of paper for doing by-hand calculations
- clip board
- this interviewer manual
- the right household survey forms (all with household numbers on them!)
[for the first visit this is easy--it is just the White Form; for the second visit the interviewer not only takes the Green Form, but also needs to take and fill out certain parts of the White form: e.g., the Final Inventory part of the form. The White Form is also needed in the second visit to help ensure that the "make up" of the household is the same.]
- photo albums
- tape measure for measuring household
- any anthropometric equipment (though this may be done at a later or earlier time)
- gift(s) for the household

Instructions for Survey Questions--First Visit, WHITE FORM

Front Cover--White Form:

Make sure that this page is always filled out. The household number must on every form. Do not start without it. Also, make sure the name of the household head, the village, town, census division number and census unit number and province name is one each form.

Make a sketch or provide a description which another interview team could use to find the household, if you do not come back. Remember, about 1/3 of the households will be visited a third and fourth time six months after you leave the household. You may not be the one returning, and even if it is you, you may have visited so many places in the meantime that you may forget ("everywhere looks the same!!!").

The date of the interview is extremely important. Make sure that this is correct, and that it is the day on which most of the survey (of all of the survey) was conducted. It will be this date which will provide the benchmark for interviewers to ask respondents about their consumption purchases, agricultural production and marketing, gift giving/receiving activities, etc., during the next visit. If this is wrong by one day, it could mean that consumption is under- or over-stated by 1/14th--which is the almost same--when converting to an annual rate--as missing (or adding) one month per year (a large mistake).

Section 1 (White Form)

1. NAME

Include children who are away at boarding school as usual household members if they return to this household when they are not in school. The reason for including these children is that we want to know about their level of education and the schooling expenses that the household incurs for them. The fact that these children may not be present in the household during the survey period does not matter because this fact will be picked up on the second visit when Q.60 Daily Attendance is asked.

NOTE: The definition of "usually live in household" is admittedly vague--that is OK, and the idea is to include in the first visit all of those who might be thought of as household members in the sense that they sleep at the household, eat meals at the household, engage in productive activities for the households during the time of the survey. It may be that they are friends, wantoks, other relatives who are here for only a short period.

The general rule on the first visit is: If there is any doubt--INCLUDE THEM! Remember, one of the first things you do on the second visit is go over this list, person by person, and it will be decided at that time if the person is included in the definition of the household for the second visit of the survey (GREEN FORM).

Definition of HOUSEHOLD: It may be that there is more than one "household" living in the same dwelling. The defining question is: Is there one or two cooking pots? Or, do you all share the same cooking pot? If there are two cooking pots, then there should be two separate households, and one of the two will be randomly selected (flip a coin?) to be interviewed. (This is of course not so if it is just the case that the household is so big that they need two pots to cook enough food in. Also, there may be two cooking pots, but members freely mix across cooking pots. In both of these cases, for the purpose of this survey, there would be just one big household. If there is just a small amount of mixing across two cooking pots, then this can be taken care of in filling out "absences" (which is done on the last page of the WHITE FORM--for example, if there are two separate cooking pots and most of the time, the husband of the household chosen to be interviewed eats with the one household, but on occasion--say, 3 nights per week, he eats with the other household. For purposes of consumption, this person would be counted as absent for 2 days--or 2 weeks * 3 days/week * 1 meal = 6 meals / 3 meals per day = 2 days.

Q.3. AGE

Age is difficult to measure for many people. If older than 15 years old, only need approximate age. If you can get the age of one sibling, then it may be easier to work from birth spacing. After using that method, however, check the logic of this (e.g., by asking to see (NAME), and see if they look to be of the recorded (AGE). Also, ask about national and local events, e.g., was a person born before or after the last national election, or before or after some natural disaster that the village people can clearly remember. The most important age is for those under five. Ask to see a birth document. Without a birth document, use the local events calendar that you formed from talking with village leaders (it is essential that you talk with both men and women to form this calendar). The birth document and even more precise age is needed in the Anthropometrics parts.

Q.7. Number of months absent from the household in 1995.

This does not include trips of less than a month. If the person is a long distant trader and is gone for one month,

back for two, gone for one, back for two, etc., then write 4 months. If the person goes everyday to the market or to a factory, and returns at night, write zero. If student comes back for two months, and goes to school for 9 and back for a month, then write 9. Remember this is about 1995. Ask from two Christmas ago until last Christmas. People often project back from their current status, even if they just got the job after new year; do not let them use this way of thinking.

SECTION 2 Education

Q.8. Definition of School Attendance

Schools includes all official, formal classroom environments. They do not include apprenticeships. It does include training course in formal classroom with a teacher. Different types of schools might include tokples schools; preschools; grade 1-12; private schools; technical school; ...

Q.9. Years of Education Completed

This is "grade" completed. If person repeated a grade, that second year does not count at all. Since we may be going to schools any how, this information may want to be verified with the school teacher.

Q.10. Educational Attainment

Go to school means for any length of time that exceeds one month, even if dropped out in the middle of the year.

Q.11. Travel to School

If twice daily, put down daily. If some combination that does not exactly match, write down closest one, and clarify. For example, the person may come home 22 time per week, write it down, but then choose 2, since it is closest. If the person comes home every day but once a week, put down 1.

Q.12. Travel to School

This is one way trip. People will often tell you in distance, and have trouble putting into time:

distance	mode of transport	time
1 km	walking	15 minutes
5 km	walking	1 hour
1 km	by bicycle	5-10 minutes
.	.	.
.	.	.
.	.	.

Q.13. Transport Costs for Schooling

This is for one way trip. This is out of pocket cost. Do not count cost of bicycle. If the cost has changed recently--such as bus fare increase--put most recent cost

Q.14. Educational Costs

see directions on form for Questions A-D.

Food, board, and lodging is for that money spent at school, and does not include food at home. However, it does include payments made to a family where the student may live during the school term.

[fees such as local school assessments; and extra charges should also be included. These should be picked up in TOTAL (E.), but not in any specific category (A-D). In this case, "TOTAL" would be bigger than the sum of A-D. A note should be made as to the reason why in the margin above this question. Items in this implicit "other" category that are not broken out include: taxes, assessments, costs of field trip, costs of special projects, any fee-related costs if they are not included in A, etc.

Q.15. Completing School Year

Complete here means pass and will be or could be moved up a level, or at least will have a chance of moving up ...

Q.16. Reason for NOT Completing School Year

Make sure to probe on this question. Maybe the household says that student quit because he went and got a job--but in fact, what prompted the student to leave school was that the teacher was not any good In such a case carefully write down what the household says and try and figure out with the household the most important reason.

SECTION 3. Income Sources

Q.18/19. Sources of money earned by buying or selling.

If answer on a question is "no", then no marks should appear in the column
If answer on a question is "yes", then make a check mark ONLY for participating individuals

BE CAREFUL--DO NOT MAKE STRAY MARKS!

The emphasis of this question is on EARNING CASH. Another way to state this is: Put a mark for those individuals who get to spend cash from money that was earned from a particular activity. We are ultimately interested in being able to answer questions such as: Do consumption patterns differ according to who gets access to money generated from the household's farming, livestock, fishing, hunting, and other economic activities? The idea we are ultimately trying to assess is if control over income earnings affects consumption, nutrition, and family welfare.

Example of where the answer is "yes": After harvest, the husband of the household

sells the coffee. He then gives a part to his wife. And, some to his son and daughter who helped with the harvest. His father helped with the harvest, but did not get given any income for his efforts. In this case, the husband, wife, and two children all get marks under the coffee column.

Examples of where the answer is "no": The wife raises sweet potatoes in the garden, and all of sweet potatoes are used for own household consumption. There is no mark put under the sweet potato column. Likewise, if the wife exchanged some of sweet potatoes for rice, because no cash changed hands, in this study, the answer also is "no".

If the wife puts out labor to raise a pig, and the husband does not. But, it is the husband who sells it and uses the cash income to buy beer. A mark is put by the husband's name but not the wife's.

Q.20. Most important activity

"most important" refers to the job on which the person has made the most cash income and works the longest during the past 12 months. If these are different, use cash income as the standard.

SECTION 4 HEALTH

Q.21.

Number of times can mean multiple trips to the aid care place for the same illness or other problem. If one had malaria and went four times in a month, and went once for a vaccination, the answer would be five (4+1). If person went and stayed in hospital for 10 days, the answer is 1.

Q.22-24. Health care for infants and pregnant women

Answer these questions only for children under 5 years old.

For place name, should immediately after filling in, check with village headman where the place is.

If mother is pregnant now, record when the first trip occurred.

SECTION 5.

Q.25a. Food Eaten by Family Yesterday.

Ask this as an open-ended question. Write down what the respondent tells you. DO NOT PROMPT!!

Q.25b. Food Shortages

This question should just be asked as: "Is your family short of food this week?", and then record the

answer of the household--hopefully without further prompting. Let the household interpret what "Food short" means. The respondent may ask for clarification, asking "what does short of food mean?". If this happens, the interviewer can clarify, saying "This question we want to know if has the household been able to get access to enough food from gardens, stocks, purchases or gifts to keep them from being hungry this week" Do not say any more than this!

If they keep asking for clarification, tell them, the questionnaire will not let you tell them any more ...

If one person of household is "food short", the answer is yes.

SECTION 6. Housing Conditions

Q.26. Drinking Water

Do NOT tick more than one box. Tick the box of the household's main source of drinking water. If one source is used in certain months (e.g., dry season), and another source during the rest of the year, then record the source that supplies water for the most months.

SECTION 8 ANTHROPOMETRICS

--Do only for those age five and under (i.e., less than 60 months)

--Always spend as much time as possible on getting good measurement of child's age.

TAKE YOUR TIME AND WORK TOGETHER. Setting up for Anthropometrics is a time consuming process. Do not rush it. Try to get everyone to do it at once in a central point. Tack the standing "height" tape measure permanently in place. Make sure it is FULLY pulled out before tacking to wall--i.e., that the number zero is clearly showing in the window at the ground. This must be done by two people. Make sure ground is flat.

For weighing, make sure the harness is safe, and the scale face can be read at eye-level. This may mean that a rock or chair has to be moved out to the weighing point. Make notes on any problems.

SECTION 9 STOCKS

Recording this is extremely important. Take time to help household assess the amount of their stocks. Stocks include all quantities of the product which is on the premises of the household at the time of the interview, including piles of kaukau, stacks of coconuts, dried root crops, etc. This will often be hard to measure. For example, sometimes one needs to fill up a 25 kg bag with casava and see how much the pile "went down". After this, the number of bags needed to completely use up the pile is estimated and then the number of bags needs to be multiplied by 25 kg or whatever you think the bag weighs. You may use the produce-weighing scale when necessary.

5.0 The Second Visit Questionnaire (Consumption Recall) (Green form)

<Most of Instructions are imbedded in form in the GREEN questionnaire>

SUPPLEMENTARY INSTRUCTIONS

Just like for the first visit questionnaire above

VERY IMPORTANT!!!

It is important to establish in the mind of the respondent, the **RECALL PERIOD**. In most cases this 14 days, though it may be as short as 12 days or as long as 16 days. The question reads, "how long since the last time we came". What is meant here is how long since we did the **WHITE FORM** interview. This should be the same as the date on the cover of the white form. It may be that interviewers have revisited the households a number of times since the **WHITE FORM INTERVIEW** (for things such as anthropometrics, follow up questions, etc.).

Part of **LOGIC** of the second visit:

One of main purposes is to get consumption of household members for the past two weeks. You may notice that no where is a person asked how much do they eat of a certain good. The reason for this is that people have trouble answering this question--even more than the ones we are asking. We are trying to get at consumption through a "residual" approach. WE ask about all stock changes, production, purchases, sales, exchanges of gifts and bartering activities during a period, and the rest is consumption. As such, it is important to carefully address all parts. Note logic of form:

TO GET CONSUMPTION:

Question-naire	Section	Question	Item
1	9	59a	+ Beginning Stocks
2	3	19	+ Production
2	3	21	- Gifts to Others from Production
2	3	23	- Sales/Exchanges from Production
2	1	4	+ Purchases on Market (Cash/Exchange)
2	1	6	- Gifts to Others from Purchases
2	1	8	- Sales/Exchanges from Purchases
2	4	25	+ Gifts Recieved from Others
1/2	9	59b	- Ending Stocks
..... EQUALS CONSUMPTION			

It may be interesting to do some checking on some households to see how much they are consuming. If you come up with a negative amount, there is a problem in one of the steps above Finding the problem requires careful retracking

SPECIFIC COMMENTS

SECTION 1. Purchases of Food

Q1./Q2.

The question asks to record answers for commodities that household spent money on to buy. Goods coming in as exchange for other goods should be recorded as a purchase in Q.1-Q.4. The value of these goods which are traded for (Q.3) should be the amount that the household could have received if they would have sold the commodity first before buying the purchased good. This is not always easy to get.

The exchanged goods here are those that are coming into the household in return for another good going out. The goods which are going out should be recorded in Q.7 of this section.

If an item was bought and resold (even after processing), the this good should be reported twice--once as a purchase (Q.3) and once as a resale (Q.8). The value should be the same for the purchase and the

sale because the aim is to find out what proportion of the original purchase was sold outside the household. Note also that the type of income earning activity should have been reported during the first visit question on income sources.

Q.1/Q.9 Meals and Snacks away from Home

One common cause of underreporting of consumption and expenditures is missing food taken in by family members in form of snacks and meals away from home. Care should be taken to prompt extra hard on this, especially be concerned with those who work out of the village.

Q.5/Q.13/Q.21. Gifts to others

Read note to interviewers at bottom of page

A very common and frequently large gift is food given to family members who are not living at home, but use the food stocks of the household. These members will not be the consuming family in terms of the study (since they are not at home for more than seven days), but they may come back every week or two to pick up kaukau, rice, etc. Care should be taken to prompt extra hard on this, especially with one eye on those who work out of village.

SECTION 5. Gift giving for help in meeting annual expenses.

Section 5, Q.28-30, is getting at purchase of non-food items, large assets, and the expenditure of large annual expenditures. Since these purchases and expenditures are also sometimes in turn given as gifts (Q.31-32), and sometimes are not purchased but are received as gifts (Q.33-Q.34), the Section also asks about this information. For those items which are annual cash expenditures (e.g., school fees; bride prices, etc.), Q.31-Q.32 are purchases which are then given away. Instead, in these cases, they are gifts of cash given to other people.

SECTION 5/8/9. Gift giving in KIND and in CASH

Section 5 asks about gifts in Kind and Section 8 asks about gifts in Cash. The only time where there is an overlap is if the gift in Section 5 is given in Cash for some annual expense--for example--School Fees; or a Bride Price. In the same way, there is an overlap between a gift given for a annual expenditure of someone else (which would be in cash) in Section 5 and the outward transfer of cash in Section 9.

SECTION 11. Quality of Life

Q.61 and Q.63

DO NOT PROMPT ON THIS QUESTION. The only thing one should say after an answer is: "How about a second thing?" "How about a third thing?"

Birthdate Guide chart

Event	year	age (if born on that year)
independence	1975	21
last census	1990	6