



GOVERNMENT OF MALAWI

NATIONAL STATISTICS OFFICE

RURAL LIVELIHOODS SURVEY (RLS), 2012

ENUMERATOR MANUAL

FOR THE

HOUSEHOLD QUESTIONNAIRE

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1. INTRODUCTION

You have been selected as one of the interviewers for the implementation of the **Malawi Third Integrated Household Survey (IHS3) EXTENSION**. The National Statistical Office (NSO) carries out the IHS approximately every five to six years. While the IHS1 was conducted between November 1997 and October 1998, the IHS2 was implemented between March 2004 and April 2005, IHS 3 main survey was also implemented between March 2010 and April 2011.

This research program is a multi-year program that encompasses, among other features: the design and implementation of a national household survey in Malawi with a panel component, capacity building and cross-country knowledge sharing, and efforts to improve survey methodologies.

The work program is collaboration between the National Statistical Office of Malawi (NSO) and the World Bank Living Standards Measurement Study - Integrated Surveys on Agriculture (LSMS-ISA) on the Malawi Integrated Household Panel Survey (IHPS).

With a focus on the demand for data on household welfare and income-generating activities in Malawi, the survey conducted household, community and market interviews over the period March 2010 to March 2011. It is anticipated that a subsample of the same will be re-interviewed as a panel in the period 2012/2013. Analysis of which will provide endline assessment of Malawi's attainment of the MDGs.

A three round of data collection will be collected to develop and implement alternative designs or variants of the MALAWI SOCIAL ACTION FUND - PUBLIC WORKS

PROGRAM that will maximize the poverty and insurance impact of the intervention, as well as explore ways to help participants sustain the short gains and set them on a higher income trajectory.

The **first round** of the field work is expected to start in September 2012. This will provide baseline data and will run for a period of 30 days up to October 2012. During this period, the Public Works Program Cycle 1 will have began.

The **second round** of the fieldwork will take place from November to December 2012. This will be the first follow up survey and will coincide with the end of the Cycle 1 of the Public Works Program.

The **third round** of the fieldwork will take place in March 2013. This is after Cycle 2 of the PWP.

It is anticipated that the end of this program will coincide with the beginning of data collection of the panel component of the IHS3 which is expected to start in April 2013.

In order to be able to link this data with other socio-economic indicators, the sample will be drawn from IHS3 households in 250 IHS3 Enumeration Areas, as identified by the MASAF evaluation team.

The **RURAL LIVELIHOODS SURVEY (RLS)** field staff will be composed of 12 mobile teams, each of which will include a field supervisor, 4 enumerators, 1 data entry operator and 1 driver. This implies that data entry will be implemented concurrently with field operations, using laptop computers. The data entry operator will be responsible for entering the completed questionnaires from a given EA, run a batch of consistency checks and produce an automated report of errors for the enumerators to fix before the team departs for the next EA. Prior to deployment, the teams will be given clear, monthly schedules to execute. It is important to note that the **RURAL LIVELIHOODS SURVEY (RLS)** is being conducted under the Statistics Act of 1967 which empowers the enumerators to collect information from the selected households. The information collected will, therefore, remain confidential to National Statistical Office and must not be divulged to any unauthorized person.

2. DESCRIPTION OF THE SURVEY

(a) Questionnaire

The subject matter is as comprehensive as possible in part because welfare has many dimensions that need to be investigated. These dimensions include income and expenditures, employment, assets, education, health and food security. In addition, each aspect of household welfare and behaviour cannot be properly understood on its own, but has to be placed within the context of the whole. Hence, the Household Questionnaire has over 21 inter-linked modules that include the following:

- | | |
|-------------------------------|----------------------------|
| • Household Membership/roster | • Transfer/ Gifts received |
| • Education | • Transfer/Gifts Given Out |

<ul style="list-style-type: none"> • Health and Nutrition • Time Use and Labour • Calendar Ganyu • Housing • Food Consumption • Food Security • Non-Food Consumption • Ownership of Durable Goods • Ownership of Farm Assets 	<ul style="list-style-type: none"> • Social Safety Nets • Credit • Shocks and Coping Strategies • Risk And Cognition • Plot characteristics and crop plantation • coupon use • Input use • Network roaster
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Information of this type can only be obtained by approaching household members themselves. The most reliable and complete means of doing so is by visiting respondents at their homes. Later in this manual, the specific modules of the questionnaire will be reviewed in considerably more detail. This will be done to provide you with key information on the intent of the questions and, consequently, how you should handle any problems that might crop up in administering the questions to respondents.

(b) Rationale for the survey

The survey will provide a complete and integrated data set that will update the poverty profile for Malawi. Sufficient consumption and expenditure information will be collected so that an estimate can be computed pertaining to the welfare level of survey households. In order to classify households as poor or non-poor, the per capita consumption level for each survey household will be compared to a poverty line that will also be developed using information collected through this survey.

As a portion of the **RURAL LIVELIHOODS SURVEY (RLS)** sample will be designated as “panel” and revisited in December 2012 and march 2013, the **RURAL LIVELIHOODS SURVEY (RLS)** will provide the baseline data for an effort that will focus on the measurement and correlates of *poverty dynamics* among the same set of study households, i.e. poverty entry vs. exit vs. persistence. Moreover, the extensive agricultural content of the **RURAL LIVELIHOODS SURVEY (RLS)** will enable researchers to comprehensively depict the linkages among household welfare, smallholder agricultural productivity and agricultural policy instruments, and the changing nature of the relationships among these phenomena overtime.

The **RURAL LIVELIHOODS SURVEY (RLS)** will serve a broad set of applications on policy issues including:

- Household consumption and expenditure patterns
- Smallholder agricultural production and productivity
- Sources of income and income-generating activities
- Asset ownership
- Health and nutritional status, and
- Education.

Being an integrated survey, these policy issues can be examined both in isolation, i.e. separately, or in combination - for example, examining how educational attainment levels might affect agricultural production patterns.

3. SURVEY ORGANIZATION

The **RURAL LIVELIHOODS SURVEY (RLS)** is being carried out by the NSO, and is designed to be nationally representative. That is, the information collected from the survey households will be used to estimate the characteristics of all households residing in Malawi. This is made possible by selecting sample households through the use of random selection procedures. The survey results will also be used to make district-level estimates of core living standards indicators as well as smallholder agricultural production estimates for main crop varieties.

The **RURAL LIVELIHOODS SURVEY (RLS)** is based on -strata - that is, populations for which the survey data should allow us to make reliable estimates of the characteristics of households and individuals in that population. The strata are made up of 12 districts in Malawi (with the exception of Likoma) as well as the four urban centres, namely Lilongwe, Blantyre, Mzuzu, and Zomba. The regional distribution of the **RURAL LIVELIHOODS SURVEY (RLS)** strata is shown below:

Northern Strata	Central Strata	Southern Strata
Karonga Mzimba	Ntchisi Dowa Mchinji Lilongwe	Mangochi Chiradzulu Chikwawa Nsanje Zomba Blantyre

The total sample size will be at most 4,000 households. Households who have entirely moved out of the EA will not be tracked. The status of all 4,000 households targeted by the Survey will be recorded on the Household Follow-up Form.

From the 12 districts 250 Enumeration Areas (EAs) with selected ongoing public work projects will be identified by the research team from the 768 EAs of the IHS3. The total sample size will be at most 4,000 households, which will be designated as panel, interviewed during the IHS3 Survey. The total number of EAs selected for the **RURAL LIVELIHOODS SURVEY (RLS)** stands at 250, and 16 households will be interviewed in a given EA (250x16=4000). The fieldwork of the first round survey effort will last 30 days, where the mobile teams will be expected to visit a pre-determined number of EAs within the given time period.

You are one of the 4 enumerators assigned to each of the 12 mobile teams, which will also include a field supervisor and a driver. Hence, there will be 48 enumerators, 12 field supervisors, and 16 drivers. Your work will be closely monitored by a field supervisor who will be responsible for assisting you in solving any problems that you may encounter during the administration of the survey. Each enumerator is expected to visit 4 households per EA. Following the completion of all relevant questionnaires for a given household, the enumerators will hand in the completed questionnaires to the field supervisor who after checking will in turn hand in to field coordinators to be submitted to the data entry operators, who will enter the data at NSO head office in Zomba. Following the data entry, the data entry operator will produce an automated report of possible missing or inconsistent questionnaire responses. The enumerators are then expected to follow up on this report, revisit the households to correct possible mistakes on the paper questionnaires, and notify the data entry operator on how the previously entered values should be corrected. Following this interaction, the enumerator will present the final, completed household questionnaire to his/her field supervisor, who will then perform another round of error and consistency checks.

The teams will not leave a given EA until all questionnaires are entered and checked for consistency by the data entry application as well as the field supervisor. On a weekly basis, the data manager will electronically send the possible missing or inconsistent questionnaire responses from the data entry automated report to the each field supervisors. On a regular basis, your team will be visited by the senior supervisors from the NSO headquarters, who will also collect the completed questionnaires from your field supervisors.

This survey is an extension of the IHS3 survey and most of you are familiar with. Moreover, the sampled households have also previous experience in responding to similar and long questionnaires. As a result this survey will not be complex and difficult for you to handle during the given period of time. You, as one of the enumerators, are the critical foundation upon which a quality data set for use in analysis for decision-making can be built. Consequently, NSO has put in place a supervisory system to enable you to get the support that you require to effectively carry out the survey with the survey households.

As *an enumerator*, your responsibility entails completing questionnaire in full, for 4 households in each of the EAs allocated to your team throughout the 30 days survey period. Your immediate supervisor is the **RURAL LIVELIHOODS SURVEY (RLS) field supervisor**. In order for you, the enumerator, to do a good job, you need to have adequate supervision and to be able to easily request rapid assistance if required. Your field supervisor is responsible for making sure that you are able to do your work properly and that you have the correct information and tools needed for the job. He or she will regularly sit in on your interview sessions with the sampled household members to assess your work. As the **RURAL LIVELIHOODS SURVEY (RLS)** management team will assess the performance of your field supervisor primarily on the basis of the quality of the data that comes from you and the other enumerators under his or her supervision, you should expect your field supervisors to subject your household questionnaires to rigorous examination. Field supervisors should be alerted to any problems you might encounter, whether concerning the administration of the survey itself or concerning logistical arrangements.

Finally, at the NSO Headquarters in Zomba, the national **RURAL LIVELIHOODS SURVEY (RLS)** management team will operate under the direct oversight of the Commissioner of Statistics. Administratively, the **RURAL LIVELIHOODS SURVEY (RLS)** management team is located within the Economics Division of the NSO, under the direction of the Assistant Commissioner responsible for the Economics Division. Within the Economics Division, the **RURAL LIVELIHOODS SURVEY (RLS)** Survey Coordinator will be responsible for the day-to-day activities related to the survey. He will be assisted by 4 other **RURAL LIVELIHOODS SURVEY (RLS)** Managers. The data entry will take place concurrently at the head quarter and the analysis of the data that you collect will be the responsibility of the **RURAL LIVELIHOODS SURVEY (RLS)** management team.

4. THE SURVEY SAMPLE

(a) Inclusion in the Survey

As noted above, the total number of EAs selected for this survey is 250 EAs which is a subsample of the 768 IHS3 EAS, and all 16 IHS3 respondents households will be interviewed in each EA. Households who have entirely moved out of the EA will not be tracked. Within the selected households, information should be collected on all members in those modules where you are instructed to do so. Note, however, that in most modules of the household questionnaire, the respondents are restricted to certain categories of individuals based on age and/or sex. Moreover, the head of household, assisted by other household members if necessary, should be asked questions that concern the household as a whole.

(b) Exclusion from the Survey

Members of the following households are not eligible for inclusion in the survey:

- All people who live outside the selected EAs, whether in urban or rural areas.
- All residents of dwellings other than private dwellings, such as prisons, hospitals and army barracks.
- Members of the Malawian armed forces who reside within a military base. (If such individuals reside in private dwellings off the base, however, they should be included among the households eligible for random selection for the survey.)
- Non-Malawian diplomats, diplomatic staff, and members of their households. (However, note that non-Malawian residents who are not diplomats or diplomatic staff and are resident in private dwellings are eligible for inclusion in the survey. The survey is not restricted to Malawian citizens alone.)
- Non-Malawian tourists and others on vacation in Malawi.

(c) Coverage Rules

The coverage rules are largely related to the definition of household.

A *household* may be either a person living alone or a group of people, either related or unrelated, who live together as a single unit in the sense that they have **common housekeeping arrangements** (that is, share or are supported by a common budget). A standard definition of a household is: “a group of people who live together, pool their money, and eat at least one meal together each day”. It is possible that individuals who are not members of the household may be residing with the household at the time of the survey. In most cases, but not all, someone who does not live with the household during the survey period is not a current member of the household. The definition of who is and who is not a household member is given below.

It is important to recognize that members of a household need not necessarily be related by blood or by marriage. On the other hand, not all those who are related and are living in the same compound or dwelling are necessarily members of the same household. Two brothers who live in the same dwelling with their own wives and children may or may not form a common housekeeping arrangement. If they do not, they should be considered separate households.

One should make a distinction between family and household. The first reflects social relationships, blood descent, and marriage. The second is used here to identify an economic unit. While families and households are often the same, this is not always the case. You must be cautious and use the criteria provided on household membership to determine which individuals make up a particular household.

In the case of polygamous men and extended family systems, household members are distributed over two or more dwellings. If these dwelling units are in the same compound or nearby (and necessarily within the same EA) and they have a common housekeeping arrangement with a common household budget, the residents of these separate dwelling units should be treated as one household.

The head of household is the person commonly regarded by the household members as their head. The head would usually be the main income earner and decision maker for the household, but you should accept the decision of the household members as to who is their head. **There must be one and only one head in the household.** If more than one individual in a potential household claims headship or if individuals within a potential household give conflicting statements as to who is the head of household, it is very likely that you are dealing with two or more households, rather than one. In such cases, it is extremely important that you apply the criteria provided to delimit membership in the survey household.

Some important notes to keep in mind when listing household members:

- It is possible that the household head may not be residing in the dwelling at the time of the interview. He or she may be living and working, temporarily or permanently, in another part of Malawi or in another country.

- Boarding school students who are residing at boarding school but are still dependent on the household should be listed.
- Do not include military personnel, prisoners, or other individuals who are residing elsewhere (in such institutions) are not primarily dependent on the household for their welfare.
- Some household members may not be a relative of the household head. For example, a servant who lives in the household and does not keep a household elsewhere.
- Servants, other hired workers, and lodgers (individuals who pay to reside in the dwelling of the household) should not be listed they have their own household elsewhere which they head or upon which they are dependent.
- Children who are living with other relatives (for example, an aunt or uncle) should not be listed. They would be listed in the aunt/uncle's household.

5. PRE-ENUMERATION LISTING AND HOUSEHOLD SELECTION

(a) Pre-Enumeration Listing

The Enumeration Areas for the survey will have been pre-selected by the **RURAL LIVELIHOODS SURVEY (RLS)** survey management staff from a listing of all EAs in a district using a randomised selection procedure. A list of 16 households for each EA from the IHS3 who are eligible for this survey will be provided to the team by the NSO coordinator.

(b) Household Selection

The **RURAL LIVELIHOODS SURVEY (RLS)** management team already identified households to be interviewed from the IHS3 sampled household list. The field supervisors will be given the household listing form for each EA that will indicate the selected households. You will immediately locate these households within the EA and begin interviewing them as soon as possible. Every enumerator will interview 4 households in a given EA.

If you are unable to interview your assigned household, you must contact your field supervisor as soon as possible. Your field supervisor will investigate the problem and as soon as possible and communicate the issue to the management team.

Locating the households and beginning the interviews cannot be delayed. The Questionnaire is large. Likely you will have to make two or three separate visits over different days to each survey household to ask questions of all household members that you need to interview. After 4 days in the EA, you must complete 4 household interviews.

6. COMPLETION OF THE QUESTIONNAIRE

This chapter gives you important information on completing the questionnaire, and should be read carefully. So that you are familiar with the formatting conventions in the questionnaire, how to administer the questionnaire in your interviews, how to deal with the community and the respondents, etc. In the following Chapter, we will deal with specific module by module discussions.

(a) Questionnaire Translation

The questionnaire is produced in English. Most of the households to whom you will administer this questionnaire will not be able to respond to the questions if they are asked in English. Consequently, you must translate the questions into a language in which the survey household members are fluent. There are three points to bear in mind.

First, there are several key terms that reappear throughout modules or throughout the questionnaire as a whole. These terms include 'household', 'head of household', 'activity', 'occupation', 'business', a wide range of consumption items, and any number of other terms.

These terms should always be translated into local languages using the exact same words. The questions have been carefully worded to ensure that the desired concept is being asked. Study the questions so that you can ask them in a consistent and natural manner. If this is not done, the responses to the same question across households may not be comparable. During enumerator training, attention was paid to the translations that should be used for these terms in the various languages. Similarly, you will find in the ANNEX, a table in which translations of key terms from the questionnaire are provided in Chichewa, Chitumbuka, and Chiyao.

Secondly, the questionnaire should be administered in a language that the survey household members understand fluently. If you find that you have been assigned to conduct **RURAL LIVELIHOODS SURVEY (RLS)** interviews in an area in which most survey households are only fluent in a language in which you are not fluent, you must immediately inform your field supervisor. The field supervisor will immediately transfer you to another area or household, and an enumerator fluent in the language of that area will be assigned to conduct the interviews in your original area or household.

Finally, do not assume that your skills in Chichewa will allow you to conduct interviews throughout Malawi. Although Chichewa is the national language of Malawi, many rural residents are not fluent in the language. This is particularly the case in northern Malawi where Chichewa is not commonly spoken and in the lakeshore areas, where Yao is the predominant language spoken in the villages. If you know that because of language difficulties you will be unable to efficiently and accurately administer the questionnaire in the area to which you have been assigned, you should immediately make this fact known to your field supervisor and the **RURAL LIVELIHOODS SURVEY (RLS)** management team.

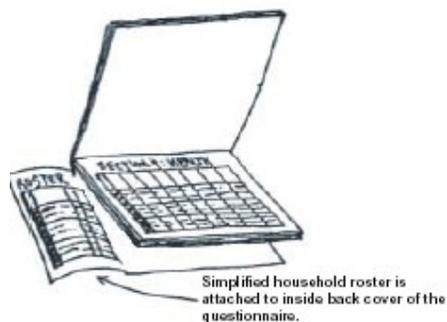
(b) Questionnaire Formatting

The questionnaire has been designed to enable you to administer it with as little difficulty as possible. In spite of these design efforts, nevertheless, it is a complex questionnaire. To build your familiarity with it, as you prepare for your fieldwork with the survey households, make an effort to learn how the questionnaire is put together and how a typical administration to a survey respondent would proceed. However, given the numerous and wide range of skip codes used in the questionnaire, you should not expect that any two administrations will be alike.

The questionnaire is laid out in landscape (horizontal) format. Information on a particular individual within the household is to be recorded consistently on the same row of each module in which information on individual household members is to be collected. This is an extremely important instruction for you to follow in completing the questionnaire. An ID code is assigned to each individual in the household in Module B depending on which row is used to record the presence of the individual in the household. This same ID code and row should be used for that same individual in all subsequent individual-level modules. Any violation of this will entail that the information may be different. A good example will be where an ID assigned to a child aged 6 months is exchanged with an adult and may result in a situation where the child is married.

General Insights into how to fill the questionnaire

The questionnaire has a fold-out flap pasted to the inside back cover of the questionnaire. On the flap, you are to record the name, age, and sex of each household member, translating into a “simplified” household roster. The 12 rows of this table correspond to the 12 rows that appear in all modules in which information on individual household members is collected. When you fold out this flap, its rows align with the rows of the questionnaire modules.



Paying attention to the typetypes (fonts) used in the questionnaire will help you administer it. The table below lays out for you what you should expect when you see a particular typetype. Arial and Courier are names of typetypes. The examples in the table below are in the typetype noted:

Typestyle	Meaning	Examples
Lower-case Arial font	Questions that the enumerator is to read word-for-word to the respondent.	Concerning your household's clothing, which of the following is true? How did your household acquire this plot?
Upper-case Arial font	Instructions to the enumerator to guide in completing the questionnaire or in asking a particular question. Questions that are to be answered by enumerator observation are also presented in this typestyle.	(ASK ALL HOUSEHOLD MEMBERS AGED 5 YEARS AND OLDER.) IF DID NOT DO TASK, WRITE ZERO; LESS THAN 1/2 HOUR, WRITE 1/2 HOUR; OTHERWISE, ROUND TO NEAREST HOUR. THE ROOF OF THE MAIN DWELLING IS PREDOMINANTLY MADE OF WHAT MATERIAL?
Mixed lower- and upper-case Arial font	Questions that the enumerator reads word-for-word to the respondent, but that includes specific elements that the enumerator need to insert based on responses to earlier questions or other information of which the enumerator is aware. These elements are in upper-case.	How old is [NAME]? How much do you pay to rent this dwelling? (MK PER TIME UNIT) Did you apply any fertilizer to this plot in [LAST CROPPING SEASON]?
Lower-case Courier font	Question response codes that the enumerator will read to the respondent as a set of choices the respondent is to use in answering the question.	a private company.1 a private individual. . . .2 the government or army.3 a state-owned enterprise (parastatal). . . .4 MASAP or other public works programs. . . .5 Other (specify). . .6
Upper-case Courier font	Question response codes that the enumerator will <u>not</u> read to the respondent, but which will be used to code the response provided by the respondent.	GRASS.1 IRON SHEETS. . . .2 CLAY TILES. . . .3 CONCRETE. . . .4 PLASTIC SHEETING. . . .5 OTHER.6
Bold upper-case Courier font	Skip codes. Instructions to the enumerator as to which question should next be asked, based on the response to the current question or the individual respondent. The skip codes will typically include the » symbol.	(ALL EXCEPT WOMEN AGED 12 TO 49, »NEXT MODULE) (»C11) (»NEXT MODULE)

To summarize, if the typestyle is in **LOWER-CASE**, the content (questions and/or responses) **MUST BE READ** to the respondent. If the typestyle is in **UPPER-CASE**, it **MUST NOT BE READ** to the respondent, but serves as an instruction or a response code for the enumerator.

[...] - You will often find this notation in the questions, particularly in the consumption and expenditure modules. Most commonly, this is an indication that you are to insert the contents of the row heading into the question at this point.

Phrases are underlined in many of the questions. This is done to alert you to the key element of the question as you translate it for your respondent.

A consistent coding for the same response types is used throughout the questionnaire. This means, for example, that for the coding of time units, 'minutes' will always be coded as '1',

'hours' as '2', 'days' as '3', and so on. It is important to note, however, that where certain codes are not relevant in response to a question, the coding scheme for that question will not include some of the codes.

(c) How to Administer the Questionnaire

Before you go to a selected household, you should ensure that you are ready to begin the interview - that is, you are presentable, that you know how you are going to begin the interview, that you have at least two ball point pens and at least two Household Questionnaires with you for every household that you plan to interview, and that you have the location and code numbers of the survey households with you.

After you have begun the interview with the survey household, it is intended that you administer the questionnaire to one individual in the household at a time. That is, once you have finished administering the questions in one module to an individual, you immediately go on to administer the next applicable module in the questionnaire to the same individuals.

What this means is that you **MUST NOT** go through the questionnaire completing one module with all applicable household members before going on to the next module. Doing so is a waste of time for many household members. By asking all questions applicable to a particular household member at once, you will be able to quickly release that member so that he or she can do other things. Of course, completing the questionnaire in this manner will mean that you will have to schedule interview times with each of the members of the household, possibly over several days. Keep in mind that each enumerator is to interview 4 households no more than 4 days time.

The only exception to this rule are Modules A and B. These modules must be completed fully before you administer the rest of the questionnaire.

The modules in the questionnaire are organized by placing at the front of the questionnaire the modules to which the majority of household members need to respond. The modules later in the questionnaire typically only require the household head and selected other adults in the household as respondents.

The setting of the questionnaire administration should be relatively private. Some of the questions being asked are of a personal and private nature. You should respect the desire of the respondents for privacy. This is important particularly when talking about health and income matters.

No person except your field supervisor, zone supervisor, or people from the **RURAL LIVELIHOODS SURVEY (RLS)** management team in Zomba should come with you when you interview. If an **RURAL LIVELIHOODS SURVEY (RLS)** staff member does accompany you to an interview, you should always be sure to introduce the staff member to the respondent, making clear to the respondent the purpose of the presence of the **RURAL LIVELIHOODS SURVEY (RLS)** staff member. In most cases, the **RURAL LIVELIHOODS SURVEY (RLS)** staff will be present to monitor the quality of your own work and to support and assist you in effectively carrying out your assigned tasks. The supervisors are instructed to not interfere with your administration of the questionnaire to the survey

household respondents, but will later discuss with you in private any issues related to your administration of the questionnaire. If you have a technical/any other problem on which the supervisor can be helpful, you are free to ask him/her before leaving the household, but not in the presence of the household.

Any other persons unrelated to the **RURAL LIVELIHOODS SURVEY (RLS)** or to the household should not accompany you while introducing yourself to the household or be present during the interview. If any such individuals are present when you begin your interviews, you must politely request them to leave in order to respect the privacy of the survey household. If they cannot leave at that time, you should schedule the interview for a later time or move to a more appropriate place, when or where greater privacy can be assured. In the event that the respondent requests you that he/she wants to be joined by a non-household member, you have to honor their request.

Questions should be asked directly to those aged 10 years and older. If you need to collect information on younger children, you **MUST** interview the mother or guardian on their behalf. Administer to the questionnaire **ONLY** to those identified on the household roster as household member.

As noted above, household members include boarding school students. It is also possible that a household member will be absent from the household for the entire period that you are undertaking the **RURAL LIVELIHOODS SURVEY (RLS)** administration in the EA. Collecting information on these absent individuals will be problematic, as they will not be able to respond to questions themselves. For these individuals, you will have to rely on the household head or, in the case of boarding students elsewhere, the individual in the household who is principally responsible for the well-being of the absent individual. Unfortunately, there is no optimal solution in collecting comprehensive, relatively accurate information for absent household members. You must simply be aware of the particular challenges of collecting good information on such absent household members and undertake the task as best as you can.

In general, if you encounter a different or unusual case in a particular module or modules for a survey household and are not sure what to do, write all of the details down on the questionnaire and Obtain as much information as possible to enable you to complete the questionnaire efficiently when you leave the household. There is plenty of space on the page above each page of the questionnaire to do so. After you leave the survey household, check this manual for guidance. If the solution cannot be found in this manual, you should consult your field supervisor as soon as possible.

When you have finally finished completing your interviews with all of the household members, you are to leave with the household an official letter (in Chichewa or English) of thanks. This letter is to serve as a record of the interview for the household, as well as another way to provide them with information on how the information collected from them will be used. Your supervisor should make sure that you have enough copies of this letter to distribute to the sample households that you will be interviewing.

(d) Your Interactions with the Community

Enumeration areas are relatively small, consisting of about 250 households on average. In rural areas the EAs will consist of several small villages or one large village. In urban areas, EAs will cover parts of urban locations or neighbourhoods. As you will be working intensively for several days with community members in carrying out the survey, it is vital that you establish a good working relationship with community leaders and, for that matter, with all community members.

When you first arrive in a rural EA, the team must immediately present itself to the local group village headman and to the headmen of the villages in the EA to explain why you are going to be working in the area. You will be provided with an official letter of explanation from the Commissioner of the NSO and an ID badge to show them. In urban locations, identifying a local leader is more problematic. Make inquiries as to who might be considered local leaders when you first come to an urban location. These may be local business, religious, community policing, or political leaders.

Your work is not to be secretive. Please explain what it is you are doing to all community members who ask about your activities. You should be respectful, courteous, and patient with all community members. The quality of your work is to a large degree dependent on the level of cooperation you receive from the members of the communities in which the survey households reside.

If the general community attitude towards your work is negative, you likely will experience problems as you conduct interviews with the survey households in that community. You are expected to do all that you can in order to cultivate a courteous relationship with the community as a whole.

While your work should not be secretive, you must, however, respect the confidentiality and privacy of the survey household respondents when administering the questionnaire. This was emphasized in the previous section. Non-household members should not be present while you are conducting your interviews, unless specifically requested by the household. If you want to have a good reception from the community, they should be clear on what exactly you are doing. In the past, several enumerators have landed into troubles because of not clearly explaining why they were in a community and being suspected of foul play.

(e) Your Interactions with the Respondents

The **RURAL LIVELIHOODS SURVEY (RLS)** is being conducted under the 1967 Statistics Act, and you are therefore empowered to collect this information from the respondents. However, the policy of the NSO is always to attempt to collect the information it requires with the willing cooperation of the public. You should therefore always be courteous and tactful in your dealings with respondents.

Above all, your attitude towards the respondents in the survey households must be one of respect. You must always be patient towards survey household members. Be business-like in your conduct - never bullying, demanding, or rude. Always act in a way that warrants respect and cooperation from the respondent. During your interviews, you should work efficiently and relatively quickly, but should not rush the respondents or make unnecessary mistakes. After each interview you should always quickly go through your questionnaire

and thank each interviewee for their help and time. This is vital if the survey is to be carried out successfully. Please note that for some households, you will visit more than once and it is vital that your behaviour must be above reproach. You will find work more pleasant if you remain polite and friendly to everyone at all times.

Be willing to answer any questions the respondents ask you about the survey and its particular contents. In most cases, the statement on page 3 of the questionnaire will provide a sufficient response. However, please refer to chapter 2 of this manual as well.

The survey interview will be long. This will be trying on your respondents' patience as well as your own. Nevertheless, the rules of courtesy and politeness **MUST** still apply. If necessary, you may break the interviews of household members into shorter interviews. However, the interviews with all household members should be completed within a span of 1 day at most.

At the start of the interview, you should always determine if the respondent has any appointments in the next hour or two. If there is sufficient time available to complete several modules of the questionnaire before the respondent's appointment elsewhere, you **MUST** proceed and complete as much of the interview as possible. When the respondent must leave, arrange for another meeting later in the same day or the next day during which the interview can be completed. You **MUST** note that the **RURAL LIVELIHOODS SURVEY (RLS)** is a "mobile" effort and not make unnecessary appointments in a given EA as you will only be present there for a short time.

Moreover, you **MUST** seek to develop a smooth-flowing interviewing style so that you can obtain all of the information required from an individual as efficiently as possible. This **MUST NOT** come at the expense of correctly administering the module.

In general, you **MUST NOT** unnecessarily test the respondent's patience by delaying the interview in any way, particularly through excessive probing on questions that the respondent feels that they have already answered to the best of their ability and recollection. Your interview technique for completing the questionnaire will improve dramatically as you gain experience. The guidelines in this manual should help you considerably. You should attempt a compromise between:

- maintaining a smooth-flowing, continuous dialogue that allows you to obtain all of the information required in the shortest possible time - that is, without testing the patience of the respondents by delaying the interview in any way - and
- allowing the respondents to ask any questions that they have about the survey so that they are convinced of its value and are cooperative. Doing so, however, will take time and will reduce the efficiency with which the interviews are completed. Do not encourage any questions from the respondents on issues unrelated to the **RURAL LIVELIHOODS SURVEY (RLS)**, such as politics, religion, sports, etc...

In conducting an interview, if it is clear that the respondent has understood the question you have asked, you must accept whatever response the respondent provides you. Probe questions can be used to make sure the respondent understands the key element of the question being asked. There are several questions across the Household Questionnaire for

which you are allowed to list more than one response. In these cases, please probe the respondent further as to collect more information, if applicable.

You **MUST** never second-guess the respondent or make the assumption that you have a better understanding of the condition of the individual or household than the respondent does. The function of the enumerator is **NOT** to verify that the information provided is correct. The analysts of the **RURAL LIVELIHOODS SURVEY (RLS)** are interested in what the respondent actually says. It is always possible that the respondent will lie to you or provide inaccurate information, but you, as the enumerator, should not make any judgements on the information provided. This is a problem for the analyst to take care of and **NOT** the enumerator.

There are exceptions, of course. At all stages of the interviews with members of a survey household, you should be alert to errors. These can be accidental or deliberate. You can never force people to give answers that they do not want to give, but you can approach the true facts by diplomatic and intelligent interviewing. For example, if the respondent says that the household has no livestock and there are chickens pecking at your feet or goats tied up nearby, you should inquire about these animals. However, you should not probe excessively after seeking initial clarification from the respondent. In any case, you should never go outside of the household to get information. This is **BEYOND** the scope of your work. Instead, you should always instil trust among the household members.

Ultimately, assessing whether the answers provided are 'wrong' or 'right' should not apply to you in administering the household questionnaire. The questionnaire is being administered to the survey household members as we rightly expect that they will be able to provide the best information about their own living conditions.

Disciplinary action will be taken against any enumerators who consistently treat their respondents with condescension and a lack of respect, or who shows a pattern of re-interpreting the answers provided by the respondents. Do **NOT** make up your own answers for a question asked to a respondent. You are required to be objective in recording the responses.

(f) General Instructions for Completing the Questionnaire

In this sub-section, basic instructions are provided on how you are to complete the questionnaire. For many of the points raised, this section will restate what was said before. However, this section still provides a useful, condensed set of general instructions for you to use as you carry out your work.

How to Read the Questions

Read the questions exactly as they are written in the questionnaire, following the established order.

You should refer to the fold-out list (flap) of household members in order to verify the age of the individuals for modules that only apply to individuals within a certain age range. Closely follow the instructions of each section when asking the questions.

Format of the Questionnaire

The questionnaire modules are organized according to two basic formats.

Columns (vertical)

In this format, the text area, the response categories and the response to each question are found organized sequentially in columns. An example of this is found in **Module F: Housing**, where only one response is needed for information covering the entire household.

Columns and rows

This format is used when there is information from multiple respondents in a single module. In this format, the questions are located in the columns and the responses are recorded in the rows. An example of this format is found in **Module D: Health**, where the responses from all household members are recorded on individual rows for the same set of questions.

Format of the Questions

The questions are divided in three parts as described and shown in the figure below:

Text area

This is the area where the text of the question is found. All of the questions are written as they are to be read to the respondents. Enumerators should not ask the questions according to their own criteria, except in situations where the respondent does not understand the question. In such situations, you must explain the content without changing the sense of the question. This is important to ensure that all respondents are answering the same questions.

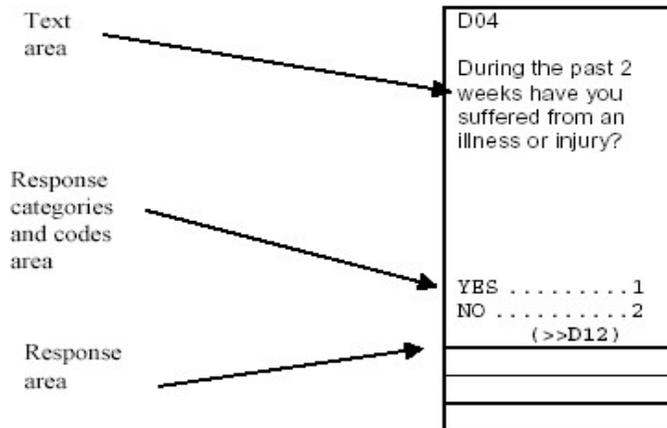
Response categories and codes area

This is the part of the question where the text of the response categories and their corresponding codes appear.

Response area

The responses received to the questions are recorded in this area. The responses should be recorded in the correct row corresponding to the respondent.

The responses received to the questions are recorded in this area. The responses should be recorded in the correct row corresponding to the respondent.



Types of Questions

There are three types of questions included in the survey.

1. **Enumerator DOES NOT read the question to the respondent.** Rather, you record information based on observation or on previous responses provided by the respondent. See Examples 1 and 2 below.

Example 1 – Recording information based on enumerator observation

G06	G07	G08
WHAT TYPE OF DWELLING DOES THE HOUSEHOLD LIVE IN?	WHAT GENERAL TYPE OF CONSTRUCTION MATERIALS ARE USED FOR THE DWELLING?	THE OUTER WALLS OF THE MAIN DWELLING ARE PREDOMINANTLY MADE OF WHAT MATERIAL?
SINGLE HOUSE .1	PERMANENT .. 1	GRASS 1
SEVERAL SEPARATE STRUCTURES . . . 2	SEMI-PERMANENT .. 2	MUD (YOMATA) 2
FLAT 3	TRADITIONAL 3	COMPACTED EARTH (YAMDINO) . . 3
ROOM IN LARGER DWELLING 4	(SEMI-PERMANENT IS MIX OF TRADITIONAL (GRASS, MUD) & MODERN MATERIALS	MUD BRICK (UNFIRED) . . 4
IMPROVISED HOUSING 5	(IRON SHEET, CEMENT)	BURNT BRICKS 5
OTHER 6		CONCRETE . . 6
		WOOD 7
		IRON SHEETS. 8
		OTHER. . . . 9

Example 2 – Recording information based on previously supplied information

Example 5 – Enumerator reads the question and the response categories.

O06 What is the <u>general texture of the soil</u> on this plot: READ ANSWERS sandy1 between sand & clay .2 clay3
--

How to Record Responses

The responses received from the respondents should be written on the questionnaire in blue or black ink pen. Responses written in pencil can easily become smudged and difficult for the coders and key entry personnel to read and interpret. Responses should be written clearly in UPPER-CASE letters. This instruction is especially important for those questions that will be coded later, such as occupation and industry.

How to Correct Mistakes

If a mistake is made in the recording of a response, do not erase the incorrect response. As you should be using a pen, you will be unable to erase. Rather, strike out the error by neatly marking it through with a line, and then write the correct response where it can be easily read:

G27 To what length of time does this landline telephone cost refer? DAY ... 3 WEEK ... 4 MONTH ... 5 YEAR ... 6 TIME AMOUNT	TIME UNIT
6	3 5

The "Other" Category

In order to include all possible responses that may be provided, many questions include a response option of OTHER (SPECIFY) for you to be able to record responses that are not covered by any of the pre-coded responses. When you use this code, you **MUST** provide a brief explanation of the category.

B11	
WHY WAS INDIVIDUAL NOT INTERVIEWED:	
ON SHORT ABSENCE (< 2 WEEKS)	1
ON LONG ABSENCE (> 2 WEEKS)	2
AT BOARDING SCHOOL OR OTHER INSTITUTION	3
PRESENT, BUT UNWILLING TO BE INTERVIEWED	4
OTHER (SPECIFY)	5
<i>5 DEAF/MUTE</i>	

Historical Events and Ages

Several of the questions in the questionnaire require information on the age of respondents, assets, or other items, as well as some dates. Many respondents will find it difficult to remember such ages and dates. One way to overcome this problem is to have the respondent remember a commonly known event that occurred at about the same time as the individual was born (in the case of the age of a person), an item was acquired, or whatever the age-related question may be. You will have a calendar of events that lists events that occurred in Malawi over the past century. You can use this calendar to estimate ages or dates, aided by the calculator provided to you.

Non-Response or Inability to Provide a Response

All questions that are not answered because of the skip pattern or general flow of the questionnaire should be left **BLANK**. No information should be recorded. However, there are cases where respondents will not answer an individual question, either because they do not know the answer or because they refuse to answer the question. In these cases, if you cannot get a response even after asking the question several times, the following codes should be recorded:

Refuse to answer. . . NR

Do not know. DK

However, you **MUST** use these codes *very rarely*. Your supervisors will warn you if they feel that you are unnecessarily or too frequently using these codes, as their excessive use may indicate a lack of effort on your part to collect the required information from the respondents. Be cautious by using these codes **ONLY** when it is absolutely necessary.

Flows and Skips

In order to have a logical order to filling in the questionnaire, it has been designed with a system of skips that allows you to follow the logical sequence of questions based on responses to questions already provided.

If there are no additional instructions, you pass directly to the next question.

The double arrow symbol >> indicates that the interview should be continued with the question indicated. In the following example, if the respondent says 'Yes', you do not continue with question C11, but, rather, **SKIP** to C12. C11 is skipped because the question is not relevant to those who answer 'Yes' to question C10.

C10
Have you ever attended school?
YES 1 (>>C12)
NO 2

The double arrow symbol can also indicate that you should **SKIP** the remaining questions in the module and go on to the next module with the respondent. In the following example, if the respondent has never attended school, after getting the reasons why the respondent never went to school, you **SKIP** the rest of the education module because the respondent would have no responses to the rest of the questions.

C11	
What was the reason you never attended school? CAN GIVE UP TO 2 REASONS	
STILL TOO YOUNG TO ATTEND SCHOOL 1	
NO MONEY FOR FEES, UNIFORM 2	
POOR QUALITY OF SCHOOLS 3	
ILLNESS OR DISABILITY 4	
NOT INTERESTED 5	
PARENTS DID NOT LET ME 6	
HAD TO WORK OR HELP AT HOME 7	
SCHOOL TOO FAR FROM HOME 8	
SCHOOL CONFLICT WITH BELIEFS 9	
OTHER (SPECIFY) ... 10	
(>>NEXT MODULE)	
1st reason	2nd reason

Coding

Where the question responses are pre-coded, you simply record the code for the category that matches the respondent's response most closely. An example is provided below.

B27	
Does your spouse living in this household now?	
YES 1	
NO 2	
2	

When the response to be recorded is a monetary amount or a figure, write the correct response in the corresponding cell.

- Record monetary amounts in Kwacha with no decimal point. **DO NOT INCLUDE TAMBALA.** For any tambala amounts, round to the nearest Kwacha.
- For any amounts over MK 1,000, include “a comma” as shown below.

O12 How much did you pay in total for your <u>lease or rent</u> on this plot in [LAST COMPLETED CROPPING SEASON]? ESTIMATE VALUE OF ANY IN-KIND PAYMENTS MK <i>10,000</i>

When the response is to an open-ended question that will be coded later, be sure to write the response clearly and in upper-case letters, as demonstrated in the following example.

E20	
Describe what kind of trade or business your main employed occupation over the past 12 months is connected with?	
	(Supervisor To put in industry code after interview)
WRITTEN DESCRIPTION	IND. CODE
<i>LEATHER SHOE FACTORY</i>	

Reference period

Past One Week (Last 7 days)	The seven days prior to the interview. If the interview is done on a Wednesday, the last 7 days are the days since the previous Wednesday.
Past One Month (Last 30 days)	The 30 days prior to the interview. If the interview is done on the 10th of the month, the last 30 days are the days between the 10th of the previous month and the day of the interview.

Respondents

Each module is clearly marked with the group that is supposed to respond to the module. In some cases, all individuals in the household will provide responses to the module, for example, Module B: Household Roster & Module D: Health.

In other cases, only individuals above a specific age will provide responses to the module, for example, Module C: Education & Module E: Time Use & Labour, which are administered only to those individuals 5 years of age and older.

Finally, some modules will be administered only to the best-informed individual in the household on the topic, such as Modules F and onward.

As far as possible, information should be collected from the respondents individually. Having direct informants provides the most accurate and reliable information. Each member of the household should be permitted to respond for him or herself. There are some exceptions, however. Children less than 10 years of age will not be able to understand all of the questions and respond for themselves. For children, the best-informed member of the household should provide the responses for them. In addition, there may be individuals in the household who are unable to respond for themselves, either because of a disability or because of age. In these cases, again, the best-informed member of the household should provide responses for them. In the manual, the sections describing the individual modules have notations on who the respondents are and who the direct informants are.

There will be occasions where the respondent is listed as the household head, but it is impossible to speak with the household head. The household head need not necessarily be resident in the household. The household head is the person that other household members designate as their head, but it is possible that this person will not be residing in the household at the time of the survey. In these cases, you should seek out the person best able to respond for the household head, depending on the module being administered. If there is a spouse in the household, he/she will be the most likely respondent.

It may also be difficult to meet with the household head because, while he or she is resident in the household, he or she is too busy working to speak with you. You should make every effort to speak with the household head at his or her convenience. If however, after repeatedly finding it impossible to speak with the household head, you should seek out the person best able to respond for the household head, depending on the module being administered. Sometimes you just need to make an appointment for an appropriate time to meet him/her, which may be at an awkward hour. Some respondents may only be available early in the morning, late in the evening or during weekends. It is the responsibility of both enumerators and field supervisors to arrange for appropriate times for the interviews.

General Notes

- **DO NOT RUB** out wrong answers. Cross out the wrong answer with one line, and write the corrected answer beside it. Crossing out of errors must be done in a clearer and more consistent manner. It is ultimate responsibility of the field supervisor to ensure that each change is unambiguously visible and clear.
- Please ensure that you write numbers clearly numbers. Some numbers can be confused with one another if not written clearly, e.g. 0 and 6, 1 and 7, 2 and 0, 4 and 6, 5 and s, etc..., as illustrated during training.
- Remember to take 2 questionnaires to every interview, in case the household is larger than 12 members and you need 2 questionnaires for the interview. (Remember in such cases to write '1 of 2' and '2 of 2' on the front of the questionnaires).
- We do not expect to see a lot of DK. It is your responsibility to probe and help the respondent to determine the answer, and ONLY accept DK (don't know) as a last resort.
- If quantity is 0, then unit should be blank, e.g. G06, G07.
- Enumerators should be very careful in completing questionnaires where the household roster flap may not line up with questionnaire rows.
- Continue to write comments for anything to specify or to describe any unusual situation. These comments will help us in Zomba to understand, and make it easier for you because we will not have to send the questionnaire back to ask for explanations.
- Enumerators **MUST** identify all 4 households assigned to them within the first day in the EA. They can also write on the sampled household list form to note which households were identified and any problems that may have been faced (with names or other listing information). They should not write any notes on the Listing Form (Form 1). If there are any households that are difficult to identify or possibly refuse to participate, they must report these cases to their Field Supervisor as soon as possible.

7. MODULE BY MODULE DESCRIPTION FOR THE HOUSEHOLD QUESTIONNAIRE

This chapter will examine each module of the household questionnaire in turn in order to address possible problematic issues relating to each. These notes here should be your first reference as you encounter any problems in administering any modules or questions in the household questionnaire.

Module A: Household Identification, Survey Staff Details, Introduction, and Table of Contents

Respondents: Household Head

Direct informants: Household Head

Modules A and B should be fully completed before going on to other modules.

This module is used to collect information on the survey household in order to identify the household if it is necessary to re-interview the household members in the future and to identify the household for data analysis purposes. Information is also collected on who among the **RURAL LIVELIHOODS SURVEY (RLS)** staff members processed the questionnaire at various stages of the data collection and entry.

“Questionnaire Number” box at upper right is for the use of the data entry staff. Simply leave this box blank.

Household Identification: It is critical for later analysis that you adequately identify the location of the household you are interviewing. Please fill in A01 to A03 with the required information on the district, TA, and EA in which the household is located, noting the codes for each, as well as the names of the district and TA, as specified in Form 1.

A01 & A02. The codes for the district are listed in the **ANNEX** at the back of this manual. TA codes will be given to you by your Supervisor.

- For the TA code, if the code starts with zero, please write this in the first cell of A02.

A03. Your field supervisor will provide you the EA code for A03. Of course, all survey households within a given EA will have the same EA code.

A04. Remember to indicate yes, if the EA is a panel and no if it is not. Panel and cross-sectional EAs will have different coloured questionnaires to help you make this identification much easier. Your supervisor will supply you with this information.

A05. Write down the name of the village or urban location in which the survey household resides.

Multiple questionnaires. Each questionnaire contains sufficient space to enumerate a household of 12 members. If the survey household has more than 12 members, you will need to use an additional Household questionnaire.

- The box on page 1 at lower right is only to be used if you need to use more than one questionnaire for the household.

A05 & A07. In the future, NSO plans to conduct additional interviews with selected survey households from the **RURAL LIVELIHOODS SURVEY (RLS)**. The descriptions of the location of the household together with the full name the household head are necessary to accurately identify the survey household in the future, even in the absence of you or your field supervisor.

A06 & A08. Use code information that will be taken from the household and dwelling list that you will have updated at the start of your work in the EA.

A08. If members of the household reside in several dwellings, note here the code of the dwelling in which the household head resides.

A09. A09 should consist of a description that will uniquely identify the dwelling unit of the household, allowing one to readily find the dwelling within the EA.

A10. Record the GPS coordinates of the dwelling after allowing adequate time for the GPS unit to acquire signal.

A11 to A13. These provide information on whether the originally selected household for the **RURAL LIVELIHOODS SURVEY (RLS)** was actually interviewed. In most cases, you will be able to interview the household originally selected. If an originally selected household is replaced, you **MUST** record the appropriate code for the reasoning. Replacement should be undertaken **ONLY IF** you are unable to find the household after several attempts or if the household refuses to participate in the survey. You should only use a replacement household after consulting with your field supervisor and only with the supervisor's authorization.

A14.B. If the household has a telephone, whether a landline or a cell phone, you **MUST** record this number as it will be of considerable use in the future, particularly in urban areas.

A15, A16, A17. Identify household members that may have access to telephones (landlines or cell phones), and record their household roster ID code, after filling Module B.

- The contact names in **A18, A19 & A20** should be of individuals from other households who will know where the survey household will have gone, if the household moves its residence in the coming years. These individuals may be relatives, religious leaders, village authorities, or other well-informed individuals, preferably within the same community. (INSTRUCTIONS CONTINUE ON THE NEXT PAGE)

- We recognize that in urban areas establishing contact persons may be more problematic. Nevertheless, you **MUST** make every effort to identify contact persons, who will be helpful in tracing the household in the future, if need be.

You **MUST** solicit contact information in **A14 through A20** as comprehensive as possible to ensure the success of future efforts that will be tracking a sub-sample of the **RURAL LIVELIHOODS SURVEY (RLS)** households.

A21-A29. You must fill out A21 to A29. Disciplinary action will be taken if you consistently submit questionnaires that do not have your own details noted here.

A23. The date that you write in should be the date that you **first began** interviewing members of the survey household.

A30-A35. A30 through A35 are to record the other individuals who will be involved in processing the questionnaire through data entry and cleaning.

Sketch of dwelling location. Please sketch the location of the household in a simple map on page 4. You should identify the dwelling of the household with reference to one or two prominent landmarks in its vicinity.

Page 5. You should read and comprehensively explain to the head of the survey household all of the contents of the paragraphs in the box, making sure to answer any questions that he or she might have.

If the head of household is unwilling to allow you to proceed with the interview, please contact your field supervisor as soon as possible. The field supervisor should then talk to the household head to make an effort to obtain their cooperation. If the field supervisor also is unable to convince the original household to participate in the survey, you will go to a **replacement household** as instructed by your Supervisor. As noted above, you **CANNOT** simply choose one of the replacement households, but must use the first replacement household. If you have already used the first replacement household to replace another household, use the second replacement household in line, and so on. A replacement household can **ONLY** be used with the authorization of the field supervisor.

There is a table of contents for the questionnaire on page 5. Please use this to quickly find your way around the questionnaire.

Module B: Household Roster

Respondents: All individuals.

Direct Informants: Questions B01 – B07: Household head; Questions B09 – B28: Individuals 10 years old and older and guardians/caretakers on for children below 10 years.

Modules A and B are supposed to be fully completed before going on to other modules.

This module is used to identify the members of the survey household and to collect basic information on the household members. Information on all household members should be collected.

The initial respondent to this module should be the **household head**, if available. If he or she is not available, the most senior member of the household present should respond to B01 to B07. The questions that follow should be asked of the individuals concerned or, in the case of young children, their mother or guardian.

The household roster is where the membership of the household is determined. Several of the key issues relating to this module were discussed earlier in this manual.

B02-B04. You **MUST** complete B02 to B04 before continuing with other questions in this module. A guideline for **probing questions** are provided in the column at the far left on page 6 of the questionnaire in order to obtain a full listing of individuals who normally live and eat their meals together in the household.

Household Head. List the head of household on **LINE 1 (ID Code 1)**. The spouse(s) of the head, and children should be listed next. Then list other household members that are

relatives, ending with household members who may not be related to the head.

- **Make sure that the person you list as head of household in Module B (ID code 1) is the same person that is noted in A07 on the first page of the questionnaire.**

B02. In writing the names of the household members, be sure that you uniquely identify the individuals. If two individuals in the household have the same name, ask about any nicknames or other ways in which the two persons can easily be distinguished from each other.

Some important notes to keep in mind when listing household members:

- It is possible that the household head may not be residing in the dwelling at the time of the interview. He or she may be living and working, temporarily or permanently, in another part of Malawi or in another country.
- Boarding school students who are residing at boarding school but are still dependent on the household should be listed.
- Do not include military personnel, prisoners, or other individuals who are residing elsewhere (in such institutions) are not primarily dependent on the household for their welfare.
- Some household members may not be a relative of the household head. For example, a servant who lives in the household and does not keep a household elsewhere.
- Servants, other hired workers, and lodgers (individuals who pay to reside in the dwelling of the household) should NOT be listed, IF they have their own household elsewhere which they head or upon which they are dependent.

B03. You must ask about the sex of the individual in B03. Do not use the name of the individual to assume the sex of that individual.

B04. Relationship to head.

- Adopted child (code 3): A child voluntarily accepted as ones' own child, although he is a child of other parents.
- A Lodger (code 14) is someone who is a non-relative who pays to live in the dwelling. For example, they may rent one room in the dwelling.
- Other non-relatives (code 15) are non-relatives who live in the dwelling but do not pay. This could be a friend of the household head.

B05 & B06. In B05 and B06 both age and month & year of birth are asked. B06 is ESSENTIAL for **children**.

- For those 5 years of age and younger, request to see the child's health or immunization card to determine the birth date for the child. For Catholics, ask them to give you a booklet called "Ulendo wa Banja Lathu," this has all the ages of the family members.

- For older individuals who may have trouble determining the month and day of their birth, complete as much of B06 as you are able to. Please make use of the national calendar of events to assist in determining the ages of such individuals.
- In B05, for those aged 6 years and older, the age in years refers to completed years according to their last birthday.
- In B05, for children 5 years of age and younger, round months to above or below 15 days. That is, if a child is 6 months and 20 days old, report 7 months; if 6 months and 13 days old, report 6 months.

After determining who the household members are, the Enumerator should take a few minutes to complete the Flap before proceeding to B07. Kindly ask the respondent to excuse them while they fill in the Flap. Then continue to B07. This **MUST NOT** take long, as it may put off the respondent.

B07. B07 asks for cumulative months of absence over the past 12 months.

- For example, if an individual was absent once over a period of 3 months, and again over another period of 1 month in the past 12 months, you should write 4 in B07.
- You should include portions of a month of absence in the calculations here. Include the portions in determining the total cumulative absence.
- For example, an individual who was away for one period of 6 weeks (1.5 months), another period of 3 weeks (0.75 months) and a third period of half a month, the total cumulative absence was 2.75 months. Reported as 3 months. (See the next point on rounding.)
(INSTRUCTIONS CONTINUE ON THE NEXT PAGE)
- In reporting the total cumulated absence that includes such portions, round down if the portion of a month is less than half, round up if it is over half. If exactly half, round down. For example, if an individual was absent in total for 3 months and one week, report 3 months; if 3½ months, report 3 months; if 3 months and 3 weeks, report 4 months.
- In the previous example, where the total cumulative absence was 2.75 months, report 3 months.

Roster Flap. Fill in the rows of the table on the roster flap with the required information (name, age, sex) on each household member, making sure that you list each member in the exact row in which he or she was listed in B02.

- It is **ESSENTIAL** to verify that you have listed each household member in the correct row. **If you do not do so, considerable errors in data entry and analysis are inevitable.**
- When you have filled in the flap on the inside back cover, complete the remaining questions in Module B.

B08. Include any meals eaten. So if the person only eats breakfast in the household each day of the week, the response is 7.

B24. Marital status.

- The 'married' marital status does not require that the relationship between man and woman be an official marriage. It can be a non-formal union that began without public ceremony of any sort.
- Both men with multiple wives and women who are married to a man with more than one spouse should use code 2 (polygamous) to describe their marital status.
- Separated refers to a marital state concerning a man and woman who no longer live together as husband and wife, without being legally divorced.

B25. Record if the spouse of the household member is a member of this household or not. This question is applicable only to married household members (monogamous or polygamous married household members).

B26. Concerning men who have more than four wives residing in the household, you should make a bold notation of this fact at the top of **Page 8**, listing the ID code(s) of the additional wife/wives there. You should also highlight this to your field supervisor.

Module C: Education

Respondents: All individuals 5 years old and older

Direct informants: Individuals 10 years old and older.

Information on the educational history of all household members aged 5 years and older is collected in this module. **No information should be collected those from younger than 5 years of age.**

You **MUST** administer this module *one row (individual) at a time, **NOT** page by page*. After asking all possible questions on one individual, the enumerator should move to the second individual and ask all applicable questions, and repeat this process for all applicable individuals.

C08. Highest class ever attended.

- Note that nursery/pre-school is given code 0. This is to allow Standard 1 to be coded as 1, Standard 2 as 2, etc.
- Nursery/pre-school is a school for children who are not old enough or not ready to attend primary school. Usually attended by children less than 6 years of age.
- Post-secondary educational institution that offers specialized training, usually for teachers, but also for other occupations (agricultural extension, banking and finance, religious professionals, etc.)

- A person may have attended a class level, but not completed it. Record the highest class level attended regardless of whether or not the individual completed that level.
- Older individuals may have attended school when the Malawi educational system was different from what it is now. The current system was instituted in the 1970s. Please use the following table to determine the current equivalent class level attained by older individuals who completed their education in the 1960s or earlier. You should use the current equivalent class level when completing C08 for such individuals.

Current	1960's	1950's	1940's
Standard 1	Standard 1	Sub A	Sub A
Standard 2	Standard 2	Sub B	Sub B
Standard 3	Standard 3	Standard 1	Sub C
Standard 4	Standard 4	Standard 2	Standard 1
Standard 5	Standard 5	Standard 3	Standard 2
Standard 6	Standard 6	Standard 4	Standard 3
Standard 7	Standard 7	Standard 5	Standard 4
Standard 8	Form 1	Standard 6	Standard 5
Form 1	Form 2	Form 1	Standard 6
Form 2	Form 3	Form 2	Skills Training
Form 3	Form 4	Form 3	
Form 4	Form 5	Form 4	

C09. Highest education qualification refers to the various levels of educational attainment recognized by the Malawian educational system for those who successfully complete the necessary schoolwork and examinations, e.g., PSLC (Primary School Leaving Certificate), JCE (Junior Certificate Examination), MSCE (Malawi School Certificate Examination), diploma, degree.

- If an individual sat an examination for an educational qualification, but did not pass, you should report the lower qualification he or she actually achieved.

C16. Do not expend too much effort in determining exactly what type of school the individual attends. As noted earlier, unless there is obvious evidence to the contrary, you should take the respondent's answers as sufficiently accurate.

- If the respondent does not understand the question, ask what the name of the school is. The name of the school can give you enough information to determine what type of school it is.

C20-C21. This is asked to collect information on how events and circumstances **over the past year** may affect school attendance.

C22. Note that payments made by family and friends outside of the household **MUST** be included here. Potential educational transfers from the Government, development organizations/institutions, NGOs, etc... should not be included as part of educational expenditures in C22. These social educational transfers would instead be captured in Social

Safety Nets Module. Read C22 exactly as written on the questionnaire and remind the respondent to exclude social educational transfers, if any.

C22A. The extra fees here include those additional fees that the teacher or headmaster requires parents to pay.

- An example of such fees are those that parents are often asked to pay in government schools to enhance the salaries of teachers and headmaster and provide the instructors with a sufficient level of wage as an incentive to be diligent in their teaching duties.

C22F. In determining the value of all contributions, be sure to include any in-kind contributions - labour, materials, or the like. In estimating in-kind payments, the respondent should estimate what he or she would have to pay for the item contributed if they purchased it in the market.

C22G. Costs associated with transportation to school should be included here.

C22 TOTAL. If the individual respondent is unable to disaggregate educational expenses by categories, but can provide a total figure spent on educational expenses, this value should be written here.

- **IF** the individual is able to disaggregate expenditures in C22A to C22-H and **IF** you are certain that all expenses have been accounted for, you do not need to provide a total amount in **C22-TOTAL**. This cell can be left blank.

Module D: Health

Respondent: All individuals.

Direct informants: Individuals 10 years old and older.

In this module, information on both the recent and long-term health status of each household member is asked. Information should be collected on all members of the household. Information on the health condition of children below 10 years should be asked of their mothers or caregivers.

Note that the recall period in this module is only two weeks period. Please ask the questions as instructed and written on the questionnaire, mentioning the appropriate reference period.

D02 and D03. These are filled in by the interviewer without asking the respondent.

D04. It is important for you not to assign an illness status to the respondent, but to let the respondent identify his or her own illness status. If they report having no illness in the last 2 weeks but look visibly ill, you **MUST** nevertheless record them as having no illness, and never be judgemental.

D05 - D07. D05 through D07 are about the illness or injury suffered in the last 2 weeks. While D05 determines the nature of the illness or injury, D06 asks about the person that diagnosed the condition and D07 inquires about the action taken to find relief.

D05. Note that there is space for recording information about two possible health problems that the individual may have suffered from over the past two weeks.

- For those individuals reporting more than one health problem, you must be consistent in recording information about the first problem in the column for “Problem 1” and about the second problem in the column for “Problem 2”
- Do **NOT** use the two columns to record MULTIPLE responses about a SINGLE problem.

D06. Diagnosis is the process of identifying or determining the cause of a health problem through patient examination and/or review of laboratory results.

- If more than one individual diagnosed the medical problem, report the one who has the most formal medical education or training. The list of options in the questionnaire shows the priority order.
- Medical workers have more formal medical education or training than traditional healers. If both a medical worker at a health facility and a traditional healer diagnosed the illness, you should report the medical worker as having diagnosed the illness.
- Traditional healers tend to use locally available traditional remedies to treat illnesses. They may also employ magic or religious methods in the treatment of their patients.

D10-D12. It is in these three questions that expenditures on all health-related goods and services over the **past four weeks** are reported.

- Make sure that the respondent does not report a specific health-related expenditure in more than one of these categories. They should not report a purchase of drugs, for example, in both D12 and D14, when only one purchase was made. You must avoid double-counting of the same expenditures here and throughout the questionnaire.
- Include the MK value of any in-kind payments made, such as items given in payment. In estimating in-kind payments, the respondent should estimate what he or she would have to pay for the item(s) used in payment if they purchased it in the market.

D38. This **MUST ONLY** be asked to Adult Household members aged **above -----**
???????

Module E: Time Use & Labour

Respondent: All individuals 5 years old and older.

Direct informants: Individuals 10 years old and older.

Information for this module is collected **ONLY** from household members aged 5 years and older. Guardians/caretakers **MUST** answer on behalf of the children aged 5 to 9 years.

Note that the recall period changes through this module. The reference period for **E05** is one day **Yesterday**.

The reference period for **E06 through E15** is the **LAST 7 DAYS**.

The reference period for **E16** is the **LAST 4 WEEKS**.

The reference period for **E18 and on-ward** is the **LAST ONE MONTH**.

In Module E, from E18 and on-ward, detailed information is collected about:

- ✓ Wage Employment (Main & Secondary)
- ✓ Ganyu Labour
- ✓ Exchange/Free Labour
- ✓ Ganyu calander

E02 – E04. These questions are filled in by the interviewer without asking the respondent.

E05. These questions ask about time spent on collecting water for the household, and the recall period is the **LAST 1 DAY (YESTERDAY)**.

E06-E12. These questions ask about time spent on some economic activities, and the recall period is the **LAST 7 DAYS**. These questions may require making some calculations. If the respondent cannot remember the number of hours over the past 7 days, ask for the number of hours in one day and ask how many days the task was done. Then multiply the number of hours by the number of days to get the total number of hours for the last 7 days.

E13. This question is filled in by the interviewer without asking the respondent.

E14 – E17. These questions concern individuals who did not engage in any activities during the **LAST 7 DAYS**.

E18. This questions concern wage employment.

- Note that ***ganyu labour*** is **EXCLUDED**. Questions on ***ganyu labour*** are asked later.
- Farming land that is owned or rented is **NOT** wage employment.

E55 – E56. These questions ask if the respondent has engaged in ***ganyu labour***.

- ***Ganyu labour*** is short-term labour hired on a daily or other short-term basis. Most commonly, piecework weeding or ridging on the fields of other smallholders or on agricultural estates. However, ***ganyu labour*** can also be used for non-agricultural tasks, such as construction and gardening.

E57 – E59.2. These questions ask if the respondent has engaged in MALAWI SOCIAL ACTION FUND (MASAF) public work program.

E60 – E65. These questions pertain to exchange labour (*chipeleganyu*) or working for free for a neighbour/relative (if, for example, they are sick).

E66. These questions pertain to ganyu calendar.

Respondent: *All individuals 5 years old and older.*

Direct informants: *Individuals 10 years old and older.*

Information for this module is collected ONLY from household members aged 5 years and older. Guardians/caretakers **MUST answer on behalf of the children aged 5 to 9 years.**

The reference period for E66 is the LAST ONE MONTH.

Note: before you started asking questions about the ganyu calendar please read the following statement to the respondents

“We are asking you about ganyu so that we can understand how people use their time. Telling us about your ganyu doesn't affect your eligibility for any programs.”

Instruction: Draw a star on today's date and then ask the respondent: "Which days in the past month did you attend church?" Mark these days with a large "C"

Making note of holidays, read the following text to the respondent: We will use this calendar to mark days when you have done ganyu. This is today (point to the star), _____. Did you do any work yesterday? The day before? Mark each day of ganyu with a large "X."

Module F: Housing

Respondent: Head of Household

Direct informants: Head of Household or Most-Informed Adult Household Member.

Information in this module is asked primarily of the head of household, who may be assisted by other informed adults within the household. In the absence of the head of household, the most-informed adult member of the household should be selected as the respondent.

F12. Main source of energy for cooking. Ask about the main source of energy used by household for cooking and mark the appropriate response. It is possible that a household may use more than one source of energy at any one time. In that case, you **MUST** record the one that is most often used. Only one code should be marked with respect to the categories provided.

F13 – E18. These questions ask about firewood use in the household.

F19. If a person has an electricity line going to the dwelling but that it has been disconnected, the response **MUST** be recorded as “No.”

F24 – F27. These questions ask about electricity availability and use.

F25. Electricity payments.

- It is possible that someone has electricity but does not pay. For example, if someone lives on a compound (as part of a church, for instance).
- This should include pre-paid electricity services. In those cases, the length of time (F26) will refer to the length of time that the last pre-payment would cover, some of which may extend into the future.

F34 – F35. Cell phones.

- Be alert to ownership of cell phones by household members other than the head of household. Probe to collect information about all phones owned by any household members.
- **This question should also help you to recover contact information for household members other than the head of household, who may not have reported their cell phone numbers in Module A but happen to own cell-phones.**

F37. Cost of drinking water

- Households who uses, borehole, spring, river/stream, pond/lake, and dam will not pay anything in F37.

Module G: Consumption of Food Over Past One Week

Respondent: Individual primarily responsible for the preparation of food.

Direct Informants: Individual primarily responsible for the preparation of food.

Information in this module should be asked of the individual in the household who is primarily responsible for food preparation for the household, with the assistance of other food preparers and the head of household, if applicable.

At the beginning of Module G, it is important to remind the respondent of the purpose of the survey and its confidential aspect, so that reliable answers could be solicited.

Module G is asking questions on the **total consumption** (*quantity*) of food items in the past week, which can come from purchases, own-production, and/or gifts.

The module also asks about the *monetary value* of food items that were consumed over past one week and that came from purchases. This is important to understand since the modules **DOES NOT** necessarily ask about *expenditures* on food items that were bought over past one week.

Example: If in the past week the household purchased a large amount of maize or dried fish from a wholesaler, you **MUST NOT** record the entire value of that purchase. Instead, you **MUST** record the *monetary value* of the maize or fish that was purchased **AND** consumed by the household in the past week.

You **MUST** first ask **G01** for **ALL ITEMS** in the list, **BEFORE** asking the rest of the questions **one row at a time**, **ONLY** for items that have a YES (1) value for G01.

You **MUST** closely study the units of food consumption included in the questionnaire.

For any food item that is **NOT** reported in terms of a unit that is part of the unit codes, you are expected to do as much as possible to estimate with the respondent a standard unit (KG, Gram, Litre, Millilitre) equivalent of the consumption reported by the respondent.

A **PHOTO AID** will be helpful while working with the respondents that may have hard time describing the **SIZE** of a given food item consumed in the past 7 days. Refer to the **ANNEX**, for a list of food-nonstandard unit combinations displayed in the photo aid, and how *units of consumption* should be recorded for each case.

It is possible that individual household members will have consumed some food over the past one week independently of the other household members. As you are administering Module G, you **MUST** prompt the respondents from time to time to remind them to consider such individual consumption as they are answering your questions. This is particularly *necessary* for the questions under the sub-heading “Cooked Foods from Vendors (food codes 820 to 830)”. Often enumerators forget the fact that this is not for an individual member or the respondent bit for the entire household.

G01. This question is asking whether any member of the household **CONSUMED** over past one week any type of food as listed.

- If any of the items were given to animals OR were purchased but not consumed OR were given for free but not consumed, they **SHOULD NOT** be reported as part of household consumption.
- For instance, if the household just bought a 50 KG bag of rice but has not eaten any of that or any other rice, the response to **G01** should be **NO** for rice.
- There are a number of food items listed by their food group. At the end of each food group, there is a space for “**Other (Specify)**”. To administer this question, ask “*Did your household consume any other [NAME OF THE FOOD GROUP] over the past one week?*”

G03. This question asks the quantity of food items that a household (respondent OR any other household member) has reported to have consumed over the past week. The question has two parts where you need to record:

- **Quantity Consumed:** This is a **Number**. If only part of the purchased food was consumed please ask your respondent to estimate the portion consumed.

- **Unit Code for the Quantity**, to be selected from a list of units indicated on the right side of the page.

- For instance, where a household has consumed two (2) kilograms of maize, you need to record 2 on the column for quantity and one (1) on the column for unit.

G04. This question asks of the total food items consumed as reported in G03, how much came from purchases.

- For example of the two kilograms of rice that the household consumed over past one week, only one (1) kg may have originated from purchases. In this case, you **MUST** record, one (1) in quantity column and one (1 for KG) in the unit column.

- Consumption out of the business inventory, such as a grocery inventory, **MUST** be considered as consumption originating from purchases.

G05. This question asks the amount of money that was paid to purchase the food reported in question G04. Note that G05 refers **ONLY** to the *monetary value* of the consumed food that came from purchases.

G06. This question seeks to capture the amount of food that was reported to have been consumed (in G03) that came from *own-production* (i.e. own farm/garden etc). Similar to the other questions, both *Quantity* and *Unit* **MUST** be entered here.

- “Cooked foods from vendors” is crossed out. This is because the questions on the value of these items that came from own-production **DO NOT** apply to such items. These items **MUST** either be purchased or be provided them as gifts from other individuals.

G07. This question seeks to capture the amount of food that was reported to have been consumed (in G03) that came from either *gifts* OR *sources other than purchases or own production*.

G08. This question seeks to find out the number of days over past one week that items from various food categories were consumed in the household (as reported in G03).

- Values recorded for G08 **MUST NOT** exceed 7. For instance, within the Cereals, Grains and Cereal Products category, a household may have consumed Green Maize for 3 days over the course of the past one week and Pearl Millet for 7 days. In this case, 7 should be recorded for G08.

G09. This question seeks to find out if any person(s) who is/are not household member(s) consumed any food at a given household over the past one week.

G10 and G11. These questions are asked **ONLY IF** the response to **G09** is a **YES**. They seek to find out the total number of days and meals over past one week that the household shared **any** food with non-household members in different age-categories.

Module H: Food Security

Respondent: Individual primarily responsible for the preparation of food

Direct Informants: Individual primarily responsible for the preparation of food

In addition to food consumption information, we would like to know more about the existence of a set of dietary practices in the last 7 days, and how they may indicate the level of household food security, i.e. having enough to eat and possessing the ability to access food if need be.

At the beginning of this section, a reminder to the respondent concerning the objective of the **RURAL LIVELIHOODS SURVEY (RLS)** may be necessary. The respondents may be thinking that exaggerating answers may enable them to receive a certain service/product as to have a positive impact on their living standards.

H01. This question seeks to find out if the household had any concerns as regards to the amount of food over the past seven days.

H02. Whether the response to the H01 is “yes” or “no”, H02 **MUST** be asked. It is possible that the person reports in H01 about not having any worries in the past 7 days about having enough food, but that the household still took actions, as listed in H02.

H03. This question asks whether a household consistently consumes some meals every day. The question further wishes to know whether under-five children eat the same number of meals compared to those above 5 years. As such, if all the members of the household consume the same number of meals every day then both columns will have the same number, while the opposite will be true if the household members have different number of meals a day served to individuals in different age-categories.

Module I: Non-Food Expenditures – Past One week & One Month

Respondent: Head of household.

Direct informants: Head of household or other informed adult household member(s).

This module and the following two modules should be asked of the head of household, who should be assisted by other informed adults within the household.

This module consists of two separate tables. The recall period and the items listed in each table are different. The recall period for the items listed in the first table is **past one week**. The recall period for the items listed in the second table is **past one month**.

ONLY expenditures are recorded; **NO quantities** are recorded.
(INSTRUCTIONS CONTINUE ON THE NEXT PAGE)

You **MUST** provide the respondent with examples of the sorts of items that they should consider in accounting for expenditures on all of these items. Several examples are given in the questions, which can be expanded.

Item 203: This includes “Boom” (brand name of paste soap for clothing washing).

Module J: Non-Food Expenditures - Past Three Months

Respondent: Head of household.

Direct informants: Head of household or other informed adult household member(s)

This module should be asked of the head of household, who should be assisted by other informed adults within the household. This module is similar to the previous module.

ONLY expenditures are recorded; **NO quantities** are recorded.

Please note that for some categories, we are asking the respondent to provide an aggregate value, taking into account more than one item that may have been purchased or paid for. In these cases, please provide the respondent with a brief list of the items concerned.

Potential sensitivity on the part of the respondent has been noted, concerning the question on expenditures on lady’s undergarments. It is therefore important to remind the respondent of the objective and confidential aspect of the survey.

Items 301-325: The detail on clothing purchases is necessary to allow comparability with the previous rounds of IHS data collection.

Module K: Non-Food Expenditures - Past Twelve Months

Respondent: Head of household.

Direct informants: Head of household or other informed adult household member(s).

This module should be asked of the head of household, who should be assisted by other informed adults within the household. This module is very similar to the previous two modules, except that the **recall period** used is the **past 12 months**.

There is a second, two-item table on utilization of and expenditures on wood poles & bamboo and grass for thatching. These are non-food items that the household would not necessarily need to purchase in order to use for various purposes.

Items 415 - 416. Note that *lobola* and marriage ceremony costs are for engagements and marriages in the household, not for *gifts made to other* households for engagements and marriages in those households.

Module L: Durable Goods

Respondent: Head of household.

Direct informants: Head of household or other informed adult household member(s).

This module should be asked of the head of household, who should be assisted by other informed adults within the household.

This module focuses on **durable goods** and it excludes items that are agricultural. Agricultural items are covered in Module M.

You should understand distinctions between the items such as between a chair and an upholstered chair, between a table and a coffee table (for sitting room) and between a radio (wireless) and a Tape or CD player, HiFi.

L07. If the household purchased more than one item of a particular group during last month, the total value of these items should be recorded here.

Module M: Farm/Fishery Implements, Structures And Machinery

Respondent: Head of household.

Direct informants: Head of household or other informed adult household member(s).

This module should be asked of the head of household, who should be assisted by other informed adults within the household. The focus of this module is on the agricultural assets that are owned or rented by the household in the last 3 months.

Question A acts as a guide as to whether to administer this module or not.

Below are some definitions of interest:

Treadle pump is a low-cost, simple manual pump. It has two pistons placed side by side and a chain or rope which passes over a pulley that connects the two pistons together so that when one piston is pushed down, the other comes up. Each piston is connected to a treadle. A suction or intake pipe connects the pump to the water source. At the end of this pipe is a non-return valve that only allows water to enter the pipe and stops it from flowing back.

Plough is an important implement for loosening the soil. It cuts the soil and turns it to bury residues and weeds from the soil surface to enhance decomposition.

Ridger is an implement with a wedge-winged body, which throws equal amounts of soil to the right and left of a central furrow. The main use of this implement is to form ridges on which crops are planted.

Cultivator is used to remove weeds between the rows of crops in the field, and also utilized in seedbed preparation in order to cut, break and loosen the soil.

Motorized pumps are water lifting devices that are propelled by either diesel, petrol or electricity. An example of a motor pump is the radial flow pump commonly known as centrifugal pump.

M05 – M06. These questions only applicable to implements and machinery (Items 601-618)

M08 – M09. These questions are only applicable to structures and buildings (Items 619-624).

MODULE QA: Transfers RECEIVED IN

Respondent: Head of household.

Direct informants: Head of household or other informed adult household member(s).

This module should be asked of the head of household, who should be assisted by other informed adults within the household. The focus of this module is on the Transfers/Gifts received by the household from Individuals (Friends/Relatives including other children not living in the household), including cash or in-kind offers in the last 1 months.

Question Q01 acts as a guide as to whether to administer this module or not. Ask the respondent if any member of the household received any Transfers/Gifts from Individuals (Friends/Relatives including other children not living in the household), including cash or in-kind offers. If the answer is yes please administer the remaining questions of this module.

Question Q03: This question is the continuation of Question Q01, if the answer is yes, asks your respondent to tell the name of each person who provided a gift/transfer to the household.

Question Q04: Here we need to know the relationship of the person with the head of the household.

Question Q05: Ask your respondent where this person lives

Question Q06-7: Ask your respondent if the gift/transfer is in cash (Q6) and if the answer is yes record the amount under (Q7).

Question Q08-9: Ask your respondent if the gift/transfer also includes food (Q8) and if the answer is yes record the estimated value of food received by the household under (Q9).

Question Q10-11: Ask your respondent if the gift/transfer also includes other non food items (Q10) and if the answer is yes record the estimated value of other non food items received by the household under (Q11).

Question Q12: Ask your respondent the member of the household who kept/decided what to do with this gift/transfer. You can record up to two household members. But if the numbers of decision makers are more than two please probe to get the two most important/influential household members who have a say on the gift/transfer.

Module Q.B: Transfer/Gifts Given Out by Household

Respondent: Head of household.

Direct informants: Head of household or other informed adult household member(s).

This module should be asked of the head of household, who should be assisted by other informed adults within the household. The focus of this module is on the Transfers/Gifts given to individuals outside the household (Friends/Relatives including other children not living in the household), by the respondent household, including cash or in-kind offers in the last 1 months.

Question Q13 acts as a guide as to whether to administer this module or not. Ask the respondent if any member of the household give any Transfers/Gifts to Individuals (Friends/Relatives including other children not living in the household), including cash or in-kind offers. If the answer is yes administer the remaining questions of this module.

Question Q15: This question is the continuation of Question Q13, if the answer is yes, asks your respondent to tell the name of each person who received a gift/transfer from any member of your household during the last one month period.

Question Q16: Here we need to know the relationship of the person who received a gift or transfer from members of the respondent household with the head of the household.

Question Q17: Ask your respondent where this person lives

Question Q18-19: Ask your respondent if the gift/transfer is in cash (Q18) and if the answer is yes record the amount under (Q19).

Question Q20-21: Ask your respondent if the gift/transfer also includes food (Q20) and if the answer is yes record the estimated value of food given by the household under (Q21).

Question Q22-23: Ask your respondent if the gift/transfer also includes other non food items (Q22) and if the answer is yes record the estimated value of other non food items given by the household under (Q23).

Question Q24: Ask your respondent the member of the household who decides to give the gift/transfer. You can record up to two household members. But if the numbers of decision makers are more than two please probe to get the two most important/influential household members who have a say on the gift/transfer.

Do **NOT** list items that have already been reported in **Module K** (Non-Food Expenditures over Past 12 Months). For example, in Module Q, you **MUST NOT** report food, cash, or other gifts given away for weddings/ceremonies, and food, cash, or other gifts given away for funerals.

Module R: Social Safety Nets

Respondent: Head of household.

Direct informants: Head of household or other informed adult household member(s).

Social safety nets are programmes established by government of Malawi or by NGOs to offer social protection to needy households. They can provide cash or in-kind transfers, such as school feeding programmes, employment through labour-intensive public works programs, such as the MASAF Public Works Programs, or school scholarship programs.

This module collects information on whether or not anyone in the household benefited from any such programmes over the past 12 months.

You **MUST NOT** include pension transfers or vouchers/coupons for agricultural inputs, such as chemical fertilizer and maize seed. While the former is captured in Module P, the latter is covered in the Agriculture Questionnaire.

It is **NOT** necessary for the respondent to know the exact title of the programme from which the household benefited.

R02. Note that here the interest is in the benefit the household or household members took away from the programme- whether in cash or in-kind.

- For the food-for-work or the cash-for-work programmes, the amount of assistance received is not the number of days or weeks of labour household members worked under the programme, but the **amount of food or cash received** in payment for their labour.

Module S.A: Credit Received

Respondent: Head of Household.

Direct informants: Head of Household and other adult household member(s) responsible for loans received.

This module collects information on *credit* for **FARMING** or **BUSINESS** purposes received or sought by household members over the past one month.

The household head and the adult household members responsible for the loans received by the household should be the respondents.

The credit could have been obtained from an informal source, such as a relative or a local money lender (*katapila*). However, there must be an explicit agreement between the lender and the household member who took the loan that the loan would be repaid within a certain period of time and/or with the addition of a specific interest charge on top of the principal amount of the loan.

Do **NOT** include the following in the section:

- Gifts from family/friends or others (covered in Module Q),
- Assistance received from transfer programmes/social safety nets (covered in Module R),
- Credit for consumption purposes, such as to purchase food when there is no food remaining in household food stores or for wedding or funerals, and
- In-kind agricultural inputs acquired on credit (covered in Agriculture Questionnaire).

You **MUST**, however, list **ALL** cash loans that may have been used to purchase agricultural inputs, as this is a different form of credit than acquiring on credit actual agricultural inputs from an input supplier/company/other organization.

For SA03-SA11: Each row corresponds to a loan received in the past one month. You **MUST** list first in SA03 sources of ALL loans received by household members. Following this exercise, questions S0A4-SA11 should be asked **one row/loan at a time**.

SA03. Please write the name in detail of the source.

SA04. Use the codes on the top of the page of the module to code the loan sources listed in SA03.

- If the lender is both a 'relative' and a 'neighbour', they should be recorded as a 'relative'.
- If the lender is both a 'grocery/local merchant' and a '*katapila*', they should be recorded as a '*katapila*'.

SA06 - SA11. Try to ask these questions directly to the individual who took the loan, as identified in **SA05**.

SA06. Non-farm inputs (code 7) would include, for example, cloth and thread for a tailor, timber and tools for a carpenter, cement for a mason and so on.

SA07. The amount reported here should be the principal amount received by the borrower from the lender.

SA11. The amount reported here should be the sum of the principal and interest repaid to the lender by the borrower. If there is a loan, you must record an amount in SA11. The amount to be repaid in SA11 will be at least the amount of the loan in SA07 and will be more if there is interest charged. Record the expected amount to be repaid if the loan is not repaid yet.

SA12 - SA17. These questions collect information on whether household members attempted to obtain a loan for business or farming purposes in the past 1 months, and were either denied credit OR awaiting word on loan.

SA18. This question is NOT asked to the respondent but answered by the enumerator.

S19. This question is asked ONLY IF the household did not attempt to borrow in the last one month.

- Collateral is property given as security for a loan or other obligation.
- “Too expensive” refers to the rate of the interest being too high.

MODULE SA CAL: CALENDAR CREDIT RECEIVED

Respondent: Head of household.

Direct informants: Head of household.

This module collects information on days when the respondents' household received a loan and when the loan will be repaid.

Inform the respondent that you will use the calendar to mark loan collection and repayment days. Please mark “star” on the interview date and show the respondent the interview day.

Mark church days or any public holidays with symbol “H”

First Copy all loans received by the household (from SA02) to this module with exact sequences as reported under SA02. For example if the household received three different loan during the past month and recorded under SA02. Therefore, loan number 1 under SA02 will be recorded first in the calendar module and loan number 2 under SA02 will be recorded second in the calendar module and etc.

Each loan number rows are further split up in to two rows. The first row is to record loan received date, partial payment date and final settlement date. The second row is to record the amount of loan received, partial payment, and final instalment under each respective date in the calendar.

Mark "R" on the day indicating loan collection; Mark "P" on the day indicating partial payment; and Mark "C" on the day indicating the closing date of the loan for each loan number (from SA02).

For example if loan 1 was received on Aug 4 and repaid with a 10% interest rate on aug 10 and 17. If the loan amount is 1000 MK and the borrower agreed to pay 500 MK on August 10 and the remaining 600 MK on August 17. Write “R” on aug 4 and P on aug,10, and “C” on aug 17, i.e. the corresponding day cells. In the second raw record 1000 on aug 4 and 500 on aug 10 and 600 on aug 17 under the corresponding day cells.

Module S.B: Credit Extended

Respondent: Head of Household.

Direct informants: Head of Household and other adult household member(s) responsible for loans received.

This module collects information on cash or in-kind *credit* extended by the household to individuals outside the households over the past one month.

The household head and the adult household members responsible for the loans extended by the household to others outside the household should be the respondents.

Do **NOT** include the following in the section:

- Gifts given to family/friends or others

For SB03-SB11: Each row corresponds to a loans extended in the past one month. You **MUST** list first in SB03 Names of all individuals/institutions who have received credit from the responding household. Following this exercise, questions SOB4-SB11 should be asked **one row/loan at a time.**

SB03. Please write the name in detail of the individuals/institutions who have received the loan.

SB04. Use the codes on the top of the page of the module to code the loan recipients listed in SB03.

- If the borrower is both a ‘relative’ and a ‘neighbour’, they should be recorded as a ‘relative’.
- If the borrower is both a ‘grocery/local merchant’ and a ‘katapila’, they should be recorded as a ‘katapila’.

SB06 – SB11. Try to ask these questions directly to the individual who extended the loan, as identified in **SB05.**

SB06. Non-farm inputs (code 7) would include, for example, cloth and thread for a tailor, timber and tools for a carpenter, cement for a mason and so on.

SB07. The amount reported here should be the principal amount extended to the borrower from the household member.

SB11. The amount reported here should be the sum of the principal and interest to be collected from the borrower by the household. If there is a loan extended to individuals/institutions outside the household, you must record an amount in SB11. The amount to be collected in SB11 will be at least the amount of the loan in SB07 and will be more if there is interest charged. Record the expected amount to be collected if the loan is not repaid yet.

SB12 – SB18. These questions collect information on whether household was approached by non household members for credit in the past 1 month, and were declined.

SB18. This question is NOT asked to the respondent but answered by the enumerator.

MODULE SB CAL: CALENDAR CREDIT EXTENDED

Respondent: Head of household.

Direct informants: Head of household.

This module collects information on days when the respondents' household extended loan and when the loan will be collected.

Inform the respondent that you will use the calendar to mark loan disbursement and repayment days. Please mark "star" on the interview date and show the respondent the interview date.

Mark church days or any public holidays with symbol "H"

First Copy all loans extended by the household (from SB02) to this module with exact sequences as reported under SB02. For example if the household extended three different loan during the past month and recorded under SB02. Therefore, loan number 1 under SB02 will be recorded first in the calendar module and loan number 2 under SB02 will be recorded second in the calendar module and etc.

Each loan number rows are further split up in to two rows. The first row is to record loan disbursement date, partial collection date and final collection date. The second row is to record the amount of loan given, amount of partial collection, and final collection under each respective date in the calendar.

Mark "G" on the day indicating loan given; Mark "P" on the day indicating partial collection; and Mark "C" on the day indicating the closing date of the loan for each loan number (from SB02).

For example if loan 1 was disbursed on Aug 4 and repaid with a 10% interest rate on aug 10 and 17. If the loan amount is 1000 MK and the borrower agreed to pay 500 MK on August 10 and the remaining 600 MK on August 17. Write "G" on aug 4 and P on aug,10, and "C" on aug 17, i.e. the corresponding day cells. In the second row record 1000 on aug 4 and 500 on aug 10 and 600 on aug 17 under the corresponding day cells.

Module U: Shocks & Coping Strategies

Respondent: Head of household.

Direct informants: Head of household.

This module collects information on negative economic shocks -- more or less unforeseen events that negatively affected the welfare of the household. The module has a comprehensive list of coping strategies that the enumerators can choose from while assessing the category to which the respondent's answer refer to. It is important to solicit more than one coping strategy, if applicable, since the survey allows to list up to 3.

U01. A list of 21 types of shocks is provided. Go through the **ENTIRE LIST** in U01 before continuing with the rest of the module.

U01_time. Ask the respondent when the shock was happened.

U02. Review with the respondent the negative shocks that the respondent noted as having been experienced by the household over the past 3 months.

- Have the respondent select which was the first, second, and third most significant shocks experienced. The most significant shock is that shock experienced over the past one year that led to the greatest reduction in the welfare of the survey household.
- With the exception of the three most significant shocks, all other cells should be left blank in U02.
- If three shocks or less were identified in U01, have the respondent rank all of them.

U03. This question should **ONLY** be asked about the shocks for which rankings are provided in U02: *No more than three shocks.*

- A reduction in income concerns a reduction in the amount of cash or other resources (e.g. harvest from household plots) that are coming into the household.
- A reduction in assets concerns a reduction in the amount of goods that the household possesses. These goods may either be productive (land, livestock, agricultural and other work tools) or non-productive (house, furniture, transport, and other durable goods).

U04. This question concerns the **actions** (*coping strategies*) taken by the household members to respond to the negative economic shock that they experienced.

- Up to **THREE** possible responses can be noted. These **MUST** be listed according to the *order of importance*, listing first what the respondent viewed as the most effective or important coping strategy.
- **ALWAYS** prompt the respondent to see if there were more than one coping strategy in response to a given shock.

MODULE Y: RISK AND COGNITION

To be completed after I get the final version of this section

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AGRICULTURE SECTION

1A. GENERAL GUIDELINES

The general guidelines for completing the Agricultural Questionnaire are the same as those pertaining to the Household Questionnaire. They are presented below.

- Record monetary amounts in Kwacha with no decimal point. Do **NOT** include tambala. For any tambala amounts, round to the nearest Kwacha. Do **NOT** write a K before the value.
- For any amounts over MK 1,000, include a comma.
- We do **NOT** expect to see considerable number of “Don’t Know (DK)” recorded across the questionnaire. It is your responsibility to probe and help the respondent to determine the answer, and only accept DK as a last resort. You **MUST** record “DK” in the questionnaire for “Don’t Know”.
- If a question is not asked, the cell **MUST** be blank. A blank cell indicates that the question was **NOT** asked. Otherwise, every asked question **MUST** have a response.

- You **MUST NEVER** enter “Not Applicable (N/A)” as a response. The skip patterns in the questionnaire guarantee that a question asked is always applicable.
- Whenever up to 2 answers could be solicited, the enumerator **MUST** probe the respondent for a second response. At the same time the enumerator should not force the respondent to have a second response if only one is applicable.

1B. DEFINITION AND EXAMPLES OF PLOTS

A **PLOT** is a continuous piece of land on which a unique crop or a mixture of crops is grown, under a uniform, consistent crop management system. It **MUST** be a continuous piece of land and **MUST NOT** be split by a path of more than one metre in width. Plot boundaries are defined according to the *crops grown* and the *operator*.

A **PARCEL**, on the other hand, is simply a piece of land that is continuous. A **PARCEL** can have **MULTIPLE** plots. Both *plots* and *parcels* can be called a garden or *Munda*.

While listing the plots on the plot roster, you **MUST** first establish the existence of parcels, and from there, ask the appropriate questions pertaining to (i) continuity, (ii) the crops grown, and (iii) the management system, i.e. the operator, to establish the existence of the “plots” in each parcel.

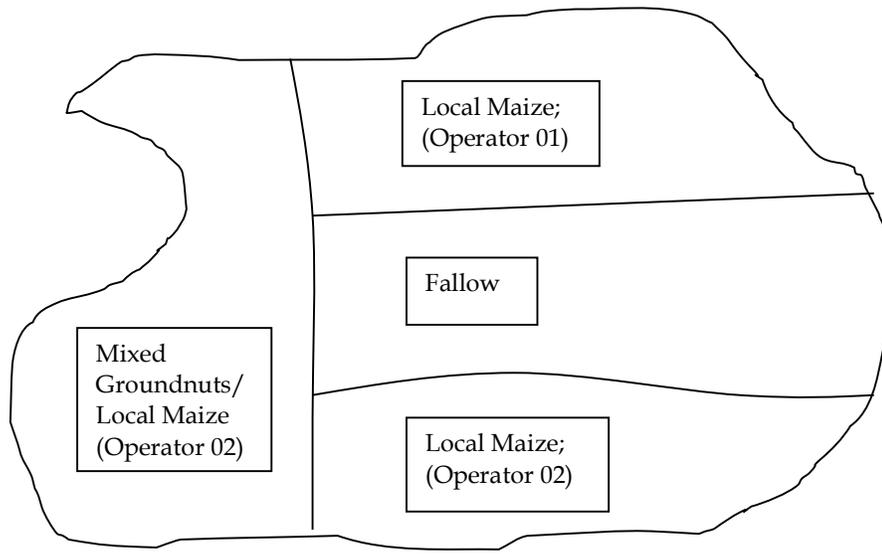
The correct identification of the plots in the plot roster, where each plot is listed on a separate row, **REQUIRES** you to be sure that the farmer is listing plots, and NOT a parcel with multiple plots.

Below are some examples that are useful for establishing the existence of plots vs. parcels.

Example # 1: This parcel is made of two plots:

Crop: Local Maize	Crop: Groundnuts
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Example # 2: One garden/parcel of land that is divided into four plots



More examples on which a framework for plot identification can be based:

Example # 3: The 1st garden has an area of 3.0 acres, and is planted only with local maize. The garden is divided into two equal portions by a river that is 2 meters in width. Both sides of the garden are managed by Abraham.

Explanation: The 1st garden is managed by a single operator – hence, the management system is uniform and consistent throughout this piece of land. The garden is also pure-stand, planted only with local maize. Hence, the same cropping arrangement is seen throughout. So far, these features would qualify the garden as a single plot. However, the garden is divided by a river that is 2 meters wide, which implies that it is not continuous, and that it is made up of 2 plots.

Example # 4: The 2nd garden has an area of 1.0 acre, and is divided by a path 0.5 meters in width. It is mixed-stand, intercropped with hybrid maize and beans in its entirety, and managed only by Elizabeth.

Explanation: The 2nd garden is managed by a single operator – hence, the management system is uniform and consistent throughout this piece of land. The garden is mixed stand, with hybrid maize intercropped with beans. The same cropping arrangement is seen throughout the garden which can also be considered continuous, as it is divided by a path that is only 0.5 meters in width, i.e. less than 1 meter. Hence, there is only 1 plot in this case.

Example # 5: The 3rd garden has an area of 1,000 square meters, and is an undivided piece of land, managed by Abraham. Approximately ½ of the garden is mixed-stand, intercropped with hybrid maize and beans with pumpkin planted along the edges. The remaining portion of the garden is cultivated with oriental/burley tobacco.

Explanation: The 3rd garden is managed by a single operator – hence, the management system is uniform and consistent throughout this piece of land. It is also continuous. So far, these features would qualify the garden as a single plot. However, the cropping arrangement is not consistent throughout; ½ is cropped with hybrid maize, beans and pumpkins, whereas the other half is cultivated

with oriental/burley tobacco. Since there are two unique mixture of crops planted in different halves of the garden, we can conclude that it is made up of 2 plots.

Scenario # 4: The 4th garden has an area of 1 hectare, and is pure-stand, planted only with groundnuts. Approximately $\frac{1}{4}$ of the garden is managed by Moses, while the rest is managed by Abraham.

Explanation: The 4th garden can be assumed to be continuous, and the same cropping arrangement (pure-stand groundnuts) is witnessed throughout. So far, these features would qualify the garden as a single plot. However, there are two different operators on two different portions of the garden. Hence, the management system is not uniform and consistent throughout, implying that the garden is made up of 2 plots.

Farmer Estimation of Plot Area

We ask the farmer to estimate the area of all plots. The respondent can choose the appropriate area unit to report the area of the plot. You **MUST** encourage them to estimate the area in acres, hectares, or square meters, if possible.

- Plot area can be recorded with two decimal places. If the farmer reports 1 acre, enter:

AREA	UNIT								
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: none; width: 20px;">_</td> <td style="border: none; width: 20px;">_</td> <td style="border: none; width: 20px;">_</td> <td style="border: none; width: 20px;">1</td> <td style="border: none; width: 10px;">.</td> <td style="border: none; width: 20px;">0</td> <td style="border: none; width: 20px;">0</td> <td style="border: none; width: 20px;">1</td> </tr> </table>	_	_	_	1	.	0	0	1	
_	_	_	1	.	0	0	1		

- Many smallholders are likely to report areas in acres and/or fractions of acres, and probably not more detailed than $\frac{3}{4}$, $\frac{1}{2}$ or $\frac{1}{4}$ of an acre. You **MUST** convert the fractions to decimals as follows: $\frac{3}{4}=0.75$, $\frac{1}{2}= 0.50$, $\frac{1}{4}=0.25$, and fill in the areas with two decimals. You **MUST** make sure that the decimals are correctly entered in order to avoid data entry errors.

Note the following conversions:

1 acre \cong 4000 m² \cong 0.4 hectares
1 hectare =10,000 m² \cong 2.5 acres

- If any local area measurement unit is used, it **MUST** be converted into acres and recorded in this column. The following guidelines can be used:
 - An acre is a measure on the ground of approximately 70 yd x 70 yd or half a standard football field;
 - By casually walking round a square of 50 steps by 50 steps, one covers an area of approximately $\frac{1}{4}$ or 0.25 acres;
 - An area measuring 22 yd x 22 yd covers 0.1 acres; and
 - An area measuring 16 yd x 16 yd covers 0.05 acres.

AG-MODULE C: PLOT ROSTER – RAINY SEASON

C01. This is a filter question- if the household did not own or cultivate any land in the reference rainy season (determined in **C01**) then you skip **ALL** modules pertaining to agriculture.

TABLE A: You **MUST** list all the plots owned or operated by the household.

Note that there are **two elements** to this question: **cultivation** and **ownership** of agricultural plots. You **MUST** ask the respondent to list ALL plots owned by the household (regardless of whether they cultivated the plots) and also ask them to list plots that the household does not own but that were cultivated by the household, during the reference rainy season.

The plots owned by the household may be cultivated, left fallow, covered with a forest, or wholly/partly used for grazing livestock, or rented to someone else. Hence, if a survey household does not farm but does control agricultural land, Modules D and E **MUST** be administered.

Each row of the module on the questionnaire represents **one plot**. This module is to be administered to the household head, who may be assisted by others who are involved with farming in the survey household.

C02 - C03. According to the plot definition described in Section 1B of this manual, you **MUST** obtain a list of all plots owned or cultivated by household members before moving on to the questions about each plot.

The plots listed in **Table A** can include those that are:

- Owned but rented out or given out for free,
- Rented-in/borrowed for free, and cultivated with various annual/temporary and/or tree/permanent crops,
- Cultivated pure-stand with annual/temporary crops, such as maize, rice, and groundnuts,
- Cultivated mixed-stand with two or more annual/temporary crops, such as maize intercropped with beans or groundnuts,
- Cultivated mixed stand with annual/temporary crops along with tree/permanent crops, such as maize intercropped with cassava and scattered mango or banana trees throughout the plot,
- Cultivated pure-stand with tree/permanent crops, such as cassava, and
- Cultivated as orchards or plantations of tree/permanent crops, such as tea, coffee, and tangerines.

Names of plots **MUST** be distinct **AND** include location. Try to solicit plot names that are used by the household. For instance “pigeon peas by path to primary school.” If the household grows the same crop on two plots, you must have two different names. For example, “Mussa’s maize plot nearby the river” and “James’ maize plot off of Namwera turn-off.”

C04. Plot size and GPS Measurement of plot area and coordinates for the starting point.

What is the area of this [PLOT]?

ENUMERATOR: ASK THE FARMER TO ESTIMATE THE AREA FIRST. MEASURE THE AREA WITH THE GPS LATER. MAKE SURE TO MEASURE THE PLOT AREA WITH GPS AT LEAST TWICE TO GET A CONSISTENT VALUE. RECORD ZEROS TO THE RIGHT OF THE DECIMAL. Detailed directions on GPS use can be found in the **ANNEX**.

- You **MUST** walk around the parcel with the holder/respondent to determine the parcel boundaries and the plots in the parcel.
- The area of a given plot should be revealed to the farmer, **only if** he/she is interested in knowing.
- For a plot that lies more than **2 hours of walking distance** from the dwelling, the enumerator **MUST** consult their supervisor concerning the decision about measuring the plot.
- For plots that cannot be measured due to distance, enter “TOO FAR” on the questionnaire. In these cases, we will only rely on the farmer’s self-reported area estimate.
- For teams assigned to urban areas where households can be found with plots in distant locations: You are expected to capture these distant plots as much as possible by possibly grouping together measurements of areas of several plots that lie close to one another.

AG-MODULE D: PLOT DETAILS - 2012/2013 SEASON

You **MUST** ask the questions in this module for **EACH PLOT** identified in the previous module, **one plot at a time** (i.e. not page by page). Before asking any questions on any of the household plots, you **MUST** first copy the ID codes of the plots identified in Module C.

If a household has more than one plot, you **MUST** start with the first plot and ask all possible questions. When finished, you **MUST** move to the next plot, and again go through the entire module.

D14. You must list the crop codes for the crops grown on this plot. Refer to the crop codes on the last page of the questionnaire.

- The first crop listed should be the major crop in the plot, whether defined in terms of yield or in terms of significance for the household. If the plot is intercropped, this crop will usually be the staple food crop, such as maize. BUT we do not want to list cassava, tea, coffee or fruits in this question, as we will get information in on these crops in a module in Module P (Tree/Permanent Crops).
- Note that you **MUST** distinguish between local, composite, hybrid and varieties of maize, or recycled hybrid as well as Mchewere and Mawere.
- List **ALL** crops grown on the plot, including minor crops, with the exception of tree/permanent crops, such as cassava, tea, coffee or any fruits.

D21. Soil texture concerns the “heaviness” of the soil in the plot. Soil texture is useful for understanding potentially how productive the plot might be in producing crops.

- Sandy soil is “light”, whereas clay soil is “heavy”.
- Usually soil in dambos will be relatively heavy with considerable amounts of clay in it, whereas soil between dambos will be relatively light with much sand.
- Clay soils are good for making bricks. Sandy soils are too loose to make good bricks.

D25. Vetiver grass and trees may be established as permanent vegetative barriers in the bed of the gully to slow down runoff. They also trap sediment and organic matter, which enhances regeneration of vegetation and terrace formation within the gully.

D26. The respondent should estimate the slope of the plot.

- If water does not readily drain from the plot, it is flat. Steep and hilly plots will be somewhat difficult to cultivate because of the slope.
- Note that many important farming areas of the country will not have any steep or even moderately steep slopes. Examples include the relatively flat farming zones in Lilongwe, Kasungu, Mchinji, and Mzimba districts, as well as most farmed areas of Nsanje and Chikwawa districts. Many areas of the lakeshore and the Lake Chilwa plain are also relatively flat.

D28. A *treadle pump* is a low-cost, simple manual pump. It has two pistons placed side by side and a chain or rope which passes over a pulley that connects the two pistons together so that when one piston is pushed down, the other comes up. Each piston is connected to a treadle. A suction or intake pipe connects the pump to the water source. At the end of this pipe is a non-return valve that only allows water to enter the pipe and stops it from flowing back. This is the most common irrigation device and most of the parts of the country use on a household level.

Motorized pumps are water lifting devices that are propelled by either diesel, petrol or electricity. An example of a motor pump is the radial flow pump commonly known as centrifugal pump.

D29. *Watering can or bucket irrigation* is the simplest form of overhead irrigation, and is widely used by smallholder farmers. This method is best for small plots of land, such as vegetable gardens, that are close to various water sources.

Sprinkler irrigation is a way of applying irrigation that is similar to natural rainfall. It can be used on many crops, soils and geographic conditions.

Micro (drip) irrigation includes a number of technologies, where water is applied only to part of the field surface. It can save on water and improve crop yield. The costs of purchasing, operating and maintaining the equipment are high.

D30. Use of organic fertilizer: organic fertilizers include manure or compost. Manures are used to improve soil fertility and water holding capacity by adding nutrients and organic matter to the soil. There are different types of manure, such as compost, green and animal (*khola*) manure.

Compost manure can be made using different methods, such as conical or *changu*, *chimato*, pit and stack methods.

Green manure is composed of crops grown for the specific purpose of plowing them in and subsequently, increasing soil fertility through incorporation of nutrients and organic matter into the soil.

Animal manure also enhances soil fertility through incorporation of nutrients essential for plant growth, and improves soil structure as it allows for the land to hold more nutrients and water.

D33. In this question we are asking for the amount of inorganic fertilizer applied to each plot. There is space for to record two applications, if the farmer applied fertilizer twice.

If the farmer **DID NOT MIX** different types of inorganic fertilizers, it is quite straightforward to fill this out, as shown in the following two examples:

Example 1 (Without Mixing of Inorganic Fertilizers):

The first plot is intercropped with hybrid maize and beans, managed by Peace. She applied 140 ks of manure and combined it with two fertilizer applications; the first one in December and the second on in January. For the first application, she used a 50 KG bag of UREA, whereas for the second application, she used 30 KGs of DAP.

In D31, you would record 140 for Quantity and 2 for Unit (KGs). In D33, under first application, you would record 4 (for UREA) for Type, 1 for Quantity, and 7 (for 50 KG-Bag) for Unit. For the Enumerator: Total KGs, you would record 50, and for the month of application, you would record 12 (for December). Under second application, you would record 2 (for DAP) for Type, 30 for Quantity, and 2 (for KG) for Unit. For the Enumerator: Total KGs, you would record 30, and for the Month of Application, you would record 1(for January).

Example 2 (Without Mixing of Inorganic Fertilizers):

The second plot is cultivated by oriental tobacco, managed by Kondwani. Kondwani applied an ox cart of manure, and applied inorganic fertilizer twice, once in January and once in February. He used one 50 KG bag of Chitowe for each application.

In D31, you would record 1 for Quantity and 12 for Unit (Ox Cart). In D33, under first application, you would record 1 (for Chitowe) for Type, 1 for Quantity, and 7 (for 50 KG-Bag) for Unit. For the Enumerator: Total KGs, you would record 50, and for the month of application, you would record 1 (for January). Under second application, you would record 1 (for Chitowe) for Type, 1 for Quantity, and 7 (for 50 KG-Bag) for Unit. For the Enumerator: Total KGs, you would record 50, and for the Month of Application, you would record 2 (for February).

The next two examples explain how to fill out D33 If the farmer **MIXED** inorganic fertilizers in a given application for a given plot.

NOTE: WHENEVER TWO OR MORE TYPES OF FERTILIZERS WERE MIXED IN A GIVEN APPLICATION FOR A GIVEN PLOT, YOU **MUST** MAKE NOTES TO YOURSELF ON THE QUESTIONNAIRE, IDENTIFYING FOR EACH OF THE RELEVANT CASES, THE TYPES AND QUANTITIES OF INORGANIC FERTILIZERS MIXED. THIS INFORMATION WILL BE REQUIRED LATER IN THE QUESTIONNAIRE, AS WE WILL ASK ABOUT THE SOURCES OF DIFFERENT BITS OF INORGANIC FERTILIZER USED BY THE FARMER.

Example 3 (With Mixing of Inorganic Fertilizers):

The third plot is cultivated by hybrid maize, managed by Kondwani. He applied only inorganic fertilizer on this plot, for one time, in January. For that application, he mixed 30 KGs Chitowe with 10 KGs of D-Compound.

In D30 you would record 2 since no manure/organic fertilizer was used on this plot. You will see a comment in D33 that says " IF TWO TYPES OF FERTILIZER WERE MIXED IN A GIVEN APPLICATION, RECORD THE CODE FOR THE MAIN FERTILIZER IN THE COLUMN FOR "TYPE," BUT NOTE THE SUM OF BOTH TYPES OF FERTILIZER IN THE COLUMN FOR QUANTITY. "

In this example, Chitowe and D-Compound were mixed, and Chitowe was the main fertilizer, since the share of Chitowe in the inorganic fertilizer mix was greater than that of D-Compound. Thus, in D33, under the first application, you would record 1 (for Chitowe) for Type, 40 for Quantity (The Sum of 30 KGs of Chitowe and 10 KGs of D-Compound), and 2 (for KG) for Unit. For the Enumerator: Total KGs, you would record 40, and for the month of application, you would record 1 (for January). Under second application, you would not record anything since Kondwani applied inorganic fertilizer only once on this plot.

Example 4 (With Mixing of Inorganic Fertilizers):

The fourth plot is cultivated with maize, managed by Johnson. Johnson applied inorganic fertilizer only once in January, mixing half a 50 KG bag of UREA with half of a 50 kg bag of Chitowe. He kept the rest of the UREA and the Chitowe for another plot.

This example is the most difficult, since the UREA and Chitowe were mixed in equal amounts. In this case, you have to choose one of them to record as the main inorganic fertilizer. Thus, in D33, under the first application, you would record 1 (for Chitowe – we could have also chosen UREA) for Type, 50 for Quantity (The Sum of 25 KGs of Chitowe and 25 KGs of UREA), and 2 (for KG) for Unit. For

the Enumerator: Total KGs, you would record 50, and for the month of application, you would record 1 (for January). Under second application, you would not record anything since Johnson applied inorganic fertilizer only once on this plot.

D34. Use of Pesticides and herbicides: Pesticides are chemicals used to protect crops from fungal diseases as well as external and soil-borne pests. Herbicides are chemicals used to control the spread of unwanted weeds and plants.

Some of the common pesticides are: Cypemethrins (Ripcord, Cymbush, Sherpa) for the control of insect pests; Chlorothalonil (Daconil) for the control of fungal diseases; and Primiphos methyl (Actelic) for the control of storage pests.

AG-MODULE E: COUPON USE RAINY SEASON

This section asks about each person in the household and each type of coupon they received for the reference rainy season. We are interested in **ALL** the coupons the household acquired in the reference rainy season, whether it is through official or unofficial means, including purchases or gifts. We also would like to know about the coupons the household had access to, even if they later sold or traded them.

The questions are asked for **each type of input coupon** acquired by **each household member**. On each row, you will write the name and ID code of the household member that obtained a unique type of input coupon in the reference completed rainy season.

To do so, first determine the household members that obtained any coupons in the reference rainy season. Once the list is compiled, establish for each member, the different types of coupons obtained, regardless of how they were obtained and/or used.

Example 1: Charles (household head) and his wife Mary received 3 UREA coupons and 1 Maize seed coupon. These were given to Charles by the village headman:

Name	Household Roster ID Code	Coupon Type
Charles	01	4
Charles	01	10

Example 2: Charles, his wife Mary, and their son James live together. They received 4 UREA coupons and 1 Maize seed coupon. Charles was given 1 UREA coupon by the village headman, and 2 by the MP. James got the rest of the coupons from the MP.

Name	Household Roster ID Code	Coupon Type
Charles	01	4
James	03	4
James	03	10

Note that **cotton chemical** applies to all insecticides/fumigants/herbicides pertaining to cotton production.

E02. The Network Roster is at the end of the Agriculture Questionnaire and links with multiple Modules throughout the questionnaire.

- See Network Roster instructions in Section 1C of this Manual.

E06. This is the number of coupons that a member of household redeemed to acquire the input at a subsidized rate, regardless what happened to the input later.

- Coupons that were sold cannot be considered as redeemed, so do not include them here.
- Coupons that were kept to be used in the future cannot be considered as redeemed, so do not include them here.

E08. This question asks for the total input recovered as a result of redeeming a given coupon.

- This does NOT have to be the quantity of the input that the farmer used on his/her plots. It is possible that the farmer did not use all of the input he/she received when the coupon was redeemed.

E09. This question asks if any of this type of input was exchanged with another farmer for another type of input, and if so, you record the amount given and the type and amount of the other input the farmer received in the trade in **E10**.

Example: If Clement redeemed a coupon for a 50 kg bag of UREA, and exchanged half of it for half of a 50 kg bag of Chitowe from his brother; Bernard, you would record:

- For "Input Given:" 25 for Quantity 25, 2 (for KGs) for Unit.
- For "Input Received:" 1 (for Chitowe) for Type, 25 for Quantity and 2 (for KGs) for Unit.

E11-E12. You record any input that was purchased with a coupon and that the farmer gave away for free.

E13. In addition to the instructions stated in the questionnaire, the answer to this question **MUST** also include the transport expenses for trips that were not successful in purchasing an input of interest since the subsidized input depot ran out of stocks.

- The transportation expenditures should include money spent on hired vehicles or ox-carts.
- If the household used its own vehicle to bring back the input purchased with a coupon, the transportation expenditures should include the fuel and other consumables used during that trip.
- The transportation expenditures should include the fares for any bicycle taxis used and the payments of labourers hired to transport.

- Put zero if the transport was free i.e. free rides from relatives and neighbours.

E15. Sum ALL costs that the farmer incurred in order to redeem the coupon for the subsidized input, including estimated value of in-payments but excluding transportation expenditures. Include tips if there were any.

E17. Starts the accounting of coupons obtained by household members to see how they were utilized. Were all coupons redeemed for inputs? Or were some stolen/given away for free/sold?

E18-E25. You are supposed to keep track of all unaccounted coupons. If the number of coupons obtained and redeemed tallies in E17 (i.e. all coupons received by a household member were redeemed for inputs), then the tracking is complete and you MUST NOT ask **E18-E25**. Bear in mind that the tracking can be completed at any point before reaching **E25**. So to avoid embarrassing yourself, please keep a track of all unaccounted coupons at all times!

E26. This question applies only if there are coupons that were neither redeemed not lost/stolen nor sold nor given out for free.

Example 1 for Module E, Coupon Use:

This interview concerns the household, whose members are EMMANUEL PARAPANDU (HHID 01), GRACE PARAPANDU (HHID 02), and LIGHT PARAPANDU (HHID 03).

Emmanuel obtained two input coupons during the 2009/2010 rainy season. One of the coupons was for Chitowe whereas the other one was for Maize Seed. The Chitowe coupon was obtained from the village headman for free in October, and the Maize Seed coupon was obtained from his neighbour Jonah in November for MK 1000. He resold the Maize Seed coupon for MK 1500 to his brother Alexander, and redeemed the Chitowe coupon for a 50 KG bag of Chitowe.

For Emanuel, we will use two rows of information.

On the first row, you write: Emmanuel, his ID code 01, and you put 1 under Coupon Type (for Chitowe).

E01 =1, the number of this type (Chitowe) coupons Emmanuel obtained.

E02= The code from the network roster for village headman , let's say it's N1.

E03= 2 for no, and skip to D05.

E05= 10 as the code for October.

E06= 1 since he redeemed 1 coupon of this type (Chitowe) for inputs.

E07 = 1 for the Chitowe purchased.

E08= 1 for Quantity and 7 (for 50 KG-bag) for Unit.

Then we continue finishing this row for all questions concerning the Chitowe coupon obtained by Emmanuel.

On the second row, we write: Emmanuel, his ID code 01, and we put 10 under Coupon Type (for Maize Seed).

E01= 1, the number of this type (Maize Seed) coupons Emmanuel obtained.

E02= The code from this household's network roster for neighbour Jonah, let's say it's N5.

E03= 1 for yes, since Emmanuel did pay for the coupon.

E04= 1,000, the amount of MK that Emmanuel paid for the coupon.

E05= 11, the code for November
ED06= 0 because he did not redeem the coupon for inputs, then skip to E18.

E18 = 1 for yes, because he did sell a coupon of this type (Maize Seed).

E19= 1

E20= 1,500, for the price that he received from his brother Alexander for the coupon.

E21 = The code from this household's network roster for brother Alexander, let's say it's N3.

Since you have fully accounted for the maize seed coupon, you can put the appropriate answers 2, 2, and 9 for E22, E24, and E26, respectively.

AG-MODULE F: OTHER INPUTS RAINY SEASON

This module refers to all different types of inputs used on all rainy season plots, as reported in Module D. You **MUST** refer back to Module D to be able to administer this module correctly. The "Input Type Codes" are those recorded in Module D.

Note that in Module D, we were asking for organic fertilizer (manure), inorganic fertilizer and pesticide/herbicide use at the plot-level. In the case of inorganic fertilizer, the information is solicited also **by application**.

"Input Type Name" and "Input Type Code":

- To start, note that the first row, **row 101** is for organic fertilizer (manure). There is no code to put for organic fertilizer, so the "input type code" cell has an "X" in it.
- The next 4 rows, **rows 102-105** are for inorganic fertilizers. You **MUST** refer back to D33, and write the names and codes for any fertilizers listed in D39. You **MUST** be careful in the sense that if the farmer mixed two (or more) fertilizers, only the main ones were recorded in D33. Here, we want to record **ALL** types of inorganic fertilizers used by the farmer (up to a maximum of 4, the number of rows we have available), hence your notes on any mixing of inorganic fertilizers in a given application on a given plot would be of great value.
- The next 4 rows, **rows 106-109** are for herbicides and pesticides. You **MUST** refer look back to D34, and write the names codes for any herbicides or pesticides listed in D34. In D34, we were only able to list 2 types of herbicides or pesticides used on a given plot. Ask the farmer if he used any others, and record up to a maximum of 4 types, on **rows 106-109**.

- Each input listed should have its own Input Type Code. No two rows **MUST** have the same code!

Example 1:

We will take the example of Kondwani, used for Module D (this manual, Examples 2 and 3). As you may recall, he had two plots:

- On the first plot, he planted oriental/burley tobacco. He applied an oxcart of manure on this plot, and applied inorganic fertilizer twice, once in January and once in February. He used one 50 KG bag of Chitowe for each application.
- On the second plot, he cultivated hybrid maize. He made one application of inorganic fertilizer on this plot in January. He mixed 30 KGs Chitowe with 10 KGs of D-Compound. In addition, he used 10 kilograms of fumigant along with a litre of insecticide.

Remember that in Module F, we do not care about the plots the inputs were used on, just the types and quantities used on the whole in the reference rainy season.

Kondwani used manure, two types of fertilizer, Chitowe and D-Compound, a fumigant and insecticide on his plots. This is how we would record the input type names and input type codes:

		INPUT TYPE NAME	INPUT TYPE CODE	1.	
				QUANTITY	UNIT
ORGANIC FERTILIZER	101	ORGANIC FERTILIZER	X		
INORGANIC FERTILIZER TYPE # 1	102	<i>Chitowe</i>	<i>1</i>		
INORGANIC FERTILIZER TYPE # 2	103	<i>D-Compound</i>	<i>5</i>		
INORGANIC FERTILIZER TYPE # 3	104				
INORGANIC FERTILIZER TYPE # 4	105				
PESTICIDES/HERBICIDES TYPE # 1	106	<i>Fumigant</i>	<i>9</i>		
PESTICIDES/HERBICIDES TYPE # 2	107	<i>Insecticide</i>	<i>7</i>		
PESTICIDES/HERBICIDES TYPE # 3	108				
PESTICIDES/HERBICIDES TYPE # 4	109				

Note that even though D-compound was not recorded in D33 (as it was part of a mixture and we could only report the main component - Chitowe), we list it here.

F01: Now that we have listed all the types of inputs, we are ready to proceed to F01 to list the quantities. For Manure, Kondwani used 1 ox cart. For Chitowe, Kondwani used

50kg+50 kg+30 kg= 130 kg. For D-Compound, he used 10 KGs. He also applied 10 KGs of fumigant and 1 litre of insecticide.

		INPUT TYPE NAME	INPUT TYPE CODE	1.	
				QUANTITY	UNIT
ORGANIC FERTILIZER	101	ORGANIC FERTILIZER	 	1	12
INORGANIC FERTILIZER TYPE # 1	102	<i>Chitowe</i>	1	130	2
INORGANIC FERTILIZER TYPE # 2	103	<i>D-Compound</i>	5	10	2
INORGANIC FERTILIZER TYPE # 3	104				
INORGANIC FERTILIZER TYPE # 4	105				
PESTICIDES/HERBICIDES TYPE # 1	106	<i>Fumigant</i>	9	10	2
PESTICIDES/HERBICIDES TYPE # 2	107	<i>Insecticide</i>	7	1	8
PESTICIDES/HERBICIDES TYPE # 3	108				
PESTICIDES/HERBICIDES TYPE # 4	109				

You **MUST** check that the total quantity of manure, inorganic fertilizer and herbicides/pesticides use, as reported in D31, D33 and D34 correspond to the totals reported here, i.e. row 101, the sum of rows 102-105, and the sum of rows 106-109.

Look at the total for all plots and inorganic fertilizer applications in Kondwani's example: The total in D33 was 140 kgs, which is the total reported here for inorganic fertilizers; the sum of chitowe (130 kgs) and D-Compound (10 kgs).

Example 2:

James has 3 plots. On plot #1, he used 1 50kg bag of UREA, 1 50Kg bag of CAN, and 2 litres of herbicide. On plot #2, he used 1 50kg bag of CAN. On plot #3, he used 1 litre of insecticide.

In **F01**, you must list:

- UREA, Type Code 4, 50 kgs
- CAN, Type Code 3, 100 kgs
- HERBICIDE, Type Code 8, 2 litres, and
- INSECTICIDE, Type Code 7, 1 litre.

F02 Remember to ask the respondent if the calculation you make as in the example above correspond to the quantity of each type of input used during the last completed rainy season. If they do not correspond adjust F01 and D31, D33 and D34 accordingly.

Now, you must proceed through the rest of the questions in this module **one row at a time**: first ask for row 101 - organic fertilizer (manure), then for row 102 - the first row of inorganic fertilizers, and so on.

F06 – F36. These questions refer to input purchases without coupons, either using cash or by credit.

- Note that inputs can come from different commercial outlets and using different financing arrangements.
- Acquisition of input on credit **MUST** cash loans obtained by the household to purchase agricultural inputs. Here, our interest only pertains to in-kind input loans that the household will have to pay back in the near future with cash or other in-kind means (crop, labour services, etc.).

AG-MODULE H: SEEDS RAINY SEASON

This module collects information about all different types of seeds used by the household during the reference rainy season. To be able to determine the different seed types used, **refer to the crops identified in Module G, question G01.**

CHECK: The number of different seed varieties on which information is collected in Module H has to be equal to the number of unique crops grown by the household as reported in Module G. Make sure that the set of seeds listed in Module H covers all of the unique crops reported in Module G, and excludes any crop that was not listed as cultivated.

Example: Frank’s household has 3 plots. In Module D & G, the household reports growing on:

- Plot 1: Local maize and pigeon peas
- Plot 2: Local maize, pigeon peas and sweet potatoes
- Plot 3: Hybrid maize

In Module G, we would collect 6 rows of information. In Module H, we would collect 4 rows of information, for each different type of seed planted by the household: local maize (as listed in plots 1 and 2), pigeon peas (as listed in plots 1 and 2), sweet potatoes (as listed in plot 2) and hybrid maize (as listed in plots 3).

Please also note the different sources of the seeds recorded e.g. seeds purchased commercially, free seeds and left-over seeds. Left-over seeds can be considered as seeds used but they were acquired in the previous rainy season.

NETWORK ROSTER INSTRUCTIONS

The “network roster” is a list of all the individuals (non-household members), companies or organizations that the respondent has done business with over a given period of time.

The network roster is built up gradually by the enumerator throughout the interview, as the respondents answer questions on the sources/points of contact associated with their business dealings.

You **MUST NOT** attempt to complete the network roster all at once at the end of the interview, but rather do it gradually during the course of the interview.

Throughout the entire Questionnaire, for each question that asks of “who” outside the household, you **MUST** record their network roster ID code. For example, “From whom did you obtain the input coupons?”, “Who was the first source of the input that you purchased without coupons/vouchers or purchased on credit...”, “... from whom did you receive most of the input for free?” , “From whom did your household purchased most [LIVESTOCK]...”

When the respondent lists a person for the first time as someone with whom they have done farm-related business, you **MUST** add their name to the network roster, and assign them a *Network Roster ID Code* (N1, N2, N3, etc...). You **MUST** then enter for appropriate question in the Questionnaire the *network roster ID code* pertaining to the individual of interest.

The next time the respondent mentions the **SAME** person or institution, you **MUST** use the unique the *network roster ID code* (N1, N2, N3, etc...) that has already been assigned to that entity.

Each **UNIQUE** person/institution **MUST** be listed on the network roster **SEPARATELY**.

Do **NOT** list the same entity more than once in the roster, *even if* the same person/institution’s *network roster ID code* may be used a number of times as answers to different questions across the Agriculture Questionnaire.

It is acceptable for the respondent not to be able to provide a name if he/she has difficulty remembering it. In this case, the enumerator has to understand that even if a name cannot be recorded in the network roster, the network individual/entity exists and that a general description should be noted to identify the network roster entry. Each time same individual/entity is associated with a transaction/phenomenon, his/her/its *unique network roster ID code* would be recorded.

For “Sales/Storage” Modules, if the households sell crops on a retail basis in different markets/ locations, the names that are entered into the network roster could be differentiated with respect to the market’s location, for instance Zomba City Market, Namwera Turn-Off, etc...

Refer to the **ANNEX** for examples of possible network roster entries, and how they could be classified in the network roster.

Here are guidelines on how each network roster column **MUST** be filled.

Network Roster **Q1**. Enter the name of the individual, company or organization you are referring to. Do not write “relative”, “neighbour” or any of the other codes from the box at the right. The answer to this question **MUST** be more specific. For instance, perhaps the

respondent rents land from “James Banda” or sold their crops at the “Muzuzu Market Place” or received inputs from the “Karonga Sisal Growers Cooperative.”

Network Roster **Q2**. Select one of the codes from the box to the right, labelled as “Codes for Question 2.” These codes classify the entities in the network roster into different categories. Note that this question is in caps (CODE). You do not need to read it to the respondent, **IF** it is clear from their answer that this is, say, a neighbour or relative.

Network Roster **Q3**. Select one of the codes from the box to the right, labelled as “Codes for Question 3.” These codes simply state where the individual or organization is located. The location should be assessed with respect to the date that the transaction took place.

If a farmer in a village of the Kasungu district sold maize to a certain buyer whose permanent office is in the Kasungu town, but who came with his truck to the village to collect the maize, then enter the location as 1, “WITHIN THE VILLAGE” for this network roster entry that would identify the buyer.

8. FIELD DUTIES AFTER COMPLETING THE QUESTIONNAIRE

Completion of the Interview

Following the completion of all of the questionnaires of interest, you **MUST** quickly go through the questionnaires, for obvious errors.

This exercise **SHOULD NOT** last more than 10-15 minutes as you have been with the respondents for some hours. You **MUST** then provide them with a copy of the official letter of thanks from the Commissioner of Statistics.

Submission of the Questionnaire to the Field Supervisor

After reviewing the questionnaires for obvious errors, you **MUST** submit the completed questionnaires to your field supervisor for an initial round of review.

The field supervisor **MUST** review the questionnaires for completeness, consistency, and accuracy, and fix the obvious mistakes.

Submission of the Questionnaire by the Field Supervisor to the Field Coordinator

Following the correction of obvious mistakes, the **field supervisor** (or you, if specifically assigned to this task by the field supervisor) will submit the questionnaires **to the field coordinator** on a **rolling basis** (as the questionnaires are being completed) and **NOT** wait until all questionnaires in the EA are finalized.

For each batch of questionnaires that is given to him/her, the **field coordinator** will send the completed questionnaires to the head office to be submitted to **data entry operator**. **data entry operator** will key in the information and run a computer program that checks for out-of-range entries, missing values, inconsistent and/or potentially miscoded entries. This program generates an error report pertaining to the questionnaires keyed in for each household. The report includes both data entry errors as well as errors that originate from *incorrect administration* of the questionnaires.

Without printing, the data entry operator will review the report for each household's questionnaires, identify his/her own data entry errors and fix them in the file.

Correction of Errors Based on the Data Entry Application

After all questionnaires are keyed-in and checked for data-entry-specific errors, **the data entry operator will PRINT the error report for the ENTIRE EA.**

The **field supervisor MUST** then distribute all portions of the **EA error report** among the enumerators, according to the households assigned to the enumerators.

Each **enumerator MUST** then review the report, and account for all errors by visiting his/her respective households to record the correct values on the questionnaires.

Each **enumerator** **MUST** keep a track of changes on the error report, and review the record of proposed changes with the field supervisor.

The **team leader** **MUST** then oversee the process of final round of paper questionnaire revisions by the **enumerators**, and submit the corrected questionnaires to the data entry operator, clearly identifying the areas that were revised.

The **data entry operator** will key in the correct questionnaire entries, before the team departs from the EA, and save the updated data file for the EA.

9. ANNEX: DISTRICT CODES AND COUNTRY CODES

DISTRICT CODES:

Chitipa.....	101	Mangochi.....	301
Karonga.....	102	Machinga.....	302
Nkhatabay.....	103	Zomba Non-City.....	303
Rumphi.....	104	Chiradzulu.....	304
Mzimba.....	105	Blanytyre Non-City...	305
Mzuzu City.....	107	Mwanza.....	306
Kasungu.....	201	Thyolo.....	307
Nkhotakota.....	202	Mulanje.....	308
Ntchisi.....	203	Phalombe.....	309
Dowa.....	204	Chikwawa.....	310
Salima.....	205	Nsanje.....	311
Lilongwe Non-City..	206	Balaka.....	312
Mchinji.....	207	Neno.....	313
Dedza.....	208	Zomba City.....	314
Ntcheu.....	209	Blantyre City.....	315
Lilongwe City.....	210		

COUNTRY CODES:

Angola.....	501	South Africa.....	510
Australia.....	502	Swaziland.....	511
Botswana.....	503	Tanzania.....	512
Canada.....	504	United Kingdom (UK)..	513
China.....	505	United States of America (USA).....	514
Lesotho.....	506	Zambia.....	515
Mozambique.....	507	Zimbabwe.....	516
Namibia.....	508	Other Country (Specify).....	517
New Zealand.....	509		

10. ANNEX: TRANSLATION OF KEY TERMS FOR THE **RURAL LIVELIHOODS SURVEY** **(RLS)** QUESTIONNAIRES

It is not easy to come up with exact translations of these terms in the vernacular languages of Malawi. The translations here are to provide enumerators with some initial guidance on how the terms should be translated. However, during the training of enumerators and in the initial weeks of fieldwork, consistent translations of these key terms in each language will be determined. These translations should then always be used by the **RURAL LIVELIHOODS SURVEY (RLS)** field staff in administering the questionnaires.

English	Chichewa	Chiyao	Chitumbuka
Activity	zichitochito; ntchito	itendo	Vakuchitikachitika
Adequate	zokwanira	yakwanira	Kukwanira
Animal Waste	ndowe		
Assets	katundu; zipangizo	katundu jwa kamulichisya masengo	Katundu
Business	malonda	malonda	Bizinesi
Caterpillar	Mphalabungu		
Community	gulu; dera	likuga lya wandu	Chikaya
Consumption	kugwiritsa ntchito; zodibwa	yakulya; yakonasika	Kalyelo
Economic Activity	zochitachita zobweretsa chuma	itendo yakuichisya mbiya	kasangiro ka ndarama
Exchange Labour	chipeleganyu		
Expenditure	ndalama zimene mwagwiritsa ntchito	mbiya sya konanga	Kanangiro
Head of Household	mkulu wolamulira mnyumba kapena pa banja	mtwee waliwasa; jwakulamulila pewasa	uyo wali namazaza
Household	panyumba; banja	nyumba/liwasa	Banja

Household Enterprise	zobweretsa chuma mnyumba; pabanja	malonda gamwiwasa; malonda ga mnyumba	kantchito;pabanja
English	Chichewa	Chiyao	Chitumbuka
In-Kind	kupereka kapena kulandira katundu ngati mphatso kapena malipiro	indu yakupedwa mmalo mwa mbiya	Uvwiri
Occupation	mtundu wa ntchito	mtundu wa masengo	Chakuchitika
Plot (agricultural)	chigawo chamunda	mgunda; malo ga mgunda	kamunda; puloto
Pond	dziwe		
Poverty	umphawi	kulaga; usauchi; yakunonopa	Ukavu
Production	zopangidwa	yakupanganya	Vuna
Respondent	oyankha	wakwanga iusyo	Wakuzgora
Shocks	zotutumutsa	isisimusyo	Zamabuchibuchi
Water Logging	Lowe		
Welfare	chikhalidwe; umoyo	chisamalilo	Ukhaliro

11. ANNEX: WORK AND INCOME EARNING ACTIVITIES IN THE RURAL LIVELIHOODS SURVEY (RLS)

Throughout the **RURAL LIVELIHOODS SURVEY (RLS)**, work/income generating activities are asked about in the following four sections:

- Household Questionnaire - Module E: Time Use & Labour (Wage Employment, Unpaid Apprenticeship, Ganyu Labour, and Exchange/Free Labour)
- Household Questionnaire - Module N: Household Enterprises (Own-Account Self-Employment or Business Ownership, **EXCLUDING** Those Related to Agriculture or Fishing/Fish Processing/Fish Trading)
- Agriculture Questionnaire (Farming & Livestock)
- Fishery Questionnaire (Fishing/Fish Processing/Fish Trading)

Here are some common scenarios and guidelines on where you should record information on each case of employment.

1. James has a chicken house with more than 1,000 chickens and he hires several workers to tend to them. He is a full-time statistician at the N.S.O.

<u>Work of James</u>	<u>Module</u>
Statistician at the NSO	Household Questionnaire: Module E
<hr/>	<hr/>
Chicken Farmer	Agriculture Questionnaire

2. Joanna is retired; she used to be a teacher but now takes care of her grandchildren. She also does ganyu labour. She lives with her son William, who sells charcoal that he gathers from the Zomba Plateau.

<u>Work of Joanna & William</u>	<u>Module</u>
Joanna*: Ganyu Labour	Household Questionnaire: Module E
<hr/>	<hr/>
William: Charcoal Seller	Household Questionnaire: Module N

* It is possible that Johanna retired in the last 12 months in which case, she would be asked about the details in Module E.

3. Elizabeth is a primary school teacher at the Zomba Primary school. She also tutors students for extra income on evenings and weekends. Her husband Frank drives a taxi that he owns. Their son James drives for a wage a taxi that is owned by a non-household member.

<u>Work of Elizabeth, Frank & James</u>	<u>Module</u>
Elizabeth: Primary School Teacher (Wage Employment)	Household Questionnaire: Module E
<hr/>	<hr/>
Elizabeth: Tutor (Own-Account/Self-Employment)	Household Questionnaire: Module N
<hr/>	<hr/>
Frank: Taxi Driver (Own-Account/Self-Employment)	Household Questionnaire: Module N
<hr/>	<hr/>
James: Taxi Driver (Wage Employment)	Household Questionnaire: Module E

4. Evans is a bricklayer for a Thyolo tea estate. He also grows maize and groundnuts on 3 acres of land that he owns.

<u>Work of Evans</u>	<u>Module</u>
Bricklayer (Wage Employment)	Household Questionnaire: Module E
Farmer (Own-Account/Self-Employment)	Agriculture Questionnaire

5. Charles and his wife own a small resthouse near Mangochi. He also does bricklaying work for different people and shops near his home.

<u>Work of Charles</u>	<u>Module</u>
Resthouse Owner (Self-Employment)	Household Questionnaire: Module N
Bricklayer (Own-Account/Self-Employment)	Household Questionnaire: Module N

6. Josiah has a small clothing trading business he started with 3 friends with funding from MARDEF. Josiah is also selling TNM top-up cards for Mr. Panda.

<u>Work of Josiah</u>	<u>Module</u>
Clothing Trader (Self-Employment)	Household Questionnaire: Module N
TNM top-up Seller (Wage-Employment)	Household Questionnaire: Module E

7. Mr. Panda hires a crew of people to sell TNM top-up cards around shopping centers/neighborhoods in Blantyre. He rents 5 hectares and grows groundnuts on them.

<u>Work of Mr. Panda</u>	<u>Module</u>
TNM Top-Up Seller (Self-Employment)	Household Questionnaire: Module N
Farmer (Own-Account/Self-Employment)	Agriculture Questionnaire

8. Jane is a nurse at Zomba central hospital. She also owns a shop where she sells pharmaceutical products. Her husband is a fisherman and fish trader.

<u>Work of Jane & Her Husband</u>	<u>Module</u>
Jane: Nurse (Wage-Employment)	Household Questionnaire: Module E
Jane: Shop Owner (Self-Employment)	Household Questionnaire: Module N
Husband: Fisherman & Fish Trader (Own-Account/Self-Employment)	Fishery Questionnaire

12. ANNEX: OCCUPATION CODES

MAJOR GROUP 0/1: PROFESSIONAL, TECHNICAL, & RELATED WORKERS	
01	Physical Scientists and related technicians. Chemists, Physicists
02	Architects, Surveyors and related workers. Architects, Planners, Surveyors, Draughtsmen and related workers
03	Engineers and related workers. Civil, Mechanical, Electrical, Mining and Other Engineers; Mining Technicians
04	Aircraft's and ships' officers. Pilots, Navigators, deck officers, flight and ships' officers
05	Life scientists and related technicians. Agronomists, biologists, zoologists.
06	Medical, dental and related workers. Doctors, Dentists, Medical and Dental Assistants, Nurses, X-ray and other medical technicians. (Excluding traditional healers (which are group 59))
07	Veterinary and related workers. Veterinarians and related workers not elsewhere classified
08	Statisticians, mathematicians, systems analysts. Statisticians, actuaries, systems analysts and related technicians
09	Economists
11	Accountants, (private or government); (for book-keepers see 33)
12	Jurists. Lawyers, Judges
13	Teachers. University Lectures and teachers.
14	Workers in Religion. Priests, nuns lay brothers etc, and related workers in religion not elsewhere classified
15	Writers. Authors, journalists, critics and related writers.
16	Artists. Sculptors, painters of pictures, photographers and cameramen.
17	Composers and Performing artists. Composers, musicians, singers, dancers, actors, producers, performing artists.
18	Athletics, sportsmen and related workers. Athletes, etc.
19	Professional and technical workers not elsewhere classified. Librarians, archivists, curators, sociologists, social workers and occupational specialists, translators, interpreters and other professional and technical workers not elsewhere classified.

MAJOR GROUP 2: ADMINISTRATION AND MANAGERIAL WORKERS	
20	Legislative Officials and government senior administrators. Legislative officials.
21	Managers. General Managers, production managers (except farm managers) and managers not elsewhere classified.
22	Traditional Leaders. Village Headmen, Group Village Headmen, Sub-Traditional Authorities, Traditional Authorities, Senior Traditional Authorities/Chiefs, Paramount Chiefs.
MAJOR GROUP 3: CLERICAL AND RELATED WORKER	
30	Clerical supervisors
31	Government administrative/secretarial officials
32	Stenographers and related workers. Stenographers, typists, card and tape punching machine operators.
33	Book-keepers, cashiers and related workers. Book-keepers and cashiers.
34	Computing and machine operators of book-keeping machines, calculators and automatic data processing machines (computers).
35	Transport and communication supervisors. Railway Stations Masters, postmasters, communication supervisors not elsewhere classified stated.
36	Transport conductors. Bus conductors
37	Mail distribution clerks. Registry clerks
38	Telephone and telegram operators Including switchboard (PBX) operators.
39	Clerical and related workers not elsewhere classified. Stock Clerk Correspondence clerks, receptionists, and travel agency clerks, Library and filling clerks and other clerks and not elsewhere classified.
MAJOR GROUP 4: SALES WORKERS	
40	Managers (wholesale & retail trade)
41	Working proprietors (wholesale and retail trade)
42	Sales supervisors and buyers
43	Technical salesmen, commercial travellers, manufactures agency
44	Auctioneers and salesmen of insurance, real estate, securities, and business services.
45	Salesmen and shop assistants, and related workers (demonstrators, street vendors, canvassers, news vendors).
49	Sales workers not elsewhere classified.

MAJOR GROUP 5: SERVICE WORKERS	
50	Managers (catering & lodging services)
51	Working proprietors (catering & lodging services)
52	Housekeeping and related service supervisors (Excluding housewives)
53	Cooks, waiters, bartenders and related workers
54	Maids and related housekeeping service workers not elsewhere classified, house girls, houseboys, garden boys
55	Buildings caretakers, watch guards, charworkers, cleaners and related workers.
56	Launderers, dry-cleaners and pressers.
57	Hairdressers, barbers, beauticians and related workers.
58	Protective service workers. Fire fighters, policemen and detectives, protective workers not elsewhere classified.
59	Service workers not elsewhere classified. Traditional healers, guides, undertakers and embalmers, other service workers.
MAJOR GROUP 6: AGRICULTURAL, ANIMAL HUSBANDRY AND FORESTRY WORKERS, FISHERMEN AND HUNTERS	
60	Farm managers and supervisors
61	Farmers (general farm owner/operators and specialised farmers)
62	Agricultural and animal husbandry workers. General farm workers and labourers, dairy farm workers and gardeners, farm machine operators, agricultural and animal husbandry workers not elsewhere classified. (Not ganyu farm labourers-ganyu work covered in separate questions)
63	Forestry workers. Loggers and other forestry workers not elsewhere classified.
64	Fishermen, hunters and related workers.
MAJOR GROUP 7/8/9: PRODUCTION AND RELATED WORKERS, TRANSPORT EQUIPMENT OPERATORS AND LABOURERS NOT ELSEWHERE CLASSIFIED	
70	General foreman and production supervisors.
71	Miners, Quarrymen, well drillers including mineral and stone treaters, well borers and related workers.
72	Metal processors, Including melters and reheaters, casters, moulders and coremakers. Annealers, platers and coaters.

MAJOR GROUP 7/8/9 (CONT'D)	
73	Wood preparation and workers and paper makers. Wood treaters, sawyers, makers and related wood processing and related workers, paper pulp prepares and paper makers related workers.
74	Chemical processors and related workers. Crushers, grinders, mixers, heat treaters, filter and separator operators, still operators, chemical processors and related workers not elsewhere classified.
75	Spinners, weavers, dyers, fibre preparers. Spinners, Weaving and Knitting, Machine setters and operators bleachers dyers and textile product finishers; related workers not elsewhere classified.
76	Tanners, skin preparers and pelt dressers.
77	Food and beverage processors. Grain millers, sugar processors and refiners, butchers and daily product processors, bakers tea and coffee prepares, brewers, beverages makers and other food and beverage processors.
78	Tobacco preparers and product makers. Tobacco preparers, cigarette makers and tobacco preparers and tobacco product workers not elsewhere classified.
79	Tailors, dressmakers, sewers, upholsters. Tailors dressmakers for tailors, hat makers, cutters, sewers, upholsters and related workers not elsewhere classified.
80	Shoemakers and leather goods makers. Shoemaker repairers, shoe cutters, lasters, sewers and related workers; leather goods makers.
81	Cabinet makers and related wood workers. Cabinet makers, wood-working machine operators not elsewhere classified.
82	Stone cutters and carvers.
83	Blacksmith, toolmakers & machine tool operators. Blacksmith, operators, forge-press operators, toolmakers, machine tool setters & operators, metal grinders, polishers, sharpeners.
84	Machinery fitters, machine assemblers. Machinery fitters and assemblers, clock makers, motor and precision instrument makers, vehicle machine and aircraft engine mechanics (except electrical)
85	Electrical fitters and related electrical workers. Electrical fitters wiremen and linesmen, electrical and electronics workers, electronic equipment assemblers, radio repairmen telephone and telegram installers and related workers not elsewhere classified.
86	Broadcasting station operators and cinema projectionists.
87	Plumbers, welders, sheet metal workers. Plumbers and pipe fitters, and frame cutters, sheet structural metal prepares, metal workers, structural metal prepares and erectors.
88	Jewellery and precious metal workers.
89	Potters, glass formers and related workers. Potters, glass formers and cutters ceramic kinsmen, grass engravers ceramic and glass painters and decorators and related workers not elsewhere classified
90	Rubber and plastic product makers. Rubber and plastic product makers not elsewhere classified (not footwear), tyre makers, vulcanisers and retreaders.

MAJOR GROUP 7/8/9 (CONT'D)	
91	Paper and paper-board product makers.
92	Printers and related workers. Compositors, typesetters, printing pressmen, printing and photo engravers book binders, photographic darkroom operators and related workers not elsewhere classified.
93	Painters. House painters and the like (not artists).
94	Production and related workers. Musical instrument makers and tuners, basketry weavers not elsewhere classified and brush makers, other production related workers.
95	Bricklayers, carpenters and other bricklayers. stonemasons, tile setters, reinforced construction workers concetors, roofers, carpenters and joiners, plaster, glaziers and construction workers not elsewhere classified. (Not ganyu labourers - ganyu work covered in separate questions.)
96	Operators of stationery engines and power generating machines. Operators and operators of related equipment other stationery engines (i.e. not vehicles tractors etc) and related equipment not elsewhere classified.
97	Material handling and related equipment operators. Dockers and handlers, riggers, crane and hoist operators, Dockers and freight handlers/operators, earth moving and related machinery operators and material-handling equipment operators not elsewhere classified.
98	Transport equipment operators. Vehicles drivers, railway engine drivers and firemen, ships rating crew, railway breakmen shunters, signalmen and transport equipment operators not elsewhere classified.
99	Labourers not elsewhere classified. Workers not reporting occupation, or occupation not adequately describe or not classified. (Not ganyu labourers-ganyu work covered in separate questions.)

13. ANNEX: INDUSTRY CODES

AGRICULTURE, HUNTING, FORESTRY & FISHING	
11	Mixed farming, Tea growing, Tobacco growing, Sugar growing, Agricultural services, Animal husbandry.
12	Forestry and logging
13	Fishing in Inland waters
MINING AND QUARRYING	
29	Stone quarrying, Gypsum mining
MANUFACTURING	
31	Slaughtering, preparing and preserving meat Manufacture of dairy products (not dairy farming) Canning and preserving of fruit and vegetables Fish canning Grain milling Bakeries Sugar refining Confectionery making Coffee manufacture Tea manufacturing Distilling Beer manufacturing Soft drink manufacturing Tobacco manufacturing
32	Spinning, weaving and finishing textile Manufacture of made-up textiles; except clothing Knitting mills Cord, rope and twine industries Manufacture of wearing apparel; except footwear Manufacture of leather products; except footwear Manufacture of footwear
33	Sawmills, planing and other wood mills Manufacture of wooden and cane containers Handcrafts and curios Furniture and fixture; except primarily of metal
34	Paper and paperboard container Gummed paper, cards; envelopes and stationery Printing and publishing

MANUFACTURING (CONT'D)	
35	Basic industrial chemicals; excluding fertilizers Fertilizers and Pesticides Drugs and Medicines Soaps; perfumes and cosmetics Matches; Tyre and tube industries Rubber footwear industrial and mechanics Manufacture of plastic products not elsewhere classified
36	Bricks tile and pipe manufacturing Cement, lime and plaster manufacturing Concrete, gypsum and plaster products
37	Manufacture of primary iron products from foundries, etc
38	Fabricated metal products; except machinery and equipment Hand tools, cutlery and general hardware Furniture and fixtures primarily of metal Structural and metal products Fabricated metal products not elsewhere classified. Manufacturing, re-building and repair of engines and turbines Manufacturing and repair of agricultural machinery Manufacturing, renovation and repair of office mach. and equipment Radio manufacture Manufacturing of electrical appliances and housekeeping Battery manufacture Manufacturing, assembly and building of complete motor vehicle Manufacturing, assembly and repair of aircraft Manufacturing of animal drawn carts, wheelbarrows
39	Manufacturing of toys, signs, items not elsewhere classified
ELECTRICITY, GAS AND WATER	
41	Electricity generation and supply
42	Water works and supply
CONSTRUCTION	
50	Building Civil engineering

WHOLESALE AND RETAIL TRADE AND RESTAURANT & HOTELS	
61	Wholesale: fuels Wholesale: Agriculture products Wholesale: other
62	Retail: motor vehicles Retail: other (including street/stall retail)
63	Bars and Restaurants Hotels, rooming houses and camps
TRANSPORT, STORAGE & COMMUNICATION	
71	Rail transport Bus transport Taxi operation; car hire with driver Freight transport by road Rental of automobiles and trucks without drivers Inland water transport Air transport carriers Operation of airports, flying control centres Forwarding, packing crafting; arrangement of transport Storage and warehousing
72	Communications
FINANCING, INSURANCE, REAL ESTATE AND BUSINESS SERVICES	
81	Banks having deposits transferable by cheque Savings banks, credit institutions other than banks, investment companies and trusts, micro-finance institutions
82	Insurance
83	Letting and operating real estate Legal services Accounting and bookkeeping services Engineering, architectural and technical services Advertising services Business services not elsewhere classified Machinery and equipment rental and leasing

COMMUNITY, SOCIAL & PERSONNEL SERVICES	
91	Public administration and defence
92	Sanitary and similar services
93	Educational, commercial and driving schools Private schools Government schools Research and scientific institutes Medical, dental and other services Animal care centres Non-governmental organisations Agricultural cooperatives Welfare institutions Business professional and labour associates Religious organisations Political organisations
94	Motion picture distribution and projection Radio broadcasting Concert artists Libraries and museums Amusement and recreational services including clubs
95	Electrical repair shops Repairs of motor vehicles, and motor cycles Watch, clock repairs Bicycles, type writer, camera etc repairs Laundries Barber and beauty Photographic studios Security services Funeral services
96	Private households with employed persons
00	ACTIVITIES NOT ADEQUATELY DEFINED

14. ANNEX: Food-Unit Combinations Covered in the RURAL LIVELIHOODS SURVEY (RLS) Photo Aid for Food Consumption Information Collection									
<i>Item Name</i> [Module G]	<i>Item Code</i> [Module G]	<i>Unit in</i> <i>Photo Aid</i>	<i>Size</i>	<i>Unit Code in</i> <i>Module G</i>	<i>Item Name</i> [Module G]	<i>Item Code</i> [Module G]	<i>Unit in Photo</i> <i>Aid</i>	<i>Size</i>	<i>Unit Code in</i> <i>Module G</i>
Maize <i>ufa mgaiwa</i> (normal flour)	101	Pail	Small	4a	Orange sweet potato	204	Heap	Small	10a
			Medium	4b				Medium	10b
			Large	4c				Large	10c
Maize <i>ufa</i> refined (fine flour)	102	Pail	Small	4a	Bean, brown	302	No.10 Plate	Flat	6a
			Medium	4b				Heaped	6b
			Large	4c					
Maize <i>ufa madeya</i> (bran flour)	103	Pail	Small	4a	Pigeonpea (nandolo)	303	No.10 Plate	Flat	6a
			Medium	4b				Heaped	6b
			Large	4c					
Maize grain (not as <i>ufa</i>)	104	Pail	Small	4a	Groundnut	304	No.10 Plate	Flat	6a
			Medium	4b				Heaped	6b
			Large	4c					
Green maize	105	Piece	Small	9a	Groundnut flour	305	No.10 Plate	Flat	6a
			Medium	9b				Heaped	6b
			Large	9c					
Cassava tuber	201	Piece	Small	9a	Onion	401	Piece	Small	9a
			Medium	9b				Medium	9b
			Large	9c				Large	9c
White sweet potato	203	Piece	Small	9a	Onion	401	Bunch	Small	8a
			Medium	9b				Medium	8b
			Large	9c				Large	8c
White sweet potato	203	Heap	Small	10a	Cabbage	402	Piece	Small	9a
			Medium	10b				Medium	9b
			Large	10c				Large	9c
Orange sweet potato	204	Piece	Small	9a	<i>Tanaposi</i>	403	Bunch	Small	8a
			Medium	9b				Medium	8b
			Large	9c				Large	8c

14.ANNEX: Food-Unit Combinations Covered in the RURAL LIVELIHOODS SURVEY (RLS) Photo Aid for Food Consumption Information Collection (CONT'D)

<i>Item Name [Module G]</i>	<i>Item Code [Module G]</i>	<i>Unit in Photo Aid</i>	<i>Size</i>	<i>Unit Code in Module G</i>	<i>Item Name [Module G]</i>	<i>Item Code [Module G]</i>	<i>Unit in Photo Aid</i>	<i>Size</i>	<i>Unit Code in Module G</i>
Nkhwani	404	Heap	Small	10a	Fresh Fish (Large Variety)	503	Piece	Small	9a
			Medium	10b				Medium	9b
			Large	10c				Large	9c
Tomato	408	Piece	Small	9a	Fresh Fish (Small Variety)	503	Heap	Small	10a
			Medium	9b				Medium	10b
			Large	9c				Large	10c
Tomato	408	Heap	Small	10a	Fresh Fish (Large Variety)	503	Heap	Small	10d
			Medium	10b				Medium	10e
			Large	10c				Large	10f
Pumpkin	410	Piece	Small	9a	Mango	601	Piece	Small	9a
			Medium	9b				Medium	9b
			Large	9c				Large	9c
Okra	411	Piece	Small	9a	Banana	602	Piece	Small	9a
			Medium	9b				Medium	9b
			Large	9c				Large	9c
Okra	411	Heap	Small	10a	Banana	602	Bunch	Small	8a
			Medium	10b				Medium	8b
			Large	10c				Large	8c
Dried Fish (Large Variety)	502	Piece	Small	9a	Guava	606	Piece	Small	9a
			Medium	9b				Medium	9b
			Large	9c				Large	9c
Dried Fish (Large Variety)	502	Heap	Small	10a	Cooking oil	803	Satchet/Tube	Small	22a
			Medium	10b				Medium	22b
			Large	10c				Large	22c
Dried Fish (Small Variety)	502	Heap	Small	10d	Salt	810	No.10 Plate	Flat	6a
			Medium	10e				Heaped	6b
			Large	10f					

15. ANNEX: NATIONAL CALENDAR OF EVENTS

<u>Age</u>	<u>Year</u>	<u>Event</u>
110	1900	Northeastern Rhodesia separated from Nyasaland. Death of Queen Victoria. 1st Montfort Marist Mission opened – Limbe.
107	1903	Kings African Rifles defeated in Somaliland. Lake Nyasa and Shire River very low. Beginning of Limbe Township.
106	1904	Start of recruitment of Protectorate people by the Witwatersrand Native Labour Association (Wenela) to work in the mines. Temporary railway built to assist the transportation of goods between Port Herald (Nsanje) and Chiromo. Alomwe immigration from Portuguese East Africa to Malawi increased.
105	1905	Dysentery caused death of many people throughout the country.
103	1907	First Legislative Council; First Governor; Name of protectorate changed from British Central Africa to Nyasaland. Completion of railway bridge at Chiromo
102	1908	First motor vehicle arrives in Nyasaland. 1st Battalion of Kings African Rifles returns from East Africa. Railway from Port Herald (Nsanje) to Blantyre opened. First train arrives at Blantyre.
101	1909	Industrial school for the Blind established under the Church of England in Nkhotakota.
100	1910	Post Office Savings Bank introduced. Central Angoniland divided into Lilongwe and Dedza districts.
99	1911	Country divided into 14 districts. First population census taken.
98	1912	Railway built between Port Herald (Nsanje) and the Zambezi river.
97	1913	George Smith, K.C.M.G., appointed Governor of Nyasaland. Marimba district was divided into Nkhotakota division and Ngara sub-division. Lilongwe district divided into Dowa, Fort Manning (Mchinji), and Lilongwe districts. Blantyre district divided into: Blantyre division and Chiradzulu sub-division.
96	1914	Outbreak of the First World War. Battle of Karonga. Disablement of German boat "Herman Von Wissmann".
95	1915	Chilembwe up-rising in Chiradzulu. Railway extended from Port Herald (Nsanje) to Chindio, Moçambique.
92	1918	End of the First World War.
88	1922	Railway opened from Beira to Chindio.
86	1924	Famine in Mzimba area, relief measures taken. Bridges built over Linthipe, Lingadzi, Lumbadzi and Diamphwe rivers in Lilongwe and Dedza districts.

<u>Age</u>	<u>Year</u>	<u>Event</u>
84	1926	First flying boat lands on Lake Nyasa.
83	1927	Blantyre - Salisbury (Harare) Road via Tete commenced.
82	1928	Lilongwe bridge erected.
82	1928	Blantyre- Salisbury (Harare) Road via Tete opened.
81	1929	Labour census taken for the first time in Nyasaland (Malawi). Jeans Training Centre opened in Domasi with 23 teachers.
80	1930	Construction of the Blantyre-Balaka railway.
79	1931	Population census taken in the country. Zomba Mental Hospital opened. New hydroelectric power station commenced on the middle section of the Shire River.
78	1932	Locusts damaged crops throughout Nyasaland. Mchape (witchcraft cleansing) begins in Mulanje and spreads widely. Lilongwe to Salima tarmac road constructed.
77	1933	First silver coins from Southern Rhodesia. Establishment of the Native Authority (Traditional Courts). Chileka aerodrome opened.
74	1936	Liwonde pontoon ferry services installed pending bridge construction.
73	1937	Midima Hill- Mlomba - Phalombe road completed.
71	1939	Outbreak of the Second World War. Lakeshore - spread of leprosy. Fort Manning (Mchinji) - opening of sub-boma.
65	1945	End of Second World War.
64	1946	Sinking of the "Viphya" passenger boat off of Chilumba/Livingstonia. Nyasaland Transport Company (NTC) formed to run buses. Cyclone and floods in Zomba township (Napolo). Chiromo bridge destroyed.
61	1949	Drought and famine at the end of the year, especially in the Southern Region. First African members of the Legislative Council appointed. Launching of "Ilala" at Monkey Bay.
58	1952	African National Congress active in its campaign against Federation
57	1953	Beginning of the Federation of Rhodesia and Nyasaland. Coronation of Queen Elizabeth II. Chief Gomani deposed due to disobeying the Federal Rules. Anti federation disturbances.
55	1955	Transferring of the Northern region headquarters from Mzimba to Mzuzu.
54	1956	Sir Robert Armitage becomes Governor. Colby School of Agriculture and Veterinary Science opened at Chitedze, near Lilongwe.
53	1957	Queen mother's visit to Nyasaland.

<u>Age</u>	<u>Year</u>	<u>Event</u>
52	1958	Return of Dr. H. Kamuzu Banda to Nyasaland (Malawi). New airport started at Lilongwe.
51	1959	State of Emergency declared. Release of Dr. Banda from Gweru prison.
49	1961	First general elections.
47	1963	Self-government granted. Federation of Rhodesia and Nyasaland dissolved.
46	1964	Malawi becomes a sovereign independent state – Independence from Britain.
45	1965	University of Malawi opened. Sinking of Liwonde ferry.
44	1966	Malawi becomes a Republic. Malawi population census held. Bunda Collage of Agriculture opened.
40	1970	Rail link to the Mozambique port of Nacala opened by Dr. Banda.
39	1971	New currency – Kwacha and Tambala –introduced to replace pounds and shillings.
38	1972	Construction of lakeshore road. Ministry of Works and Supplies headquarters moved from Zomba to Lilongwe. Plane crash in Botswana kills more than 70 Malawian miners.
37	1973	First outbreak of cholera in Malawi. Chilumba Jetty built and opened by Dr. Banda.
36	1974	Construction of Malawi - Canada rail line from Salima to Mchinji starts from Salima.
35	1975	Capital of Malawi moved from Zomba to Lilongwe. Lilongwe town declared a city.
34	1976	Dr. Banda opened bailey bridge over the Shire river at Mangochi.
33	1977	Malawi population census held. Construction of Chiweta to Kacheche road, northern lakeshore. Tarmac of Lilongwe to Kasungu road. Kamuzu Central Hospital started operating.
32	1978	Tarmac reached Mchinji boma. Lilongwe -Mchinji railway line construction work reaches Mchinji.
31	1979	Queen Elizabeth's visit to Malawi. Railway line from Salima to Lilongwe officially opened by Dr. Banda. Dwangwa Sugar Corporation opened, Nkhotakota district.
29	1981	Kamuzu Academy opened at Mtunthama, Kasungu.
28	1982	Ethanol plant came into operation. Road from Dwangwa to Nkhotakota completed.
27	1983	Dr. Banda opened Kamuzu International Airport in Lilongwe. Sir Glyn and Lady Jones make a private visit to Malawi.
26	1984	President Samora Machel of Moçambique visits Malawi.

<u>Age</u>	<u>Year</u>	<u>Event</u>
25	1985	Silos built at Ipyana in Karonga. Electricity reached Nkhata Bay. Mzuzu Municipality declared a city.
24	1986	Prime Minister of Zimbabwe, Robert Mugabe, visits Malawi.
23	1987	Visit of Prince Charles. Malawi Population and Housing Census held.
21	1989	Bus-train accident at Chilimba in Blantyre kills 13 people. Dr. Banda ordered teachers teach in their respective regions.
20	1990	MV Mtendere motorboat capsizes, killing 5 people at Kaporo. Iraqi forces invade Kuwait.
19	1991	Flash floods at Phalombe.
18	1992	Pastoral letter was released, marking the beginning of multi-party struggle in Malawi.
17	1993	National referendum, which resulted in the adoption of multi-party politics.
16	1994	Multi-party general election, which ushered the United Democratic Front into government, led by President Bakili Muluzi.
15	1995	Mchape at Liwonde in Machinga.
13	1997	Death of Dr. Banda, the first president of the Republic of Malawi.
11	1999	Second election of President Muluzi.
9	2001	September 11 th attacks on the United States of America.
6	2004	Multi-party general election, which ushered the Democratic Progressive Party into government, led by President Bingu wa Mutharika.
2	2008	Malawi Population and Housing Census held.
1	2009	Second election of President Bingu wa Mutharika.

16 ANNEX: EXAMPLES OF POSSIBLE NETWORK ROSTER ENTRIES

<i>Entry for the "Name" Column</i>	<i>Classification</i>	<i>Entry for the "Code" Column</i>
Action Aid	NGO	28
Africa Leaf Tobacco	Private Company	16
Agora	Private Company	16
Agricultural Development & Marketing Corporation (ADMARC)	Parastatal Organization	25
Agricultural Development District Office	Government Agency	18
Agricultural Extension Research Trust (AERT)	Trust	29
Agriculture Trading Company (ATC)	Private Company	16
Alliance One Tobacco Company	Private Company	16
Blessings Kamanga	Relative	1
Blue Financial Services	Private Microfinance Institution	16
Brian Chingwalu	Neighbor	2
British American Tobacco	Private Company	16
Builders World	Private Company	16
Chibuku Products Company	Private Company	16
Chingale Restaurant	Private Company	16
Chinkoma (Kasungu) Auction Floor	Auction in Main Market	15
Cold Storage Company	Private Company	16
DSPV Chemical and Equipment Suppliers	Private Company	16
Farmers World	Private Company	16
Farmers' Forum for Trade and Social Justice	NGO	28
FINCA	Private Microfinance Institution	21
First Merchant Bank	Commercial Bank	23
George Mkweza (Wholesale Crop Produce Trader)	Private Trader in Local Market OR Private Trader in Main Market	11 OR 14
Green Finance	Private Microfinance Institution	21
INDEbank	Commercial Bank	23
Jenda Market	Local Market or Main Market	10 OR 13
Jenda Road Block	Roadside	8
Johnson Mkumba	Village Headman	4
Kingdom Pest Control	Private Company	16
Kulima Gold	Private Company	16
Lilongwe Auction Floor	Auction in Main Market	15
Limbe Leaf Tobacco Company	Private Company	16

EXAMPLES OF POSSIBLE NETWORK ROSTER ENTRIES (CONT'D)

<i>Entry for the "Name" Column</i>	<i>Classification</i>	<i>Entry for the "Code" Column</i>
Lizulu Bus-Stage/Roadside Market	Roadside	8
Lizulu Market	Local Market or Main Market	10 OR 13
Lusungu Chinsinga (MP)	Political Leader	6
Machinga Auction Floor	Auction in Main Market	15
Majoxs Mills	Private Company	16
Malawi Rural Development Fund (MARDEF)	Government Financed Lender	24
Malawi Rural Finance Company (MRFC)	Government Financed Lender	24
Malawi Savings Bank	Commercial Bank	23
Mbulumbuzi Bus-Stage Market	Roadside	8
Mbulumbuzi Market	Local Market or Main Market	10 OR 13
Mrs. Kanyalika at NSO Headquarters	Private Trader in Local Market OR Private Trader in Main Market	11 OR 14
Mulli Brothers (Wholesale Crop Produce Trader)	Private Company	16
Mzuzu Auction Floor	Auction in Main Market	15
Mzuzu Coffee Planters Cooperative Union	Agricultural Cooperative	26
National Association of Smallholder Farmers of Malawi (NASFAM)	Farmer-Based Club/ Association	27
National Bank of Malawi (NBM)	Commercial Bank	23
New Building Society (NBS)	Commercial Bank	23
Noel Chapula	Money Lender/Katapila	20
On the Road to Lilongwe, After Chingali Turn Off	Roadside	8
One Village One Product (OVOP)	Farmer-Based Club/ Association	27
Optichem Limited	Private Company	16
Premium Tobacco Limited	Private Company	16
SACCOs (Various)	Savings & Credit Cooperative	22
Seedco	Private Company	16
Small Farmers Fertilizer Revolving Fund of Malawi (SFFRFM)	Parastatal Organization	25
Songani Market	Local Market or Main Market	10 OR 13
Standard Bank	Commercial Bank	23
Sungakhosi Investment Company	Private Company	16
Thom Bawalawala	VDC Member	3
Tobacco Association of Malawi (TAMA)	Farmer-Based Club/ Association	27
World Vision International	NGO	28
Zizwe Finance	Private Microfinance Institution	21
Zomba City Market	Local Market or Main Market	10 OR 13

17 ANNEX: AREA MEASUREMENT USING A GPS

When the plots are identified and a sketch map is drawn, the plots are to be measured using a GPS, named Garmin eTrex Legend HCx. For each plot to be measured, you **MUST** use the sketch map for orientation. You **MUST** mark your starting point with a stick and walk clockwise along the perimeter (outline) of each plot with the GPS activated for area measurement. When you return to the starting point and tell the GPS to stop the area measurement, the GPS will display the area measurement directly in **ACRES**. You should then record the results in the questionnaire with TWO decimals.

A GPS uses the information from satellites to find the geographical position on the earth surface by longitude and latitude. It might even find the altitude, but we will not use this function. The position is found by a continuous measurement of the time a satellite signal takes to reach your GPS from a satellite in the sky. With clear signals from at least 4 satellites, the GPS is able to calculate the geographical position with a sufficient accuracy. The better sight to a large part of the sky a GPS has, the more signals and clearer signals are received. Shadows of buildings and even large trees should be avoided while using the GPS in the field. You should also make sure to stretch your hand holding the GPS forward when you do area measurement to avoid that your own body shadows for the satellite.

Batteries and Buttons:

The GPS uses 2 AA batteries. Each enumerator will get 2 sets of batteries. You **MUST** take the batteries out of the GPS when it is not in use. Make sure to put in the batteries in opposite direction, just as marked at the bottom of the battery compartment. You open the battery compartment by using the small triangle as handle and turn it anti-clockwise $\frac{1}{4}$ round (= 90°) and carefully removing the rubber-lid. You close it by turning the handle clockwise $\frac{1}{4}$ round.

The GPS has five buttons, including one double button. We are mostly going to use only four of them. The GPS has two buttons on the right side, the **START** button, marked with a light bulb and the **BACKWARDS** button, marked with a cross in a box.

The GPS has two buttons on the left side, one of these is the **DOUBLE** button, marked with arrowheads pointing up and down. The other is the **MENU** button, marked with a notepad. On the front side of the unit, there is the round, rubber **POINTING** button. The **POINTING** button can be pressed in or moved around to left, right, up and down. All other buttons are only to be pressed in.

Instructions for Using the GPS for Finding the Geographical Coordinates of a Plot:

Proceed to the starting point, which should be the starting corner of the plot you will measure.

Switch on the GPS by pushing and holding the **START** (marked with a bulb) button for up to 2-3 seconds or until you hear a beep or see a picture on the screen.

The GPS will then seek to acquire satellite signals and this may take up to 3 minutes. Following the acquisition of the satellite signals, the screen will display a sketch map with a triangle showing your location.

Open the menu by pressing the **MENU** (marked with a notepad) button twice. One push will give a simple menu and a second push will give the full menu.

Use the **POINTING** button to move between the various menu-icons to the **MARK**-icon and push the **POINTING** button in to open the *Mark Waypoint* page. There, you will be able to read your location in south and east coordinates.

Record the south coordinate and east coordinate on the appropriate plot roster. Write down all digits given at the screen. The south coordinate will start with an S and comprise degrees, minutes and seconds, all together 7 digits. The east coordinate will start with E 0 and again be followed by 7 digits. Write down these 7 digits.

Press the **MENU** button twice to arrive back at the main menu and ready to do other tasks.

Instructions for Using the GPS for Measuring the Area of a Plot:

You may measure the area just after taking the location.

Go to the starting point which should be a corner of the plot you will measure and mark the starting point by fixing a stick in the ground.

Switch on the GPS by pushing and holding the **START** key (marked with a bulb) for up to 2-3 seconds or until you hear a beep or see a screen picture.

The GPS will then seek to acquire satellite signals and this may take up to 3 minutes. Following the acquisition of the satellite signals, the screen will display a sketch map with a triangle showing your location.

Open the menu by pressing the **MENU** (marked with a notepad) button twice. One push will give a simple menu and a second push will give the full menu.

Use the **POINTING** button to move between the various menu-icons to the **TRACKS**-icon and push the **POINTING** button in to open the *Track Log Page*.

With the Track log page open, press the **MENU** button to get the *Track Menu*. Use the **POINTING** button to move to *Area Calculation* and push the **POINTING** button in to open the *Area Calculation Page*.

You will now see a sketch map on the screen and at the bottom of the screen you will see the text: Start Calculation (this means start area calculation). This **DOES NOT** mean the GPS has started the area calculation, but only that the GPS is **READY** to start the area calculation.

You start the area calculation by pressing the **POINTING** button. Subsequently, the text at the bottom of the screen will read *Stop*. This **DOES NOT** mean the area calculation has stopped, but only that the GPS is **READY** to stop the area calculation. In fact, the GPS has just started the area calculation.

You are to start the area measurement by *walking slowly clockwise* around the perimeter of the plot. You should hold the GPS flat in your hand and stretch the hand slightly forward. You **MUST** walk on the edge of the field (NOT a meter outside the field). At every corner, you **MUST** stop for 5 seconds (counting slowly 1001, 1002, 1003, 1004, and 1005) and then continue walking. You **MUST** walk all the way around the plot or parcel until you have returned to the location of the marking stick, with the GPS facing the direction in which it started the area calculation.

Check that the text below the screen still reads *Stop*. If the text does read **Start Calculation**, it means that you failed to push the **POINTING** button properly when you started. If you read **Save Calculated Track**, it means that you pushed in the **POINTING** button while you were walking. In both cases you will need to repeat the measurement by starting over again.

If the screen reads *Stop*, you may stop the measurement by pushing in the **POINTING** button and the screen will now display the area at the second line from the bottom. It is NOW time to write down the area measure on the appropriate plot roster. **RECORD THE AREA IN ACRES AS IT APPEARS AT THE BOTTOM OF THE GPS.**

At the very bottom the text will read **Save Calculated Area**, and you will be able to save the area measurement by pushing the **POINTING** button. By using the **POINTING** button, you should go to (highlight) OK and push in the **Pointing** button. You will now get the sketch map on the screen with the text *Start* at the bottom of the screen, which will enable to start the next area measurement.

You **MUST** measure the area of each plot with the GPS at least twice to get a consistent value and confirm that the rotation around the plot has been completed properly.

If you lose the right position with the GPS system/menu, you are always able to back track to the main menu by pressing the **MENU** button twice. Once there, you can use the **POINTING** button to select the **TRACKS**-icon, and repeat area measurement-related steps specified above.

You switch off the GPS by pressing the **START** button for at least 2-3 seconds or until the screen light disappears.

Instructions for other GPS functions needed from time to time:

You may also want to use the GPS for other purposes as well, such as for the following tasks:

1. Having a look of the track you have recorded and area measured.
2. Cleaning the stored tracks. The GPS storage will only be able to store 50 tracks and areas and hence you will need to clean the storage when you have finished an EA.
3. Making sure to set the screen to low light in order to save batteries.

Having a look at you track

Go to the main menu by pressing the **MENU** button twice. Move to the **TRACKS**-icon and push in the **POINTING** button.

You will then open the *Tracks Log Page*. Use the **POINTING** button to move to the saved track you want to open and push in the **POINTING** button. Information for the selected track will be shown on the screen.

Use the **POINTING** button to move to the *Map Field* and push in the **POINTING** button. The map of your track will be shown at the screen and you can verify that you walked correctly.

Move back to the main menu by pressing the **MENU** button twice.

Cleaning the storage of tracks

Go to the main menu by pressing the **MENU** button twice. Move to the **TRACKS**-icon and push in the **POINTING** button.

You will then open the *Tracks Log Page*. Use the **MENU** button to open the *Track Log Menu*. Use the **POINTING** button to move to the *Delete All Saved Fields*. Press the **POINTING** button to erase all tracks that you have saved, including the area measurements.

Move back to the main menu by pressing the **MENU** button twice.

Set screen light to low in order to save battery

Switch on the GPS by pressing the **START** button. While the GPS is locating the satellites, press the **START** button once more and a light meter will appear. Press the **START** button again for the light to get brighter and the light meter to go one step up. Press the **START** button several times until the light meter goes down to the lowest level. Leave the GPS alone for one minute and the light meter will disappear. The light is now at the lowest level to save battery capacity.

18 ANNEX: VARIETIES OF MAIZE, RICE, GROUNDNUT AND TOBACCO

Common Hybrid Maize Varieties				Common Composite/Open Pollinated Maize Varieties	
DK8071	MRI 724	PAN6363	SC 407	MASIKA	ZM 521
DK8051	MRI 734	PHB 30H83	SC 501	KAFUMBA	ZM 421
DK8041	NSCM 51	THANZI	SC 513	MCHOTSANJALA	ZM 309
DK8031	NSCM 31	SC 709	SC 715	KAKHOMERA	ZM 523
MH18	PAN 6195	SC 627	SC 713	CHITIBU	
MH27	PAN 6479	SC 621	SC 717	MATINDIRI	
MH28	PAN 6193	SC 403		ZM 621	

Improved Rice Varieties:

Faya is the only recommended variety for the rainfed scheme. It is favoured by the local community since it is scented. Its long growing season (150-155 days) makes it unsuitable for a double crop under the irrigated scheme.

Pussa is a recommended variety for irrigated schemes. Two crops can be grown in a year, as it takes 112 days to mature in the rainy season and 140 days in the dry (dimba) season. Like Faya, it has a strong scent.

TCG 10 is a recommended variety for irrigated schemes. It matures in 130 days in the rainy season and 150 days in the dry (dimba) season. It can be double cropped only when sown early enough. It is moderately scented, and expands when cooked.

ITA is a recommended variety for irrigated schemes. It matures in 130 days in the rainy season and 150 days in the dry (dimba) season.

IET4094 (Senga) is a recommended variety for irrigated schemes. It matures in 116 days in the rainy season and 143 days in the dry (dimba) season.

Improved Groundnut Varieties:

Chalimbana is a confectionery nut recommended for all plateau areas of the country, within the altitude range of 1,000 to 1,500 meters above sea level. It has large seeds, with wedge-shaped ends and tan seed coat. It matures in 140-150 days.

CG7 is a confectionery nut with medium-sized seeds that are uniform and red. It is recommended for production in all groundnut growing areas of the country, and matures in 130-150 days.

JL24 is a confectionery nut recommended for production in all low-lying areas, within an altitude range of 200-500m above sea level, such as the Shire Valley. It matures in 90-120 days, and has no seed dormancy (i.e. should be harvested as soon as it matures). The seeds are small and pale tan in colour.

Mani-Pintar is recommended for areas within the altitude range of 500-750 m above sea level, such as Upper Shire Valley, Balaka and Salima. It matures in 130-140 days after sowing. The seeds are variegated red and white in colour.

Mawanga is recommended for production in same areas as Mani-Pintar. It matures in 130-140 days, and the seeds are variegated red and tan in colour.

Tobacco Varieties:

Northern Division Dark Fire-Cured Tobacco (NDDF) is traditionally cured in pisemouli or brick barns with smoky hot fires made in open or partly-covered fire pits. The final product is dark brown in colour. The recommended areas are Lilongwe, Dowa, Ntchisi, Dedza, South Mzimba, Rumphu and Chitipa Plain.

Southern Division Fire-Cured Tobacco (SDF) is lightly-fired and lighter in colour than NDDF. It has milder flavor and aroma. The recommended areas are Blantyre, Chiradzulu, Phalombe, Mulanje West, Zomba South and Namwera Area.

Sun-Air Cured Tobacco is dried with the help of sun and air circulating through the leaf in open-side sheds with adequate thatch to prevent leaking. The recommended areas are Mchinji, Kasungu, Bwanje Valley, Nsipe, Katema, and Chilipa.

Oriental Tobacco is also known as Turkish or Aromatic Tobacco. The plants are small with short internodes and small leaves, resulting in a large number of leaves per plant. It is also sun-air cured, grown mostly in Mzimba.

Flue-Cured Tobacco is mainly an estate crop, recommended for medium to high altitude areas. It is cured in brick barns, in which hot air conducted through metal pipes (clues) heats up the barn. The cured leaf is yellow, orange or mahogany in colour.