



Living Conditions Monitoring Survey 2022

ENUMERATORS' INSTRUCTION MANUAL

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CHAPTER 1: INTRODUCTION

1.0. Survey Background

The Living Conditions Monitoring Surveys (LCMS) evolved from the Social Dimensions of Adjustment Priority surveys conducted in 1991 (PSI) and 1993 (PSII), by the Central Statistical Office. So far, seven (7) Living Conditions Monitoring Surveys have been conducted. These are

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- (i) The Living Conditions Monitoring Survey I of 1996
- (ii) The Living Conditions Monitoring Survey II of 1998, and
- (iii) The Living Conditions Monitoring Survey III of 2002/2003
- (iv) The Living Conditions Monitoring Survey IV of 2004
- (v) The Living Conditions Monitoring Survey V of 2006
- (vi) The Living Conditions Monitoring Survey VI of 2010
- (vii) The Living Conditions Monitoring Survey VII of 2015

1.1. Purpose of the Survey

The 2022 Living Conditions Monitoring Survey (LCMS) is intended to highlight and monitor the Living conditions of the population in Zambia . The survey will include a set of priority indicators on poverty and Living conditions to be collected regularly.

The Living Conditions Monitoring Survey has a normative point of departure that is, describing the Living conditions as good or bad, as improving or deteriorating and identifying those, which require policy action.

The survey will provide a basis on which to -

- Monitor the impact of government policies and donor support on the well-being of the Zambian population.
- Monitor poverty and its distribution in Zambia.
- Provide various users with a set of reliable indicators against which to monitor development.

- Identify vulnerable groups in society and enhance targeting in policy implementation.

However, the survey is **not** a fully-fledged survey on any of the topics covered; it is concerned with information necessary to monitor Living conditions.

The following topics will be covered in the LCMS 2022 Questionnaire: -

- Demography and migration
- Orphan hood
- Health
- Education
- Economic activities
- Income
- Household assets
- Household amenities and housing conditions
- Household access to facilities
- Self-assessed poverty and household coping strategies
- Agricultural Production
- Household expenditure
- Community developmental issues
- Child Health and Nutrition
- Deaths in the household

1.2. Coverage

The 2021 LCMS will be undertaken using a sample of 420 EAs. All rural and urban households will be explicitly stratified into groups based on the scale of their agricultural activities and type of residential area, respectively. Rural households will be classified as Small, Medium, Large Scale farming and non-agriculture households. In case of households residing in urban areas, the survey will adopt the classification system used by the Local authorities (Low, Medium and High cost residential areas). The 2021 LCMS will cover at least 9,230 households (i.e. in the rare event that no large scale households are found) and is designed to provide National, Provincial and Regional (rural/urban) estimates.

1.3. Field Questionnaires

Three types of questionnaires will be used in the survey. These are:-

1. The **Listing questionnaire** - to be used for listing all the households residing in the selected SEAs

2. The **Household questionnaire** - to be used for collecting detailed information on all household members.
3. The **Prices questionnaire**: - to be used to collect data on unit prices of various commodities in the established trading places found in districts, provincial capitals and cities. This information is Vital for harmonizing regional differences in prices.

1.4. Duties of an Enumerator

Your main duties as an enumerator in the survey is to collect data on the listing questionnaire and household questionnaire which will later be handed over to your supervisor and subsequently to the Living Conditions Monitoring Branch through the provincial office.

You will be assigned to a supervisor. Your supervisor will allocate you two work areas (EAs). These areas have clearly identifiable boundaries. Your supervisor will show you around your EA boundary so that you are familiar with it before you start your assignment. After you have been assigned your work areas and your EA boundaries identified, you will then start your assignment by listing all the households residing in your work areas (EAs), using the **Listing questionnaire**. Thereafter, your supervisor will select a sample of households. You will then interview the selected households using the **Household questionnaire**. Details of how listing and interviewing is to be done are provided in subsequent chapters.

On average each team will consist of 4 enumerators and a supervisor covering 8 EAs. A team of enumerators will be led by a supervisor. Your supervisor will provide you with the survey materials and will be responsible for organizing your day-to-day survey activities. During your field work you must keep regular contact with your supervisor to enable him/her to make adjustments to the programs of your work. If necessary, you should also report any problems to him/her, such as any persons refusing to be interviewed.

The quality of information to be derived from the data is dependent on what you collect from the respondents. Make sure that you record the information which is correct to the best knowledge of the respondents.

The LCMS VIII household questionnaire is very detailed and may require that you visit the household more than once in order to collect all the information required on the questionnaire. If the respondents appear to be busy or ask you to come another time, then please make an appointment to complete the interview at an agreed date and time.

1.5. IMPORTANCE OF YOUR WORK AS AN ENUMERATOR

The 2021 LCMS is an important national undertaking. As an Enumerator, your work is of great significance in the chain of events, and your responsibility is heavy. Without your attention to

detail and total commitment, it will not be possible to conduct the survey successfully. The data you will collect from respondents will be processed using the most appropriate information technology. As a primary data collector, the quality of information to be derived from this data is dependent on what you collect from the respondents. After the data has been collected and found to be erroneous at the processing stage, it is not only an expensive venture to go back and make corrections from the source but could prove to be impossible, since the original respondents may no longer be at the location you visited. It is important to note that your role is key in this exercise. In general, the enumerator (you) is responsible for:

1. Identifying the boundary of EA with the supervisor
2. listing all the households in the assigned EA
3. locating the structures and households in your EA and completing the household interviews for the selected households
4. returning to households if those households were not able to be enumerated when you visited last; and
5. marking completed households with a (properly filled out) survey sticker.

As an enumerator you should always be polite and try to establish good relationships with all households you are dealing with and with local authorities within the area assigned to you. You should stimulate interest in the survey so that the best information possible is obtained from the respondents.

You are not allowed to argue with respondents or rebuke them or enter into any political discussions with them. If a respondent leads you into a conversation outside your work then politely decline. If a respondent is hostile or not very cooperative with you, consult your supervisor who will solicit for cooperation from the respondent.

You must also dress appropriately when collecting data from the various households. You should always be clean and dressed in a manner accepted by the community where you are operating from.

Common Challenges

What if the respondent refuses to be interviewed? The respondent's availability and willingness to be interviewed will largely depend on the initial impression you make when you meet them. Introduce yourself and explain the purpose of the visit. You may emphasize the confidentiality of the information the respondent provides. If the respondent is unwilling to be interviewed, it may be that the present time is inconvenient. Ask whether another time would be more convenient and make an appointment. If the individual still refuses to be interviewed, report it to your supervisor.

What if you have to end the interview early for any reason? A respondent may be called away during the interview or may not want to answer all the questions at the time you visit them. If an interview is incomplete for any reason other than a refusal, you should arrange an appointment to see the respondent again as soon as possible to obtain the missing

information. Be sure that you record that the interview is incomplete and indicate the time you agreed on for a revisit; you should also report the problem to your supervisor.

What if the respondent is incapacitated? There may be cases in which you cannot interview a person because they are too sick, because they are mentally unable to understand your questions, or because they are deaf, etc. In these cases, either schedule a time to return or contact your supervisor for instruction.

Note: in case of a one-member household who is incapacitated, that household will not be included in the sample.

What if you identify a household respondent in the midst of neighbors? You should try to isolate the person from the neighbors by telling them (the neighbors) that you will be visiting them in their own homes afterwards. This is to ensure confidentiality of the information given by the household.

SUMMARY INSTRUCTIONS OF INTERVIEWERS DUTIES

Get to know these summary instructions of the 'DOs' and 'DON'Ts' thoroughly. These are a review of topics already covered above; the repetition here is mainly to emphasize the importance of the instructions and help ensure that you recall them easily.

The 'DOs':

- (a)** Read this manual repeatedly to refresh your memory and refer to it whenever there is any doubt or difficulty.
- (b)** Become familiar with all the applications you must use, i.e the questionnaire, the manual and map.
- (c)** Be polite to all people.
- (d)** Make sure you first identify a household through probing. The household is identified within a housing unit.
- (e)** You must introduce yourself and explain to the respondent the reason for your visit before starting the interview.
- (f)** In case of translation, ask questions in a clear and simple manner and in exactly the same way to each respondent and in the same order they are presented in the questionnaire.
- (g)** Record the answers only as given by the respondent himself/herself, but in case of doubt, probe further.
- (h)** You must attend to all 'call-backs' (re-visits) as early as possible and you must be punctual in keeping all appointments made. At the end of every interview thank the household for their co-operation.
- (i)** Consult your Supervisor on any doubts or problems that may arise.
- (j)** Always handle the tablet carefully.

The 'DON'Ts'

- (a) Do not phrase questions in a manner likely to suggest answers.
- (b) Do not lead respondents to give you responses you want.
- (c) Do not leave any questions unanswered unless skip instructions specify so.
- (d) Do not allow any person to speak for the respondent, unless the respondent seeks assistance.
- (e) Do not allow any unauthorized person to accompany you or help you in filling the questionnaire.
- (f) Do not show the filled-in questionnaires to any unauthorized person. Remember this is an offence against confidentiality of information. This could lead to your prosecution.
- (g) You must not combine survey work with any canvassing for personal gain or topics not relevant to the survey e.g., political, church or any other organizations.

ADMINISTERING THE QUESTIONNAIRE

This Chapter presents detailed information on the questions contained in the household questionnaire.

Household Questionnaire

The purpose of the Household Questionnaire is to provide information on general characteristics of the population and their households, health, poverty, expenditure, etc.

Completing the Household Questionnaire

To complete the Household Questionnaire, you will need to find a knowledgeable respondent preferably the head of the household. Note that any adult member in the household capable of providing information can serve as the respondent. If an adult is not available, do **not** interview a young child; instead, go on to the next household, and visit the household later.

Generally, you will ask a single individual in the household for the information you will need to complete the household questionnaire. However, as appropriate, you may need to consult other members of the household for specific information.

Be sure to read the introductory statement exactly as it is written before asking a respondent to participate in a household or individual interview.

Hello!

My name is from the Zambia Statistics Agency (ZamStats). We are conducting the 2021 Living Conditions and Monitoring Survey (2021 LCMS) throughout Zambia. The survey will help government learn more about the welfare status. Over 9,000 households have been selected to participate in the survey. Your household is among the selected households in your community. All the information you will give will be strictly confidential and will be used for statistical purposes only, in line with the provision of the Statistics Act No.13 of 2018. Results from this survey will be used by the government to make informed decisions.

Assure the respondent that his or her participation in the survey is completely voluntary and that he or she can refuse to answer any questions or stop the interview at any point.

If the respondent refuses to give consent, refer to some of the strategies given above. If you are still unable to convince the respondent to participate, reach out to your supervisor for guidance.

1.6. Equipment and Materials

Each enumerator will be provided with the following:-

- | | |
|--------------------------------------|------------------------------|
| (a) Tablet for data collection; | (g) Stickers |
| (b) Mother/baby weight scales (SECA) | (h) Kitchen & Tubular Scales |
| (c) Power Bank | (i) Length/height boards |
| (d) A notebook | (j) Temporal IDs |
| (e) A E-map of your work area | (k) LCMS T-shirt |
| (f) A letter of introduction | (l) Back pack |

1.7. Organization of the Survey

1.7.1. Policy Level

The Zambia Statistics Agency is conducting a nationwide survey on behalf of the Government of the Republic of Zambia. The Interim Statistician General will coordinate the activities of the survey.

1.7.2. Data Collection

The Regional Statistician is the head of the operations in the province and is responsible for ensuring that the fieldwork is conducted in the required manner. He/she will be expected to make sure all the logistics for the field operations are in place. They will assist in the coordination of the survey.

The Master Trainer is responsible for the day-to-day running of the field exercise. This involves overseeing and monitoring of fieldwork. In addition, he/she is responsible for managing the team's equipment and funds.

The Supervisor will be responsible for the day-to-day operations of the survey during fieldwork. He/she will assist the enumerator in identifying their work areas; provide them with the list of selected households and replacements where necessary. He/she will also organize the work schedule and edit their work on a daily basis. He/she will be required to conduct interviews where the enumerator is indisposed. In addition, the supervisor will also make sure that the local community leaders including local authorities, chiefs, headmen, etc. are well informed about the survey.

1.8 LEGAL POWERS

The 2021 LCMS is being carried out under the provisions of the Statistics Act No. 13 of 2018 of the Laws of Zambia.

1.9. CONFIDENTIALITY OF INFORMATION

You and all other survey officials are required to take an Oath of Secrecy, in the presence of a Magistrate or a Commissioner of Oaths. If it is found that anyone has shown the survey information, or in any other way has disclosed the information contained on the tablet to any unauthorized person, he/she will be liable to prosecution under the Statistics Act No. 13 of 2018 of the Laws of the Republic of Zambia. In the course of your work, do not leave the survey materials (e.g. tablet) issued to you in any place where an unauthorized person may have access to them.

You should always keep in your mind that failure to comply with any of the instructions could jeopardize the survey. This could in turn lead to the termination of the contract between you and your employer (i.e. the Government), and even your possible prosecution in some cases. You and all other survey officials have taken or will be required to take an oath of secrecy in the presence of a magistrate or commissioner for oaths. If it is found that anyone has shown the survey documents or disclosed the information to unauthorized persons, that person will be prosecuted under the **Statistics Act Number 13 of 2018**.

1.10. Who should be enumerated

All people residing in Zambia, except foreign diplomats accredited to Zambia (i.e. only those attached to Embassies and High Commissions), are required by this Act to provide the necessary information. Zambians residing within ambassadors' and high commissioners' residences, e.g. workers, will have to be enumerated. The Zambia Statistics Agency will get permission from Ministry of Foreign Affairs to go into those residences and interview the Zambians.

Co-operation of the people is most important if the survey is to be a success. You must show great courtesy so that you can get the co-operation of the people. Sometimes you may come across some persons who may be reluctant to be enumerated. When every effort to persuade them to provide the necessary information has failed, and they persist in refusing to answer questions, then the matter should be reported to your Supervisor. Do not take the law into your own hands by threatening people with possible prosecution.

1.11. Excluded persons from the Survey

This survey will not list or enumerate persons living in hotels, motels, nurses' hostels, government hostels, prisons, boarding schools, colleges and universities, army camps, national service camps and other such institutionalised places if they do not cook separately. Diplomats accredited to Embassies and High Commissions will not be enumerated.

However, persons such as doctors, wardens, managers of hostels, police officers, etc. staying with or without their families within the premises of institutions in separate houses normally cooking separately, should be treated as private households and should be enumerated in the usual manner. Ordinary workers other than diplomats working in Embassies and High Commissions will also be enumerated. Others with diplomatic status working in the UN, World Bank, etc. should be enumerated. Also to be enumerated are persons or households, who live in institutionalised places such as hostels, lodges, etc., but cook separately. Examples are persons or households living in Highland House Hostel in Lusaka, such persons/households are to be enumerated.

Institutionalised persons will be excluded in this survey because they tend to distort the data needed for the survey. However, persons in places like boarding schools and hospitals who qualify to be usual members of a household, according to the definition, will be captured in their respective households.

1.12. The Enumeration Area

An Enumeration Area (EA) is a geographical area assigned to an enumerator for the purpose of data collection during a census or survey. It is the smallest work area that an enumerator is expected to cover. It is apportioned taking into account the workload that an enumerator is expected to cover.

As an enumerator, you will be assigned an enumeration area in which you will do the enumeration work for the survey. Your supervisor will assign you to this area with an e-map showing boundaries.

Your supervisor will take you around your enumeration area and instruct you with regard to the order in which you will carry out the enumeration. He/she will specify the order in which the localities or villages should be visited in the areas or the streets to be covered. In order for you to cover your area in an orderly manner, you must follow these instructions carefully.

Since the cooperation of the people is an essential factor in the success of the survey, your supervisor will introduce you to the local and traditional leaders and other influential persons in the area to solicit their cooperation.

Before interviewing a household, you are required to introduce yourself and the purpose of your visit in a polite manner. After every interview, you should thank the respondent(s) and remind them of your next visit.

Chapter 2: LISTING PROCEDURES

You are required to list **all** households residing in your assigned EA whether they are non-contacts, refusals, or partially responding households. However, only fully responding households will be assigned sampling serial numbers by your supervisor. Enumeration Areas (EAs) are geographically demarcated areas by ZamStats specifically for purposes of conducting censuses and surveys. They have in most cases clearly identifiable boundaries using land physical features such as roads, rivers, power lines, rail-lines, etc. The listing of households within the EA should be done in a serpentine/meandering manner. This means that you should proceed in order, like a snake in motion or a meandering river. In rural areas, the order could even be zig-zag. This order is meant to make sure that households of different characteristics within the EA have a fair chance of selection because households of similar characteristics tend to be located in the same part of the EA. Within your enumeration area you will give a unique serial number to each household as you continue to list. This number will run serially in each enumeration area. The number will be in four digits, starting with 0001, followed by 0002, 0003, and so on. No two households in your enumeration area will have the same number. This will be different from other types of numbers already existing, such as house number, plot number, stand number, flat number, etc. The idea is to make sure that all the households in your area have been covered.

This will also help you and your supervisor in checking on your progress.

Column (1) [Survey Building Number (SBN)]: All structure/buildings within the EA will be given an SBN. The SBN will be a 4-digit number beginning from 0001 to N, where N is the number given to the last building in the EA.

Column (2) [Residence Y/N]: Indicate whether the structure is used for residential purposes (eating and sleeping) by writing Y for “Yes”. In cases where a structure is used for commercial or other purposes, write N for “No”. Structures used both for residential and commercial purposes (for example, a combination of store and home) should be classified as residential (i.e. mark Y in column 2). Make sure to list any household unit found in a nonresidential structure (for example, a guard living inside a factory or in a church).

Column (3) [Housing Unit Number within a building (HUN)]: Identify how many housing units are in the building/structure. The housing unit number will be a 3-digit number ranging from 001 to M, where M is the last housing unit within a building.

Column (4) [Household Number within a housing unit]: This is the serial number assigned to each household found in a housing unit; there can be more than one household in a structure and/or housing unit. The first household in the housing unit will always have number “1”. If there is a second household in the structure, then this household should be recorded on the next line, a “2” is recorded in Column (4), and Columns (1) to (3) are repeated.

Household: A household is a group of persons who normally cook, eat and live together. These people may or may not be related by blood, but make common provision for food or other essentials for living and they have only one person whom they all regard as the head of household. Such people are called members of the household.

A household will thus include servants and farm-hands who normally live and eat with other members of the household. There are situations where people eat together and even sleep under one roof, but have different persons whom they regard as head. These should be considered as belonging to separate households. There can also be one member households where a person makes provisions for his/her own food or other essentials for living. Such a person is the head of his/her own household.

Each household will be given its own household number. Each household within a housing unit will be given a four-digit serial number 0001,0002,0003,0004, etc. When listing households in your EA, ensure that every building and structure in the EA is visited and find out whether or not there are people living there. This means that you will visit both residential and non-residential buildings such as school buildings, office buildings, shops, markets, streets, etc. This will ensure that you cover all households residing in the EA. And please note that not all households reside in conventional accommodation such as houses, traditional hut, flats (apartments), etc. Some households live in unconventional accommodation such as classrooms, shops, market stalls, street corridors, etc. These have to be listed and enumerated also, as long as they qualify to be households.

Housing Unit: For the purpose of this survey any structure which is inhabited by a household at the time of the survey will be treated as a housing unit.

A housing unit is an independent place of abode intended for habitation by one household. It should have direct access to the outside such that the occupants can come in and go out without passing through anybody else's premises. The housing unit should have at least one door which directly leads to the outside into the open or into a public corridor or hallway. Structures which are not intended for habitation such as garages and barns, classrooms etc., but are occupied as living quarters by one or more households at the time of the survey will also be treated as housing units. Although a housing unit is intended for habitation by one household it may be occupied at the time of enumeration by one or more households or it may even be vacant.

Shared Accommodation: If two or more persons share accommodation such as sharing one apartment or house or even non-residential accommodation such as a classroom, and share the cost of food and/or other items, they are to be considered as one household. But if they do not make common provisions for food they are to be considered as separate households.

Polygamous Households:

Example 1:

A man married to several wives each living with her children in separate houses or group of houses should be regarded as separate households if each wife cooks and eats meals separately. In this case, even if they sometimes eat together, the fact remains that the wives are running separate households. Therefore, treat them as different households. Assign the husband as head to only one wife - most senior wife.

Example 2:

A man married to several wives each living with her children in a separate house or group of houses should be regarded as one household if all those wives cook and eat together.

Column (5) Household Serial Number within an EA (HHN): All households within an EA will be given a serial number. Each household within EA will be given a four-digit serial number 0001,0002,0003,0004, etc. When listing households in your EA, ensure that every building and structure in the EA is visited and find out whether or not there are people living there. This means that you will visit both residential and non-residential buildings such as school buildings, office buildings, shops, markets, streets, etc. This will ensure that you cover all households residing in the EA. And please note that not all households reside in conventional accommodation such as houses, traditional hut, flats (apartments), etc. Some households live in unconventional accommodation such as classrooms, shops, market stalls, street corridors, etc. These have to be listed and enumerated also, as long as they qualify to be households.

Column (6) Name of locality or village: Record the street address of the structure. Where structures do not have visible street addresses (especially in rural areas), give the name of the locality or village name.

Column (7) [Name of Head of Household]: Write the name of the head of the household. There can only be one head per household. If no one is home or the household refuses to cooperate, ask neighbors for the name of the head of the household. If a name cannot be determined, leave this column blank. Note that it is not the name of the landlord or owner of the structure that is needed, but the name of the head of the household that lives there.

Head of Household: This will be the person all members of the household regard as the head. He/she is the one who normally makes day-to-day decisions governing the running of the household. In most cases this will be the husband/father in the household. But not in all cases. In cases of one member households, the member will be the head of the household. The head of the household can either be male or female.

Note that the main respondent will not necessarily be the head of the household. In many of the households you will visit, the head of household will also be the main respondent, that is, the one giving most of the information. But any knowledgeable member of the household can be a respondent. A respondent who is not the head of the household can answer the questions on behalf of the head of household if the head of the household is not there at the time of interview.

REMEMBER A PERSON DOES NOT BECOME THE HEAD OF A HOUSEHOLD SIMPLY BECAUSE HE/SHE IS THE MAIN RESPONDENT.

In cases of shared accommodation and the persons or families sharing have been classified by you as separate households you have to find out who the heads of the separate households are.

If they are classified as one household, take the oldest person as head if the household members themselves cannot identify or consider one person as being the head.

Column (8) [Sex of Head of Household]: Indicate the sex of the head of household by write 'M' for male or 'F' for female.

Column 9-11: NUMBER OF USUAL HOUSEHOLD MEMBERS

The LCMS uses the de jure ('usual') system of enumeration as opposed to de facto ('as of previous night') system.

Usual Member of Household: For the purposes of this survey a usual household member is one who has been continuously living with a household for at least six months. He/she may or may not be related to the other household members by blood or marriage, and may be a house helper or labourer. A usual household member normally lives together with other household members in one house or closely related premises and takes his/her meals from the same kitchen.

Newly married couples are to be regarded as usual members of the households even if one or both of them has been in the household for less than six months.

Newly born babies of usual members of a household should be included as usual members of that household.

Members of the household who are at boarding schools, colleges and universities or any other persons temporarily away from the household who normally live and eat there such as persons temporarily away for seasonal work, because of illness, attending funerals, giving birth, visiting relatives or friends have to be included in the list of usual members of the household. Any other persons who have spent at least six months with

the household have to be included as usual members of the household. Other persons such as servants and lodgers who are part of this household must be taken as usual members.

Usual members of the household who have been continuously living outside the household for more than six (6) months e.g. someone abroad for studies for more than six months should **not** be included as a member of the household.

Add up all the usual members of the household and write the total number in the column indicated 'Total'. Then find out how many of those usual members of the household are male and how many are female and record the answer in the appropriate columns. Be certain to include the head of the household, the aged, and babies in the number recorded. These tend to be left out.

Column 12: DID ANY MEMBER OF THIS HOUSEHOLD GROW OR ANYBODY GROW ON THEIR BEHALF ANY CROPS DURING THE 2019/20 AGRICULTURAL SEASON?

The 2019 /20 agricultural season refers to the period 1st October 2019 up to 30th September, 2020.

These activities should only be for those being done in Zambia. If the activities are done outside Zambia, do not record them here.

Crops include fruits, vegetables, and other crops such as maize, beans, groundnuts, seed cotton, and so on. Growing of fruits refers to organised orchards. To get area under fruit; record the size of the orchard/s.

Backyard/Kitchen/Dambo gardens are excluded from agricultural activity if they are mainly for household consumption. But if they are mainly for commercial purposes then include them.

For the purpose of this survey; both active involvement in the growing of own crops, and growing done by others but on the behalf of the listed household are to be included. The idea is to capture all the sources of income or livelihood of the household regardless of location or management of the source within Zambia. In other words, the household does not necessarily have to physically grow crops as long as the activities are accruing to them. The above qualifications refers also to ownership of livestock and poultry.

Questions 13-15: WHAT WAS THE TOTAL AREA UNDER CROP FOR ALL HOUSEHOLD MEMBERS COMBINED?

Record the total size of the cultivated area under crop for all members of the household and for all crops. Be sure to add areas where crops were actually grown and not where crops were intended to be grown but not actually grown. Also be certain to add up the total area where

crops were grown for this household even if they are managed by non-members of the household elsewhere.

The size of the area is to be recorded in one of the units indicated on the listing form depending on the units given by the respondent. Be sure to probe when respondent gives area in hectare. They may actually mean acre. Area may be reported in one or more of the given units by one household.

Ask respondent for the total area of all the fields. Add up the areas reported for all the fields for all the members of the household and record the total area in the boxes provided. It is very important to get the correct amount of total area under crop as this will be used also for sampling purposes. Begin by asking respondent if there are any members of the household who carried out some agricultural activities whether by themselves or done by other people on their behalf. Then ask the respondent to give you the total land area under crop, field by field, and for each household member, whether managed by them or not. Then add this up and they will constitute the total area under crop for that household.

If a household is managing a farm or growing crops on behalf of other households - exclude these activities.

Column 16: DOES ANY MEMBER OF THE HOUSEHOLD OWN ANY LIVESTOCK NOW?

Ownership refers to all livestock owned by all members of the household regardless of where they are raised. That means include livestock owned by the household but are raised by somebody else other than the member of the household. Exclude livestock which the household raises on behalf of others. Record the number owned as at survey date.

Column 17-23: WHAT IS THE TOTAL NUMBER OF LIVESTOCK OWNED NOW?

Beef Cattle: Record the total number of cattle owned by the household which are raised specifically for beef. This does not include traditional cattle even if they are sold once in a while for beef. If a household owns only traditional cattle and/or dairy cattle enter a zero in this column.

Dairy Cattle: Record the total number of cattle owned by the household which are raised specifically for milk production. This also does not include traditional cattle even if they produce milk. Enter a zero if none are owned.

Other Cattle: Record the total number of any other cattle owned by the household other than beef or dairy.

Goats and Sheep: Record the total number of goats and sheep of any kind owned by the household.

Pigs:

Exotic Pigs: Record the total number of pigs other than traditional, owned by the household. Exotic pigs are usually raised for commercial purposes for meat and pork products such as polony and sausages.

Other Pigs: Record the total number of any other pigs other than exotic pigs owned by the household.

Question 24: DOES ANY MEMBER OF THIS HOUSEHOLD OWN ANY POULTRY?

Ownership refers to all poultry owned by all members of the household regardless of where they are raised. That means include poultry owned by the household but are raised by somebody else other than the member of the household.

Column 25-30: HOW MANY HAVE BEEN RAISED (OWNED) BY THE HOUSEHOLD IN THE LAST TWELVE MONTHS (ACCUMULATED)

HYBRID CHICKENS

Broilers: Record the total number of broilers (chickens raised for meat), owned by the household, accumulative over the 12 months prior to the survey. That is, add up the total number of broilers raised by the household or raised on their behalf in the twelve months period prior to the survey.

Layers: Record the total number of layers (chickens raised for eggs for sale), owned by the household, accumulative over the 12 months period prior to the survey. That is, add up the total number of layers raised by the household or raised on their behalf in the twelve months period prior to the survey.

Parent Stock of Poultry: These are special type of chickens used for breeding purposes and are produced under very sophisticated conditions. Record number raised by the household on an accumulative basis during the 12 months period prior to the survey.

OTHER CHICKENS: Record the total number of chicken other than broilers and layers owned by the household accumulative during the 12 months period prior to the survey.

OTHER POULTRY: Refers to other poultry other than chicken such as quails, ducks, guinea fowls, geese, turkeys, pigeons, and rabbits. Record the total number of any such other

poultry owned by the household accumulative during the 12 months period prior to the survey.

Column 31: DOES ANY MEMBER OF THIS HOUSEHOLD OR ANYBODY ON THEIR BEHALF DO SOME FISH FARMING?

Fish farming refers to the breeding of fish and not catching of fish. It refers to a situation where the household has dug out ponds and rears fish in them for consumption and/or sale.

Column 32: HOW MANY FISH PONDS/CAGES/TANKS ARE OWNED BY THE HOUSEHOLD IN TOTAL?

Indicate how many fish ponds/cages/tanks are owned by the household

Stickers

In order to identify the household in a structure a sticker should be pasted on top of the main door of each structure after the household has been listed. This means that stickers should be pasted on all buildings/structures. This sticker will be marked with province name and code, district name and code, CSA number, EA number and household number (HHN).

For buildings with more than one household, each household in the building should have a sticker.

If there are several households living in one building with one main entrance - you can indicate the range of household numbers on the main door, e.g. and then paste 0010-0015 individual stickers inside the building on the main door of each household.

Non-residential buildings with no households living in them, should also have stickers pasted on them and province, district, CSA and EA identification particulars written on them but the household number should be zeros.

Residential buildings with no household living in them will also have province, district, CSA and EA identification particulars written on them but the household number should be zeros.

Stickers

The sticker for LCMS VIII looks like this:

2021 LIVING CONDITIONS MONITORING SURVEY



CLUSTER NO.....	<input type="text"/> <input type="text"/> <input type="text"/>	REGION	<input type="text"/>
		Rural = 1 Urban = 2.....	<input type="text"/>
PROVINCE	<input type="text"/> <input type="text"/>	CSA.....	<input type="text"/> <input type="text"/>
DISTRICT.....	<input type="text"/> <input type="text"/> <input type="text"/>	EA.....	<input type="text"/>
CONSTITUENCY	<input type="text"/> <input type="text"/> <input type="text"/>	SBN.....	<input type="text"/> <input type="text"/> <input type="text"/>
WARD	<input type="text"/> <input type="text"/>	HUN.....	<input type="text"/> <input type="text"/>
DATE/...../2021	HHN.....	<input type="text"/>

STRATIFICATION OF HOUSEHOLDS IN RURAL EAs

In the listing form information on whether a household engages in agriculture or not will be collected. For agricultural households information will be collected on total area under crop, number of livestock owned by type and number of poultry owned by type.

Based on the above information, rural households will be stratified into the 4 strata as mentioned above.

Small-Scale Agricultural Households must satisfy the following criteria:-

(i) Area criterion:

- Total area under crops of less than 5 hectares.

(ii) Livestock criterion:

- If they own dairy cows they should be less than 5 in number.
- Does not own any beef cattle.

- Does not own any exotic pigs.
- Less than 50 traditional cattle
- Less than 30 local pigs
- Less than 20 goats
- Less than 20 Sheep

(iii) Poultry criterion:

- Does not own any broilers, and has not raised any in the last 12 months prior to the survey.
- Does not own any layers, and has not raised any in the last 12 months prior to the survey.
- Less than 50 traditional chickens

Medium Scale Agricultural Households must satisfy the following criteria:-

(i) Area criterion:

- Total area under crops has to be between 5 and less than 20 hectares.

(ii) Livestock criterion:

- If they own dairy cattle, they should be between 5 and 20 in number, 5 and 20 included.
- If they own beef cattle, the number should be less than or equal to 50.
- If they own exotic pigs, the number should be less than 10.
- 50 or traditional Cattle
- 30 or more local pigs
- 20 or more goats
- 20 or more Sheep

(iii) Poultry criterion:

- If they own broilers, they should have raised less than 6,000 broilers in the 12 months prior to the survey (cumulatively).
- If they own layers, they should have raised less than 1,000 layers in the 12 months prior to the survey (cumulatively).
 - 50 or more traditional chickens

Large scale agricultural households should satisfy the following criteria:-

(i) Area criterion:

- If engaged in crop growing, they should have a cropped area of 20 hectares or more.

(ii) Livestock criterion:

- If dairy cows are owned, the number should be more than 20.
- If they own beef cattle, the number should be more than 50.
- If they own exotic pigs, the number should be at least 10.

(iii) Poultry criterion:

- If they own broilers, the number raised in the twelve months period prior to the survey should be at least 6,000.
- If they own layers, the number raised in the twelve months period prior to the survey should be at least 1,000.
- If they produce any poultry parent stock, regardless of number

Non-agricultural households are any households that are not engaged in any agricultural activities, that is, the households neither grow Crops, own poultry, own livestock nor engage in any fish-farming.

SUMMARY OF RURAL HOUSEHOLDS CLASSIFICATION:

Criterion	Stratum			
	Small Scale Farmers	Medium Scale Farmers	Large Scale Farmers	Non-Agricultural Households
Area under crop	Less than 5 hectares	5 – 19.9 hectares	20 hectares or more	None
Livestock		50 and over	Not used	None
Traditional Cattle	Less than 50	5 – 20 (inclusive)	More than 20	None
Dairy cows	Less than 5	50 or less	More than 50	None
Beef cattle	None	Less than 10	10 or more	None
Exotic pigs	None	20 or more	Not Used	None
Other pigs	Less than 20	30 or more	Not used	None
Goat	Less than 30	30 or more	Not used	None
Sheep	Less than 30			
Poultry				
Broilers				
Layers	None	Less than 6,000.	6,000 or more	None
Parent stock of	None	Less than 1,000	1,000 or more	None
Traditional chickens	None	None	Any number	None
Other Poultry	Less than 50	More than 50	Not used	None
	Any number	Not used	Not used	None

Illustration of the possible Sample Distributions

SITUATION	SS	MS	NA	SS	MS	NA
I.	51	22	15	9	7	4
II.	70	22	2	10	8	2
III.	100	14	1	10	9	1
IV.	102	12	0	11	9	0
V.	111	7	0	13	7	0
VI.	89	0	0	20	0	0

On the sample sheet below, 10 households are listed. The list includes both agricultural and non-agricultural households. The type of agricultural activity each listed household is engaged in, has been shown for those engaged in agricultural activities. Using the described

classification procedure, each of the 10 households has been allocated a sampling serial number according to the appropriate farm category, i.e. small, medium, large-scale and nonagricultural

Note: if a household does not qualify based on area but they are keeping traditional chickens, pigs or cattle, then that household should belong to small scale

EXAMPLE 1:

Household number	Area under crop	Livestock						Poultry						Sampling Serial Number			
		Cattle			Goats	Sheep	Exotic pigs	Broilers	Layers	Parent stock of poultry	Other Chickens	Ducks and Geese	Other Poultry (Rabbits, Guinea Fowls, Turkeys Pigeons, etc)	SS	MS	LS	NG
		Beef	Dairy	Other													
Column	12-14	16	17	18	19	20	21	24	25	26	27	28	29	33	34	35	36
0001	5 acres		6					10							1		
0002	1 lima, 1 acre								1500							1	
0003	20 ha								100				900			2	
0004	1 ha			70			25						28			3	
0005	5 lima, 1ha			190									50	1			
0006	2 lima							40							2		
0007	non-agric hh																1
0008	4ha, 3 acres						10	1000								4	
0009	9ha, 5 acres			50			20	400								5	
0010	3 acres		6												3		

Note:

A household should be stratified according to the highest values on the classification criterion. For example, a household could pass as small-scale on the area criterion yet be medium-scale on the livestock criterion.

Such a household should be stratified on the higher scale of medium scale farmers.

Area under crops should all be converted into hectares and added together for a particular household to help with identifying the scale of farming.

- SS = Small Scale Farmers
- MS = Medium Scale Farmers
- LS = Large Scale Farmers
- NA = Non-Agricultural households

EXAMPLE 2:

Household Number	Area under crop	Livestock						Poultry						Sampling Serial Number			
		Cattle			Goats	Sheep	Exotic pigs	Broilers	Layers	Parent stock of poultry	Other chickens	Ducks and Geese	Other poultry (rabbits, guinea fowls, turkeys pigeons, etc)	SS	MS	LS	NG
		Bee f	Dairy	Other													
Column	12-14	16	17	18	19	20	21	24	25	26	27	28	29	33	34	35	36
0100	1ha, 5 acres, 1lima			100		10	5	6000									

This household is to be classified as follows:

(i) Area under crop: -

The household has 1ha + 5 acres + 1 lima. This equals 1 ha + 2 ha + 0.25 ha = 3.275 ha using the following conversion rule:

1 lima = 0.25 hectares

4 limas = 1 hectare

1 acre = 0.405 hectares

2.5 acres = 1 hectare

Conclusion: 3.25 ha is less than 5 ha = small-scale agricultural household.

(ii) Livestock: -

- The household has only 'other cattle'. This implies small scale farming.
- Sheep is not used as a classification criteria.
- The number of exotic pigs equals medium scale farming.

Conclusion: The household has exotic pigs, but the number is less than 10 = Medium sized agricultural household.

(iii) Poultry criterion: -

- The household has owned and raised 6,000 broilers in the 12 months prior to the survey.

Conclusion: 6 000 broilers = Large scale agricultural household.

Overall classification:

- Area under crop = small scale
- Livestock = medium scale
- Poultry = large scale

Conclusion: This household is to be stratified as a large-scale agricultural household.

If a household only engages in game ranching, they should not be classified as an agricultural household but as non-agricultural.

Selection of Households

The 2021 survey will employ a two-stage stratified cluster sample design. During the first stage, 420 EAs will be selected with Probability Proportional to Estimated Size (PPES) within the respective strata. The measure of size to be used is population figures taken from the frame developed from the 2010 Census of Population and Housing. During the survey, listing of all the households in the selected EAs will be done before a sample of households to be interviewed is drawn. In the case of rural EAs, households will be listed and stratified according to the scale of their agricultural activity. There are four explicit strata created at the second sampling stage in each rural EA: the Small-Scale Agricultural Stratum (SS), the Medium Scale Agricultural Stratum (MS), the Large-Scale Agricultural Stratum (LS) and the Non-Agricultural Stratum (NA). For the purposes of the survey, 9, 7 and 4 households will be selected from the SS, MS and NA, respectively. All large-scale households will be included in the 2021 LCMS. **In each rural EA, a minimum of 20 households will be selected in the absence of large-scale agricultural households, while 25 households in each urban EA will be selected.**

Sample Household Selection in rural clusters (EAs)

The total sample size in each EA is 20 households excluding large scale agriculture households. Where all the 3 categories have adequate numbers of households listed, the sample household's distribution will be, SS–9, MS–7 and NA– 4. In cases where there are shortfalls in category NA, include all households in this category and allocate the difference from 20 equally to categories MS and SS. if the differences from 20 cannot be equally allocated to the two categories, allocate category MS one (1) more sample household than category SS. Where there is no household in category NA, allocate 11 sample households to category MS, and 9 to category SS. Where there is no household in category NA and less than 7 in category MS, include in the sample all those in MS and increase the allocation in category SS to make up for the shortfall from the required number of 20 sample households. Where all households in an EA fall in category SS, select all the required 20 sample households from that category. PLEASE NOTE THAT ALL LARGE-SCALE AGRICULTURAL HOUSEHOLDS WILL BE TAKEN ON A HUNDRED PERCENT BASIS. It is even possible to have more than 25 households canvassed in rural EAs.

Illustration of the possible Sample Distributions

SITUATION	HOUSEHOLDS LISTED			HOUSEHOLDS SELECTED		
	SS	MS	NA	SS	MS	NA
I.	51	22	15	9	7	4
II.	70	22	2	10	8	2
III.	100	14	1	10	9	1
IV.	102	12	0	11	9	0
V.	111	7	0	13	7	0
VI.	89	0	0	20	0	0
VII.	0	150	0	0	20	0
VIII.	50	0	50	16	0	4

CHAPTER 3: ENUMERATION

3.0 HOW TO CONDUCT A GOOD INTERVIEW

While good interviewing is an art, certain basic principles apply to every successful enumerator. Here we introduce you to some guidelines on building personal rapport with respondents and conducting a successful interview. A comfortable relationship between the Enumerator and the respondent is the foundation for good interviewing. The respondents' impression of you will largely determine the atmosphere for the whole interview. If you seem uninterested, bored or hostile the respondent will most probably act in a similar way. People tend to react favourably if they think the interviewer is someone with whom they will enjoy speaking.

3.1. BUILDING A GOOD RAPPORT

As an enumerator, a good respondent rapport based on trust and consent is what convinces total strangers to provide you with intimate details of their lives. This trust is why you have been given documentation of your role as a survey enumerator and a survey apron to show that you are who you say you are.

In order to build good rapport with respondents, you should:

Make a good first impression - When you arrive at the household, do your best to make the respondent feel at ease. With a few well-chosen words, you can put the respondent in the right frame of mind for the interview. Open the interview with a smile and greeting such as "good afternoon" and then proceed with your introduction.

Obtain respondent's consent to be interviewed - Start the interview by introducing yourself and informing the household the purpose of your visit.

Special consent statements are included at the beginning of the Questionnaire. The statements explain the purpose of the survey (see Section 6.1 for additional details on the consent statement).

Always have a positive approach - Do not adopt an apologetic manner, do not use words such as "Are you too busy?" Such questions invite refusal before you start.

Assure confidentiality of responses - If the respondent is hesitant about responding to the interview or asks what the data will be used for, explain that the information you collect will remain confidential, no individual names will be used for any purpose, and all information will be grouped together. To maintain this trust, you should never mention other interviews or show completed questionnaires to the supervisor in front of a respondent or any other person.

Answer any questions from the respondent frankly - Before agreeing to be interviewed, the respondent may ask you some questions about the survey. Be direct and pleasant when you answer.

If the respondent for the household questionnaire asks how long the interview will take, tell the respondent that the interview usually takes **about 36 minutes**. Respondents may ask questions or want to talk further about the topics you bring up during the interview. It is important not to interrupt the flow of the

interview so tell them that you will be happy to answer their questions or to talk further after the interview.

Interview the respondent alone - The presence of a third person during an interview can prevent you from getting frank, honest answers from a respondent. It is, therefore, very important that the interview be conducted privately and that all questions be answered by the respondent.

If other people are present, explain to the respondent that some of the questions are private and ask to interview the person in the best place for talking alone. Sometimes asking for privacy will make others more curious, so they will want to listen; you will have to be creative. Establishing privacy from the beginning will allow the respondent to be more attentive to your questions. If it is impossible to get privacy, you may have to carry out the interview with the other people present. However, in such circumstances, try to separate yourself and the respondent from the others as much as possible.

3.2 TIPS FOR GETTING ACCURATE INFORMATION

Be neutral throughout the interview - Most people are polite and will tend to give answers that they think you want to hear. It is therefore very important that you remain absolutely neutral as you ask the questions. Never, either by the expression on your face or by the tone of your voice, allow the respondent to think that he/she has given the "right" or "wrong" answer to the question. Never appear to approve or disapprove of any of the respondent's replies.

Never suggest answers to the respondent - If a respondent's answer is not relevant to a question, do not prompt him/her by saying something like "I suppose you mean that. . . Is that right?" In many cases, he/she will agree with your interpretation of his/her answer, even when that is not what he/she meant. Rather, you should probe in such a manner that the respondent himself/herself comes up with the relevant answer. You should never read out the list of coded answers to the respondent, even if he/she has trouble answering.

Do not change the wording or sequence of questions - The wording of the questions and their sequence in the questionnaire must be maintained. If the respondent has not understood the question, you should repeat the question slowly and clearly. If there is still a problem, you may reword the question, being careful not to alter the meaning of the original question. Provide only the minimum information required to get an appropriate response.

Handle hesitant respondents tactfully - There will be situations where the respondent simply says, "I don't know," gives an irrelevant answer, acts very bored or detached, or contradicts something they have already said. In these cases, you must try to re-interest them in the conversation. For example, if you sense that they are shy or afraid, try to remove their shyness or fear before asking the next question. Spend a few moments talking about things unrelated to the interview (for example, their town or village, the weather, their daily activities, etc.).

If the respondent is giving irrelevant or elaborate answers, do not stop them abruptly or rudely, but listen to what they have to say. Then try to steer them gently back to the original question. A good atmosphere must be maintained

throughout the interview. The best atmosphere for an interview is one in which the respondent sees the interviewer as a friendly, sympathetic, and responsive person who does not intimidate them and to whom they can say anything without feeling shy or embarrassed. As indicated earlier, a major problem in gaining the respondent's confidence may be one of privacy. This problem can be prevented if you are able to obtain a private area in which to conduct the interview.

If the respondent is reluctant or unwilling to answer a question, explain once again that the same question is being asked of women or men all over Zambia and that the answers will all be merged together. If the respondent is still reluctant, in CAPI, you will select 'Refused' in the CAPI application (See Section 6.4 for detailed instructions on this portion of the CAPI data entry application) and seek further guidance from your supervisor. Remember, the respondent cannot be forced to give an answer.

Do not make assumptions - You must not assume the ability and knowledge of the respondent. For example, do not assume people from rural areas or those who are less educated or illiterate do not know about some complicated topics.

Do not hurry the interview - Ask the questions slowly to ensure the respondent understands what is being asked. After you have asked a question, pause and give the respondent time to think. If the respondent feels hurried or is not allowed to formulate their own opinion, they may respond with "I don't know" or give an inaccurate answer. If you feel the respondent is answering without thinking just to speed up the interview, say to the respondent, "There is no hurry. Your opinion is very important, so consider your answers carefully."

Language of the Interview - We have arranged our enumerator hiring in such a way that you will be working in an area in which your languages are spoken, so there should be few cases in which respondents do not speak your language. In such cases you might be able to find another language that both of you speak and you will be able to conduct the interview in that language. However, in some cases, it will not be possible for you to find a language which both you and the respondent speak. In this case, try to find out what languages the respondent does speak. Then, tell your supervisor so that he or she can arrange for a person to conduct the interview who speaks that language.

Do not use interpreters since this not only jeopardizes the quality of the interview but also will mean that the interview will take more time to conduct. However, if the respondent does not speak a language which any of your team members speak, talk to your supervisor for guidance.

We will be practicing interviews in the local languages during training.

However, there may be times when you will have to rephrase the wording of the questions to make the respondent understand. It is very important not to change the meaning of the question when you rephrase it or interpret it into another language.

3.3 PROBING TECHNIQUES

Probing is the technique you will have to employ in order to obtain a complete and relevant answer from the respondent if they are giving vague, incomplete, or unhelpful answers. There are a number of reasons why respondents sometimes do not answer questions adequately.

In everyday social conversation, people normally speak in vague and loose terms. Therefore, it is understandable that respondents may at first answer questions in a way which is not clear or specific. It is essential, however, to encourage respondents to express themselves more precisely and in more specific terms. Respondents may not understand the meaning of the question and could provide a response without necessarily answering the question. It is easy to be misled by a respondent who is talkative and gives a full and detailed response that is irrelevant. In most cases, respondents give an irrelevant answer because they have missed an important word or phrase in the question.

Probing, therefore, has two major functions:

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

Probing must be done without antagonizing the respondent. Respondents must not be made to feel that you are probing because their answer is incorrect or unacceptable. The kind of probe to use must be adapted to the particular respondent and the particular answer given. There are some general types of probes that are frequently used but it is important to avoid getting into the habit of using the same probe. Instead, you must seek to understand what the intention of each question is, so that you will always know in what way a particular answer falls short of being satisfactory. The probe then should be devised to meet this gap. This will require you to be tactful. It is very important to use neutral probes, that is, you must not imply to the respondent that you expect a particular answer or that you are dissatisfied with an answer. The reason for probing is to motivate the respondent to answer more fully or more precisely without introducing biasness. Bias is the distortion of responses caused by the Interviewer's favouring of one answer over another.

Example: What was [Name] mainly suffering from?

Answer: malaria and diarrahera.

Poor probe: Oh, you mean malaria? This will push the respondent into saying, „Yes they suffered from malaria“.

Proper probe: Which one of the two was [NAME] mainly suffering from?

Some respondents have difficulties in putting their thoughts into words; others may give unclear or incomplete answers; still others may be reluctant to give you certain information. In dealing with such cases, use procedures which encourage and clarify answers. The following kinds of probes may help you obtain more accurate responses.

Repeat the Question - When the respondent does not seem to understand the question, or when he/she misinterprets it, or seems unable to make up his/her

mind, or when he/she strays from the subject, the most useful technique is to repeat the question just as it was asked the first time.

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

Repeating the Respondent's Reply - Simply repeating what the respondent has said as soon as he/she has stopped is often an excellent probe. **Neutral**

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

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

These probes indicate that the Enumerator is interested and they make a direct request for more information. Occasionally, a respondent will give an "I don't know" answer. This can mean a number of things. For instance:-

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

Try to decide which one of the above is the case. Do not immediately settle for an "I don't know" reply. If you remain silent, but expectant, the respondent will usually think of something to say. Silence and waiting are frequently your best probe for an "I don't know" answer. You will also find that other useful probes are: "Well, what do you think?" or "I just want your own ideas on that".

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

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

3.4 CONTROLLING THE INTERVIEW

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

In some cases, the respondent may start to provide information about some topic which is covered at a later stage during the same interview. Again, you must control the interview by telling the respondent that you must ask other questions first and that he/she should wait until later to provide information on that particular topic.

3.5 ENDING THE INTERVIEW

After all the questions have been asked, thank the respondent and mention that their co-operation has been most helpful in providing information for the survey. Also inform the respondent that you will return to update the information if necessary.

3.6. Questionnaire Construction Conventions: -

There were general rules that were used in constructing the questionnaire. It is important to understand these rules before you carry out your duties.

- For most questions a fixed number of categories and a box for codes are given. The appropriate answer category should be put in the registration box as shown below: -

Example 1

Question 5 (Section 1) Is..... male or female?

If the answer is Male, a 1 will be recorded in the answer box as below: -

CODE	
MALE.....1	<input type="text" value="1"/>
FEMALE2	

- The questions that you should ask the respondent are written in small letters, while instructions to you are written in capital letters. In addition, whenever you find a shaded area, this will contain an instruction to you. This is done to make it easier for you to distinguish between the actual questions and other information in the questionnaire. Answer categories written in small letters should be read out while those in capital letters should not be read out.

- **Skip instructions:** >> after an answer category means one should skip to the question or section indicated after the skip sign.

Example 2

Question 1: (Section 3) Has ... been sick or injured during the last two weeks?

YES SICK.....1	2	CODE
YES INJURED.....2 >> Q3		
YES BOTH.....3	}	
NO.....4		
DON'T KNOW.....5		Q9

In this example if the person has not been sick or injured in the last two weeks you should record the answer category 4 or 5 and then skip to the Q9.

3.7. Some Important Concepts and Definitions

There are some basic concepts that you will need to understand in order to carry out your duties as required. They are concepts that you will be using everyday of your work period. Take some time to understand them carefully as any misinterpretation may completely derail the meaning of the survey.

Household and Household Number (HHN): The LCMS VIII is a household-based survey. This means the household is the basic unit of analysis and interest. You have to have a deep understanding of the meaning of the household

Household: A household is a group of persons who normally cook, eat and live together. These people may or may not be related by blood, but make common provision for food or other essentials for Living and they have only one person whom they all regard as the head of the household. Such people are called members of the household.

A household will thus include servants and farm hands who normally live and eat with other members of the household. There are situations where people eat together and even sleep under one roof, but have different persons whom they regard as head. These should be considered as belonging to separate households. There can also be one-member households where a person makes provisions for his/her own food or other essentials for Living. Such a person is the head of his/her own household

Each household will be given its own household number. Each household within a housing unit will be given a four-digit serial number 0001, 0002, 0003, 0004, etc. When listing households in your EA, ensure that every building and structure in the EA is visited and find out whether there are people living there. This means that you will visit both residential and non-residential buildings such as school buildings, office buildings, shops, markets, streets, etc. This will ensure that you cover all households residing in the EA. In addition, please note that not all households reside in conventional accommodation such as houses, traditional hut, flats (apartments), etc. Some households live in stalls, street corridors, etc. These have to be listed and enumerated as long as they qualify to be households.

Housing Unit: A housing unit is an independent place of abode intended for habitation by one household. It should have direct access to the outside such that the occupants can come in and go out without passing through anybody else's premises. The housing unit should have at least one door, which directly leads to the outside in to the open or into public corridor or hallway. Structures, which are not intended for habitation such as garages, barns, classrooms, etc. but are occupied as living quarters by one or more households at the time of the survey will also be treated as housing units. Although one housing unit is intended for habitation by one household it may be occupied at the time of enumeration by one or more households or it may even be vacant.

Shared Accommodation: If two or more persons share accommodation such as sharing one apartment or house or even non-residential accommodation such as a classroom, and share the cost of food and/or other items, they are to be considered as one household. However, if they do not make common provisions for food they are to be considered as separate households.

Polygamous Households

Example 1:

A man married to several wives each living with her children in separate houses or group of houses should be regarded as separate households if each wife cooks and eats meals separately. In this case, even if they sometimes eat together, the fact remains that the wives are running separate households. Therefore, treat them as different households. Assign the husband as head to most senior wife.

Example 2:

A man married to several wives each living with her children in a separate house or group of houses should be regarded as one household if all those wives cook and eat together.

Head of Household

This will be the person all members of the household regard as the head. He/she is the one who normally makes day-to-day decisions governing the running of the household. In most cases, this will be the husband/father in the household, however, not in all cases. In cases of one-member households, the member will be the head of the household. The head of the household can be either male or female.

Note that the main respondent will not necessarily be the head of the household. In many of the households you will visit, the head of the household will also be the main respondent, that is, the one giving most of the information. But any knowledgeable member of the household can be a respondent. A respondent, who is not the head of the household if the head of the household is not there at the time of interview, should not be regarded as the head. **REMEMBER A PERSON DOES NOT BECOME THE HEAD OF THE HOUSEHOLD SIMPLY BECAUSE HE/SHE IS THE MAIN RESPONDENT.**

In cases of shared accommodation and the person or persons you have classified sharing as separate households you have to find out who the heads of the separate households are. If they are classified as one household, take the oldest person as head if the household members themselves cannot identify or consider one person as being the head.

Usual Member of the Household: For the purposes of this survey, a usual household member is one who has been continuously living with the household for at least six months. He/she may or may not be related to the other household members by blood or marriage, and may be a house helper or labourer. A usual household member normally lives together with other household members in one house or closely related premises and takes his/her meals from the same kitchen.

Newly married couples are to be regarded as usual members of the households even if one or both of them have been in the household for less than six months.

Newly born babies of usual members of the household should be included as usual members of that household. Members of the household who are at boarding schools, colleges and universities within Zambia have to be included in the list of usual members of the household. Any other person temporarily away from the household who normally live and eat there such as persons temporarily away for seasonal work, because of illness, attending funerals, giving birth, Visiting relatives and friends have to be included in the list of usual members of the household. Other persons such as servants and lodgers who are part of this household must be taken as usual members.

Usual members of the household who have been continuously Living outside the household for more than six months should not be included as a member of the household.

Add up all the usual members of the household and write the total number in the column indicated 'Total'. Then find out how many of those usual members of the household are male and how many are female and record the answer in the appropriate columns. Be certain to include the head of the household, the aged, and babies in the number recorded. These tend to be left out.

CHAPTER 4: THE QUESTIONNAIRE

4.0. Introduction

The questionnaire is divided into two parts and will be used to collect detailed data on the household and all individual members of the household.

Part I of the questionnaire is preferably to be administered to the **head of household**. If that cannot be done, another adult **knowledgeable** person may be interviewed. Some portions of the questionnaire however, will need to be answered by individual persons. Below are the topics covered in the questionnaire and the preferred respondents:

The main questionnaire is divided into 15 sections as follows: -

<u>SECTION</u>	<u>TOPIC</u>	<u>PREFERRED RESPONDENT</u>
1	Household roster	Head or Spouse
2	Marital status & Orphan hood	Head or Spouse
3	Health	Individual level
4	Education	Individual level
5	Economic Activities	Individual level
6	Household Income	Individual level
7	Household assets	Head or Spouse
8	Household Amenities and Housing Conditions	Head or Spouse
9	Household Access to facilities	Head or Spouse
10	Agricultural Production	Head or Spouse
11	Household Expenditure	Head or Spouse/person who makes most of the h/hold purchases
12	Developmental Issues	Head or Spouse
13	Child Health and Nutrition	Mother of Child or Female Guardian

14	Self-assessed poverty, Shocks to household welfare and coping strategies	Head or Spouse
15	Deaths in the Household	Head or Spouse

The above mentioned are preferred respondents for the various parts of the questionnaire but if the preferred respondents are not available - you have to find out when they are usually at home so that you interview them, or if it is still not possible, you interview some other knowledgeable person/s in the household. This will entail you to make more than one visit to a household in order to collect all the information required from the household members. It is, in fact, better to pay several visits to a household and collect correct information rather than to collect incomplete or inaccurate information in one single visit from a member of household who does not have all the information. Make appointments for re-visits and ensure that you keep to the appointed times with the households while you continue enumerating other households.

HOW TO COMPLETE THE QUESTIONNAIRES

HOUSEHOLD IDENTIFICATION PARTICULARS

Geographic Identifiers (GeoID)

A GEO-ID represents the EA's geographic frame and administrative hierarchy of the country. Zambia census codes are comprised of 13 digits: the first 2 digits refer to province, the next 2 digits refer to district, the next 3 digits refer to constituency, the next 2 digits refer to ward, the next digit refers to region (rural=1, urban=2), and the last 3 digits refers to enumeration area. Census codes are used for identification purposes when labeling structures with stickers and filling in information within the forms and maps application of the tablet. Each enumeration area will have a unique ID.

GPS Co-ordinates

This is the latitude and longitude of the housing unit, with the sampled household.

Cluster Number

A cluster number is a number assigned to an EA to uniquely identify the selected Enumeration Area. It provides a simpler and shorter means of identifying selected EAs. Cluster is sometimes used interchangeably with EA as they both refer to the smallest unit of the geographic identifiers except EA on it's own cannot communicate what the higher level identifiers it falls in and so all other particulars from Province to Region should be mentioned as well.

1. Province

Zambia has 10 provinces: Central, Copperbelt, Eastern, Luapula, Lusaka, Muchinga, Northern, North-Western, Southern and Western coded from 01 to 10 respectively.

2. District

Provinces have different numbers of districts. Each district is coded by prefixing the province code followed by a serial numbering of the districts in alphabetical order.

E.g. The first listed (01) district when ordered alphabetically in Central province (01) is Chibombo and therefore bears code 0101.

3. Constituency

The constituency is the lower administrative boundary after the district. This is a political delineation of a given district. The map you shall use will indicate the constituency you are working in. Constituencies are serially numbered across the country. There are 156 constituencies in Zambia.

4. Ward

This is a lowest political delineation of an area. There may be more than one locality in one ward. The map you shall use will indicate the ward you are working in. The codes for the ward will be pre-entered on the tablet or will be found on the field e-maps.

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5. Census Supervisory Area

A CSA is a grouping of EA's for ease of supervision during census enumeration. Two to four EA's form a CSA in rural areas while two to six EA's make up a CSA in urban areas. These are designed to be supervised by one person during the census but used as part of the identification particulars in a survey.

6. Enumeration Area (EA)

An enumeration area is a well delineated statistical unit with a prescribed population size and in which census enumeration is to be carried out by a single enumerator. For the purposes of the LCMS, a team will be allocated a number of EAs.

7. Region: Rural or Urban

The region indicates the location of the EA whether it is in an urban area or rural area. Code 1 represents rural while code 2 represents urban area. This will also be pre entered using CAPI

8. Stratum

In case of rural areas, the relevant stratum from the listing form should be entered here. In the case of urban areas, the information on low cost, medium cost and high cost is pre entered using CAPI.

9. Household Number (HHN)

Household numbers are assigned serially in the EA from 0001 to N to all the listed households. The 'N' indicates the total number of households listed in the EA. This household number is also indicated on the sticker and is used to identify the household when the enumerator goes back to the household for enumeration. This number of the selected household will be pre entered using CAPI.

10. Village or Locality Name

Write down the name of the village, settlement or locality name where the household resides.

11. Chief's/Chieftainess' Area

Write down the name of the chief or chieftainess' area in which the household resides and the code number of the chief/chieftainess from Appendix III.

12. Enumerated Household

If the person responding is not the head of the household, ask the name of the head of the household and write down the name in the space provided and the residential address of the household that is being enumerated. (See definition of Head of Household in chapter II).

13. Name of Main Respondent

The name of the person giving most of the household information should be written down as well as his/her serial number from the Household Roster.

14. Total Number of Persons who live in this Household

Add up and record the total number of persons who live in this household. This will give the household size of each household. It is important to record the correct number.

15. Data Collection

You should indicate your name and date of finalising the main questionnaire. Your supervisor should also write his/her name and date of checking the questionnaire.

If you are not able to make contact with a selected household on the first visit, you are supposed to try again later. Before interviewing a household, first find out if they are ready to be interviewed immediately or make an appointment to interview them at a later time or date.

4.1. THE MAIN QUESTIONNAIRE

SECTION 1: HOUSEHOLD ROSTER

For the definition of the household, usual household members and polygamous households please refer to Chapter 3.

Question 1: Serial numbers of usual household members

Each member of the household will be assigned PID number in the first column (serial number of household members).

Question 2: Names of usual household members

List all the **usual** members of the household serially starting with the head. You should list them in this manner; you first ask for the name of the head, then for the spouse, then for their children who live with them, then for other relatives who live with them, then for non-relatives who live with them, then for other members of the household who are temporarily away Visiting etc., then for members of the household who are at boarding schools, colleges, university, and so on. Ensure that only **usual** members of the household are recorded. Do not record children of the head who are no longer members of the household. In particular, old people have a tendency of regarding grown up children who have their own households as part of their households because they are their children. This is not the type of household membership we are looking for. The information (on usual household members) is very important for estimating the population. Therefore, ensure that it is correctly recorded.

If there is a newly born baby who is not yet named in the household then write 'Baby' and the Surname e.g. Baby Zonde.

Be sure to include all usual members of the household including those who are temporarily away on Visits, funerals, in hospitals, boarding schools and so on. Also, ensure that non-usual members of the household are excluded from the list.

Question 3: How old is..... now?

Record the age in completed years, e.g. a person who is 17 years and 11 months old will have 17 entered as his/her age.

For those younger than 5 years ask for the **under-five (5) clinic card** and check for the date of birth of that child, then calculate the age by subtracting the date of birth from the date of enumeration and record the actual age in months. For example a child born on 10th March 2017 will be 4 years 8 months old = 56 months old on 20th November 2021 (e.g. if that is the date you are enumerating a particular household).

To estimate ages in months; first subtract the child's year of birth from 2021 (2021-2017 = 4) in this case, that will be the completed years. Then count the number of months from the child's month of birth to the survey date. In this example 10th March to 20th November = eight completed months. Therefore, the child's age in completed months is: (4 years x 12 months) = 48 months + 8 months = 56 months. Indicate whether years (1) or months (2) is being recorded in the first of the three boxes provided.

Almost all persons who have been to school know their age, while some especially the illiterate and the very old may not. In such a case, use the calendar of events to estimate the age of the person. For example, how old he/she was when the Chinese built the Lusaka-Mongu road or when the name Feira boma was changed to Luangwa or when Zambia became an independent country etc.

If you have already ascertained the age of some other member of the household, this may be of considerable help in determining the ages of other members of the household. In case you are only given the year of birth and no month, calculate the age by subtracting the year of birth from 2021

Example: You are interviewing the head of household who cannot remember or does not know his/her age. You can estimate his/her age in various ways. For example, find out the age of the eldest child (if he/she knows it), and then ask him/her how old he/she was when the first child was born. Then add that age to the age of the first child - that will be the estimated age.

For those aged more than 90 years round down to 90 and record

in the answer boxes.

Question 4: What is the relationship of ...to the Head of household?

Remember that relationship is **only** to the permanent head of household and not to any other members or the temporary head. This will cover relationship by

blood, marriage, etc. For example grandchildren, in-laws, stepchildren, etc. 'Other relatives ' will be any other relatives not indicated in the questionnaire. 'Non relative' will mean no relationship with the head either by blood, marriage, adoption, etc. For example house cleaners, garden boys, farm hands, etc., who are not related to the head but are members of the household.

Relationship to the head should be in the nuclear way not the extended family system. This means that the children of the head's brothers and sisters who are members of his/her household should be recorded as nephews and nieces and not son/daughter as is the case in our African/Zambian culture. Ensure that you record relationship to the head according to the nuclear family system.

Question 5: Ismale or female?

Find out the sex of NAME and enter the appropriate code. Where it is visible, just observe and enter the appropriate code.

MALE...1

FEMALE...2

Question 6: What is (name) s Nationality?

Find out the nationality of NAME and pick the appropriate code

Zambian....1>>>9

Non-Zambian...2

Question 7: What is the name of the country where...is a citizen?

Find out from the respondent the name of the country NAME originates from and select the country name from the drop down menu.

Question 8: What ispurpose of stay in Zambia?

Employment....1

Family migration.....2

Education / Training.....3

Refugee.....4

Asylum Seeker....5

Business.....6

Tourism.....7

In Transit....8

Other.....9

Indicate the appropriate code for the main purpose why NAME is staying in Zambia.

Question 9: Is....an albino

Albinism is an inherited genetic condition that reduces the amount of melanin pigment formed in the skin, hair and/or eyes. A defect in one of several genes that produce or distribute melanin causes albinism. Albinism occurs in all racial and ethnic groups throughout the world. People with albinism will have the following symptoms:

- Absence of color in the hair, skin, or eyes;
- Lighter than normal coloring of the hair, skin, or eyes;
- Patches of skin that have an absence of color.

Ask if there is any member of the household with albinism. If the respondent says that there is someone with albinism in the household, ask which household member this is and select the person from the list of the household member.

If there is no member with albinism, select "None".

In some area it can be risky to have albinism because of false traditional beliefs. People with albinism have been attacked and killed for this reason. Make sure to be tactful when asking this question and reassure participants about the confidentiality of their answers.

ACTIVITY LIMITATION

The next questions are meant to identify persons with a disability in a household. This section has six questions that are based on a physical, mental, emotional or other health problem and cover six functional domains or basic actions namely: seeing, hearing, mobility, cognition, self-care, and communication.

The questions are based on activity limitations rather than a person's physical appearance. The purpose of the question is to capture persons experiencing activity limitations at the time of the survey. The questions will be asked for persons aged 5 years or older. Some children under 5 years maybe too young to do certain activities such walking, self-care and communicate.

Activity is the execution of a task or action by an individual. It represents the individual's perspective of functioning. Activity limitations are difficulties an individual may have in executing activities. An activity limitation may range from a slight to a severe deviation in terms of quality or quantity in executing the activity in a manner or to the extent that is expected of people without the health condition.

When asking the questions in this section, you should ask them comfortably as you would other questions in the questionnaire. The questions are asking about difficulties people may have in doing these selected activities for whatever reason. You are not to presume by looking at the person that you know what those difficulties are. For example, a person in a wheelchair might be able to walk. They may just have a lot of

difficulty doing so, and therefore use a wheelchair much of the time – or even occasionally when the need arises.

Note: The word “disability” is never mentioned in the questionnaire, as it may lead some households to under-report persons with disabilities. You are instructed never to mention the word “disability” in the interview process.

Each question has four response categories, which are read after each question. The response categories capture the full spectrum of functioning from mild to severe.

1. No, no difficulty
2. Yes, some difficulty
3. Yes, a lot of difficulty
4. Cannot do it at all

If respondents provide responses using the required answer categories, the categories do not need to be repeated after every question. They should be repeated as soon as the respondent does not use the required category (e.g., responds ‘yes’) or after the second or third question.

Note that the inclusion of assistive devices was considered for two domains only, seeing and hearing, as limitations in these domains can often be easily overcome with the use of glasses or hearing aids and the use of these assistive devices is common in most countries.

Question 10: Does..... have difficulty seeing

The purpose of this question is to identify persons who have vision difficulties or problems seeing even when wearing glasses.

Seeing - refers to an individual using his/her eyes and visual capacity in order to notice or observe what is happening around them.

Even when wearing glasses - refers to difficulty seeing with glasses if the respondent has, and uses, them – NOT how vision would be if glasses, or better glasses, were provided to one who needed them.

Assistive devices - equipment or products that will aid a person with an activity limitation to function such as glasses.

Examples of problems include seeing things close up or far away, and seeing out of one eye or only seeing directly in front but not to the sides. Any problem with vision that the respondent considers a problem should be captured.

If a person usually uses assistive devices such as glasses, they should consider the difficulty they have seeing when using glasses. Some people may respond that they have some difficulty seeing without glasses but no difficulty at all if using glasses. Such persons should be considered as having no difficulty seeing only if they tell you that they usually use glasses.

Question 11: Does.....have difficulty hearing

The purpose of this question is to identify persons who have some hearing limitation or problems of any kind with their hearing even when using a hearing aid (if they wear a hearing aid).

Hearing - refers to an individual using his/her ears and auditory (or hearing) capacity in order to know what is being said to them or the sounds of activity, including danger that is happening around them.

Even if using a hearing aid - refers to difficulty hearing with a hearing aid if the respondent has, and uses, that device – NOT how hearing would be if hearing aids, or better hearing aids, were provided to one who needed them. Examples of problems include hearing in a noisy or a quiet environment, distinguishing sounds from different sources, and hearing in one ear or both ears. Any difficulty with hearing that is considered a problem should be captured.

Hearing aids are sound-amplifying devices designed to aid people who have a hearing impairment. Most hearing aids have a microphone that picks up sound, amplifier circuitry that makes the sound louder, a miniature loudspeaker (receiver) that delivers the amplified sound into the ear canal and batteries that power the electronic parts. Examples of hearing aids include In the Ear (ITE) and Behind the Ear (BTE) devices as illustrated below.



Question 12: Does.....have difficulty Walking or Climbing Steps The purpose of this question is to identify persons who have some limitation or problems of any kind getting around on foot.

Walking - refers to the use of legs in such a way as to move oneself over the ground to get from point A to point B.

The ability to walk should be without assistance of any device (wheelchair, crutches, walker, artificial legs etc.) or human. If such assistance is needed, the person has difficulty walking.

Examples of problems include walking short (about 100 meters) or long distances (about 500 meters), walking any walkable distance without stopping to rest, and walking up or down stairs. Difficulties walking can include those resulting from body impairments or other non-musculoskeletal systems, for example blind people having difficulty walking in an unfamiliar place. Any difficulty with walking (whether it is on flat land or up or down steps) that is considered a problem should be captured.

Question 13: Does.....have difficulty remembering or concentrating The purpose of this question is to identify persons who have some problems with remembering or focusing attention that contribute to difficulty in doing their daily activities.

Remembering - refers to the use of memory to recall incidents or events. It means the individual can bring to mind or think again about something that has taken place in the past (either the recent past or further back).

With younger people, remembering is often associated with storing facts learned in school and being able to retrieve them when needed. Remembering should NOT be equated with memorizing or with good or bad memories.

Concentrating - refers to the use of mental ability to accomplish some task such as reading, calculating numbers and learning something. It is associated with focusing on the task at hand in order to complete the task. Included are problems of finding one's way around, being unable to concentrate on an activity, or forgetting one's whereabouts or the date, and problems remembering what someone just said or becoming confused or frightened about most things. Any difficulty with remembering, concentrating or understanding what is going on around them that they or family members (if the family member is the respondent) consider a problem should be captured. **Note:** Difficulties remembering or concentrating because of common everyday situations such as high workload or stress, or as a result of substance abuse are EXCLUDED.

Question 14: Does.....have difficulty with self-care

The purpose of this question is to identify persons who have some problems with taking care of themselves independently.

Washing all over - refers to the process of cleaning one's entire body (usually with soap and water) in the usual manner for the culture. The washing activity includes cleaning hair and feet, as well as gathering any necessary items for bathing such as soap or shampoo, a wash cloth, or water.

Dressing - refers to all aspects of putting clothing or garments on the upper and lower body including the feet. Also included are the acts of gathering clothing from storage areas (i.e. closet, dressers), buttoning up, tying knots, zipping, etc. Washing and dressing represent tasks that occur on a daily basis and are considered basic, universal activities.

Question 15: Does.....have difficulty communicating

The purpose of this question is to identify persons who have some problems with talking, listening or understanding speech such that it contributes to difficulty in making themselves understood to others or understanding others.

Communicating - refers to a person exchanging information or ideas with other people through the use of language.

Communication difficulties can originate in numerous places in the exchange process. It may involve mechanical problems such as hearing impairment or speech impairment, or it may be related to the ability of the mind to interpret the sounds that the auditory system is gathering and to recognize the words that are being used or

an inability of the mind to compose a sentence or say a word even when the person knows the word and sentence.

The question also includes the use of the voice for the exchange or using signs (including sign language) or writing the information to be conveyed. Examples of problems include problems making oneself understood, or problems understanding other people when they speak or try to communicate in other ways. Examples of persons who have difficulty communicating may include persons who stammer when speaking.

Note: Difficulty understanding or being understood due to unfamiliar language is NOT included.

Question 16: Does..... feel safe walking alone in their residential area?

Find out if the respondent feels safe while walking in the streets alone at any time of the day.

- Very safe.....1
- Fairly safe.....2
- Unsafe.....3
- Very unsafe.....4
- Never walk alone at night.....5
- Don' t know.....6

MIGRATION AND BIRTHPLACE

There are many and varied reasons why people move. We shall only consider movements which result in crossing administrative boundaries as "Migration", that is, only if a person has moved from one district to another or from one country to another.

Question 17: Where was... residing 12 months ago?

The objective of this question is to find out if a person migrated or not. Within the household, some persons may move out or move in permanently or the whole household may move together. Whichever is the case, each individual member of the household must be asked this question.

If a person is uncertain about the period "12 months ago", then ask the question this way: "Where were you living this time last year"? Alternatively, Where was... Living this time last year?

If a child's age is less than one (1) year old, record not applicable (NA).

Example:

Harriet moved from Chipata to Luanshya on 3rd December 2020 and has been living there since then. If you are enumerating her household on 5th July 2021, you will record 7 months for Harriet.

Question 18: what district wasresiding in?

Find out which districtwas residing in and enter the appropriate code from the list of districts in the drop down menu.

Question 19: Was the part of the district... was residing in 12 months ago rural or urban?

The list of urban areas and townships is given in the District Codes Appendices.

Question 20: Why did... move from his/her previous residence?

This question is meant to establish reasons why people migrate.

For school means, the person migrated because they found a school place in that area, or preferred the school in that area, etc. For example, a person may move from one household to another because the place where the other household lives is closer to the school desired, etc.

Back from school/studies: For example, someone was abroad for three years studying and is now back with his/her original household.

To seek work/business: Those who migrated in order to look for work or business opportunities.

To start work/business: Those who migrated in order to take up a new job or business.

Transfer of head of household: Those who migrated together as a household because the head of the household had been transferred.

Previous household could not afford to keep him/her those who migrated because the household they lived with before was unable to look after them.

Got married: Those who migrated because they entered into marital unions.

New household: Those who moved because they have just set-up a new household.

Death of parent/ guardian: Those who moved because their parent/ guardian died.

Retirement: Those who migrated because they retired.

Retrenchment - Those who migrated because they were retrenched.

Decided to resettle: Those who migrated for the simple reason that they just wanted to live elsewhere.

Acquired own/different accommodation: Those who moved because they acquired, their own or different accommodation.

Found new agricultural land: Those who moved because they found or were in search of new or larger or more readily available or fertile land.

Refugee/ Asylum seeker:

Refugee - an asylum seeker who has been granted refugee status in Zambia (A refugee is a person who is outside his/her country of origin due to civil conflict and cannot be given protection by his/her own government).

Asylum seeker - a person who is seeking refugee status in another country whose status has not been determined. An asylum seeker is different from a refugee in that he/she has not been granted refugee status.

Other (Specify): If a person migrated due to other reasons other than those identified these other reasons are to be specified.

If a person gives several reasons for having migrated, ask them for the main one or the one they rank as most important.

SECTION 2: MARITAL STATUS AND ORPHANHOOD

Question 1: What is the marital status of ...?

If the answer is single probe further to find out whether the person has actually never married or whether he/she is widowed, separated or divorced. **FOR THOSE AGED 10 YEARS AND ABOVE ONLY**

Monogamously married - any permanent living arrangement between a man and woman to live together as husband and wife. This includes church marriages, other religiously approved unions, civil registration at a Boma or other civil ceremony that has been performed, and the man and woman are living as husband/wife at present. Monogamous marriage is to be married to one spouse.

Polygamously married – a marriage with more than one spouse. A man who marries two or more women is in a polygamous marriage.

Note: a woman married to a polygamous man is also in a polygamous marriage.

Divorced – a man/woman permanently separated from the spouse and has no other spouse now.

Separated - a man or a woman who is temporarily out of a marital union, but not legally (Civil or Customary) divorced from his/her partner, and has no other wife/husband now.

Widowed – a man or woman whose partner died and has no wife/husband at present.

Cohabiting - a man and a woman living together like a married couple without any legal or religious consent of the union. The dissolution of this union, therefore, does not require witnesses from the afore-mentioned authorities. Either family members do not recognise this union as a marriage.

Question 2: At what age didfirst get married or started cohabiting?

Find out at what age NAME got married and enter the appropriate age code. this question should be asked to all members 10 years and above except those that have never been married before.

Questions 3 and 4: Is the biological mother (father) of... still alive?

Information on survivorship of biological parents will be used to measure the prevalence of orphanhood and to measure adult mortality. For all usual members present aged 0-20 years, we want to know whether their biological parent(s) is (are) alive.

Biological Mother Alive

First, ask whether the person's biological mother is alive. By "biological" we mean the natural mother, that is, the woman who gave birth to the person. In many cultures, people consider other people's children whom they are raising as their own, especially children of their husband or sisters, etc. So you should be certain that the respondent understands that you are asking about the person's biological mother.

Biological Father Alive

Ask whether the person's biological father is alive. By "biological" we mean the natural father. You should be certain that the respondent understands that you are asking about the survivorship of the man who fathered him/her.

Question 5A: Do you know the whereabouts ofMother?

Question 5B: Do you know the whereabouts ofFather?

(TO BE ASKED ONLY TO THOSE WHO REPORT TO BE REFUGEES, AGED 0-20)

Living with them.....1

Back in-home country....2

Do not know.....3

Question 1: Has... been sick or injured during the last two weeks?

This question is to be asked to all members of the household. Record '1' for YES also if a person's sickness started earlier than the two weeks period before the survey as long as the person was still sick during the two weeks period before the survey or currently as you enumerate. If a person was sick during the two weeks period before the survey and is no longer sick, you still record '1' for YES.

Question 2: What was ... mainly suffering from?

This question applies only if the person has been sick in the two weeks prior to the survey. Find out what he/she was/is mainly suffering from. Ask for the main illness. For example, if the person had a cough, cold and a fever ask for the main sickness/illness they suffered from and record appropriately. Fever is normally a symptom of other illnesses. However, record fever if that is what the respondent reports as the main illness.

If a person says I am suffering from general body pains, probe further for the main sickness/illness. If that cannot be established, record the answer category 20 (other) and specify as general body pains.

- FEVER.....01
- MALARIA.....02
- COUGH/COLD/CHEST INFECTION.....03
- COVID-19.....04
- TUBERCULOSIS (TB).....05
- ASTHMA.....06
- BRONCHITIS.....07
- PNEUMONIA/CHEST PAIN.....08
- DIARRHOEA09
- DIARRHOEA WITHOUT BLOOD.....10
- DIARRHOEA WITH BLOOD.....11
- DIARRHOEA AND VOMITTING.....12
- VOMITING.....13
- ABDOMINAL PAINS.....14
- CONSTIPATION/STOMACH UPSET.....15
- LIVER INFECTION/SIDE PAIN.....16
- LACK OF BLOOD/ANEAMIA.....17
- BOILS.....18
- SKIN RASH.....19
- SKIN INFECTION.....20
- PILES/HAEMORROIDS.....21

SHINGLES/HERPES ZOSTER.....	22
PARALYSIS OF ANY KIND.....	23
STROKE.....	24
EYE INFECTION.....	25
EAR INFECTION.....	26
TOOTHACHE/MOUTH INFECTION.....	27
HEADACHE	
MEASLES.....	29
JAUNDICE/YELLOWNESS.....	30
BACKACHE.....	31
CANCER OF ANY KIND.....	32
MENINGITIS.....	33
OTHER (SPECIFY).....	

Question 3: Did ...consult any health or other institution/personnel for this illness/injury or did he/she only use self-administered medicine?

A health consultation is one where a person has approached or sought medical advice/attention from any medical officer, spiritual healer or traditional healer (including herbalists) whether at a public or private health institution or merely by calling a medical officer on a private engagement, or by consulting a church pastor. This consultation could even be done outside Zambia. If the person took medicine that was bought without consultation or was available in the home, then that is self-administered medicine. If this medicine did not work and consultation was done later, then the answer category should be 'consulted'.

Question 4: How much in total was spent on... medication/consultation in the last two weeks?

Record how much was spent for buying the medicine. If the medicine was not bought, e.g. just given by friends, neighbours, relatives, or just dugout or collected own herbs, find out from the respondent how much they would have spent. If a person is using a health scheme to pay for medication/consultations, find out what he/she would have paid if he/she did not have scheme. Indicate that amount (imputed amount).

Question 5: Where didget the medicine from?

GOVERNMENT INSTITUTION...01	01
MISSION INSTITUTION.....02	02
INDUSTRIAL INSTITUTION.....03	03
PRIVATE INSTITUTION.....04	04
PHARMACY/CHEMIST.....05	05
RELATIVES.....06	06
NEIGHBOURS.....07	07

FRIENDS.....	08
TRADITIONAL HEALERS.....	09
OTHER (SPECIFY).....	10

Question 6: Which health or other institution/personnel did... visit first for this illness/injury?

You are to record the code for the first institution or personnel the person consulted for the illness or injury. You are to find out the type of health institution, which the respondent(s) visited. To do this first find out the actual name of the institution they visited. This will give an idea of the type of institution they visited. If you cannot determine from the actual name ask the respondent what type it is.

GOVT HOSPITAL.....	01
GOVERNMENT HEALTH CENTRE/CLINIC...	02
GOVERNMENT HEALTH POST.....	03
MISSION INSTITUTION.....	04
INDUSTRIAL INSTITUTION.....	05
PRIVATE INSTITUTION.....	06
INSTITUTION OUTSIDE ZAMBIA.....	07
MEDICAL PERSONNEL.....	08
TRADITIONAL HEALER.....	09
FAITH/SPIRITUAL/CHURCH HEALER.....	10
OTHER (SPECIFY)	11

The answer category 'medical personnel' refers to a situation where a sick person consults a health worker directly without going through an institution.

Question 7: Who attended to... during this visit?

Indicate the most qualified person consulted. For example, if during the consultation, a nurse, and then a doctor were consulted, the answer category selected should be 'medical doctor'.

MEDICAL DOCTOR.....	1
CLINICAL OFFICER.....	2
NURSE/MIDWIFE.....	3
COMMUNITY HEALTH ASSISTANTS.....	4
COMMUNITY HEALTH WORKER.....	5
OTHER (SPECIFY).....	6

Question 8: What was the method used for paying for the services of the facility on this visit?

Several options have been provided. Find out the exact way this consultation was paid for and record that.

NHIMA: The National Health Insurance Management Authority is established pursuant to section 4 of the National Health Insurance Act No. 2 of 2018. The main objective of the Authority is to implement and operate the National Health Insurance Scheme, manage the National Health Insurance Fund, accredit health insurance healthcare providers, develop a comprehensive benefits package to be accessed by members, register & issue membership cards to members and facilitate member access to quality health service. Thus, for purpose of implementation of the Act, the National Health Insurance (General) Regulations No. 63 of 2019 was issued. The Act provides for the manner of registration of a citizen or established resident into the scheme and the requirements a citizen or established resident should satisfy before being registered as a member of the scheme. It also covers senior citizen who can register for free.

Pre-payment Scheme: These are either individual or family schemes paid directly to health facilities such as UTH. Members are required to pay a monthly premium to enable them and their family members have access to medical services when in need.

Paid for by Employer: These are medical schemes paid by employers for either employees and in some cases for their families as well.

Paid by Insurance other than NHIMA: These are medical policies that either an individual or an institution buys, In case of any illness, the Insurance Company covers all the bills. Examples of such schemes include Kabwe life Save, Premier medical health shield, Madison insurance etc.

Paid part and other part paid by others e.g. Employers: This is the situation where the payment of medical fees is done partly by the affected individual and the other part by another person or employers.

Paid directly: This is a situation where the individual pays for his/her medical fees directly.

Paid for by other (specify): This is a situation where any other person pays for the medical fees.

Did not pay: No payment was made for the medical consultation.

Question 9: Has.... been continuously ill, for at least 3 months in the last 12 months?

YES...1

NO...2 >> **SECT 4**

Question 10: What was ... mainly suffering from?

This question applies only if the person has been continuously ill for at least 3 months in the last 12 months prior to the survey. Find out what he/she was/is mainly suffering from. Ask for the main illness. For example, if the person had a cough, cold and a fever ask for the main sickness/illness they suffered from and record appropriately. Fever is normally a symptom of other illnesses. However, record fever if that is what the respondent reports as the main illness.

If a person says I am suffering from general body pains, probe further for the main sickness/illness. If that cannot be established, record the answer category 20 (other) and specify as general body pains.

Question 11: Has ... been able to carry out his/her normal activities during the period of the illness?

YES....1

NO.....2

Question 12: Isaware of the Coronavirus (COVID-19)?

YES....1

NO.....2 >>>SECT 4

Question 13: Is aware of a Coronavirus (COVID-19) vaccine?

YES....1

NO.....2 >>>> next Sect (4)

Question 14: Isaware that the Coronavirus (COVID-19) vaccine is available?

YES....1

NO.....2 >>next sect

Question 15: Hasreceived the Coronavirus (COVID -19) vaccine?

YES Fully Vaccinated (J&J, two doses of AstraZeneca).....1 >> next sect

YES Partially Vaccinated.....2 >> next sect

NO.....3

Question 16: Why hasnot received the Coronavirus (COVID – 19) vaccine?

- PREFERRED VACCINE NOT AVAILABLE.....1
- STILL NOT SURE THAT I SHOULD GET THE VACINE.....
- DON'T TRUST THE VACINE.....
- FEAR OF SIDE EFFECTS
- I DON'T THINK THE VACCINE IS EFFECTIVE
- VACCINE EXPERIMENTAL
- TOO BUSY TO GO TO THE HEALTH FACILITY
- VACCINE WAS NOT AVAILABLE AT THE TIME I WANTED TO GET
- OTHER SPECIFY

SECTION 4: EDUCATION

This section is to be asked for all usual members of the household.

This section will cover school attendance for persons aged 2 years or older.

Education is a powerful tool for economic development of an individual and nation. Zambia's education system is organized into the following progressive stages:

1. Early Childhood Education (ECE) - children aged 2-6 years
2. Primary Education - grades one to seven for children aged 7 to 13 years old
3. Secondary School Education - grades eight to twelve for persons aged 14 to 18 years old, and
4. Higher School Education - for persons aged 19-24 years old.

The term "school" means formal schooling, which includes preschool, primary, secondary, and post-secondary schooling, and any other intermediate levels of schooling in the formal school system. This definition of school does not include daycare, short bible school or Koranic school, work-based education or short courses like typing or sewing. However, it does include technical or vocational training beyond the primary school level, such as long-term courses in mechanics or secretarial work. Short courses and work-based education will only qualify to be school if it is certified by Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA).

Work-based education is educational activities which take place in a work environment. The aim is to achieve specific learning objectives through practical instruction and participation in work activities under the guidance of experienced workers or trainers. Formal Education refers to education that is institutionalised, intentional and planned through public organizations and recognised private bodies and, in their totality, constitute the formal education system of a country. Formal education programmes

are thus recognised as such by the relevant national education authorities or equivalent authorities such as the Ministry of General Education (MoGE), Ministry of Higher Education (MoHE), Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA) and Higher Education Authority (HEA). Vocational education, special needs education and some parts of adult education are often recognised as being part of the formal education system.

Question 1: Is... currently attending school?

Ask if the person is currently attending school (whether formal, by correspondence, e-learning, community school etc).

“**Attending school**” - refers to whether the person generally attends school; it does not measure how often a person actually goes to school but whether the person attends school at all.

If a person goes to school occasionally, or usually goes to school but has been absent from school recently, the person is currently attending school. For persons who are currently attending school, ask the type of school that they are attending.

The following is the description of the type of school:

Government school- a school administered or controlled by the Ministry or established and maintained using public funds, e.g. Chafwa Basic School in Kasama, National Institute of Public Administration (NIPA);

Community school- a school institution established by any person, organization, institution or community to meet community needs and supported by the Ministry responsible for education e.g. Chitumbi Community School in Gwembe district; **Private school**- a school which is not a public or an aided educational institution, run by an individual or company e.g. Rhodes Park School, University of Lusaka (UNILUS);

Mission or faith based school (grant aided)- A school established/ run by a church or any religious organization. The schools receive support from government for funds, human resource or any other form of support e.g. ST Pauls Secondary School in Kapiri Mposhi.

For persons who are attending school outside Zambia, select “Yes”. These include those who have to leave the country to attend on-campus lessons and those who do not have to leave the country but attend school through online lessons.

Be cautious when asking this question to persons who seem obviously not to be attending school.

Attending school is taken to mean that the person attends school as a full-time or part-time student i.e. in the formal school system.

For example: -

- Students attending vocational training including teacher training should be considered as attending school.
- Students at colleges and universities.
- Persons attending night school should be taken as attending school.
- Students/pupils at primary and secondary schools.
- People on unpaid or paid study leave to a formal educational institution.
- People engaged in correspondence studies with a correspondence school.

Question 2: What grade/level of education is.... currently attending?

Grades range from nursery to Doctoral studies. Nursery to A level grades are regulated by Ministry of General Education. Schools offering these qualifications include government and private primary and secondary schools. Grades from certificate to doctorate are regulated by Ministry of Higher Education). Schools offering these qualifications include University of Zambia and National Institute of Public Administration.

Select the appropriate current education level. The accounting professional qualification reflected under Masters Degree refer to the highest level of the qualifications (e.g. Strategic professional level)

Example 1: Select “Grade 7 (Standard 6)” as a grade for a person who is in grade 7.

Example 2: Select “Diploma or advanced diploma” as a grade for a person who is currently studying a diploma course in Human Resource at a Higher Education College.

Example 3: Select “Bachelor’s Degree (BA/BSc)” as a grade for a person who is currently studying for a bachelor’s degree in Accounting.

Example 4: Select “Masters Degree” as a grade for a person who is currently studying for full or highest level of Association of Chartered Certified Accountants (ACCA).

Use the following codes:-

Nursery/ kindergarten	CODE ...00
Grade 1 to 12.....	CODES...01 TO 12
Grade 12 GCE (O-level).....	CODE...12
Grade 12 GCE (A-level).....	CODE.....13
College students.....	CODE.....14
Undergraduate University students.....	CODE.....15
Post-graduate Diploma/Certificate students..	CODE.....16
Masters Degree students.....	CODE.....17

Doctoral level and above students..... CODE.....18

Question 3: What grade was ... attending in 2020?

Use the same codes as in question 2.

Question 4: Is the school... is currently attending a government, mission/religious, industrial or private school?

Government: Schools run by the central government including some colleges and the universities.

Local Government: Schools run by district councils e.g. some nursery schools.

Mission/Religious: Schools run by churches such as Catholic, Seventh Day Adventist, Reformed Church, Salvation Army, etc.

Private School: Schools run by private persons/institutions.

Industrial Schools: Schools run by companies, e.g. ZISC. They should be a part of the company

Question 5: Has..... ever attended school?

Note: School attendance questions are asked to persons aged 2 years or older

In this question, we are interested in persons who have attended school at the following levels:

1. Early Childhood Education (ECE) or pre-school;
2. Primary School from grades 1 to 7;
3. Secondary School from grades 8 to 12;
4. Higher Education. Post-secondary school that leads to the attainment of academic or professional qualifications (e.g. certificates, diploma, Bachelor's Degree, Master's Degree or Doctorate Degree).

Note: Persons that have never attended Early Childhood Education, primary school or secondary school but have attended some vocational school should indicate "YES" in this question. Ask if the person has ever attended school.

Question 6: Was..... attending school last year?

Ask if the person was attending school in 2020 (whether formal, by correspondence, e-learning, community school etc.).

Question 7: What grade was.... attending last year?

Use the same codes as in question 2.

Question 8: What was the highest grade.... attained?

The level attained is the qualification (i.e. degree, diploma, certificate, etc.) that an individual has acquired, whether by full-time study, part-time study or private study, whether conferred in the home country or abroad, and whether conferred by educational authorities, special examining bodies or professional bodies.

For cases up to GCE (O) Level, when recording highest level of education, the level completed is what matters. While for cases after GCE (O) level, qualification is what matters.

The system of school standards, grades and forms has been changed about 3 times in the past. Convert all previous standard of education to the current education level using the table below. For persons who were educated outside Zambia give the code of the appropriate Zambian Equivalent of the level reached.

Please note that the answer codes for question 8 are slightly different from answer codes for questions 2, 3, and 7. Make sure you record the right answer codes. As you will not be in a position to always refer to your instruction (enumerators) manual for codes, you can first record the educational attainment in words (in your notebook) and then later at home or at your camp, select the appropriate answer codes from the drop down menu.

Grade/Level (in the current school system)	Education Levels in the school system from 1946-1964	Codes
Nursery/ Kindergarten		0
Grade 1	Sub Standard A/B	1
Grade 2	Standard 1	2
Grade 3	Standard 2	3
Grade 4	Standard 3	4
Grade 5	Standard 4	4
Grade 6	Standard 5	6
Grade 7	Standard 6	7
Grade 8	Form 1	8
Grade 9	Form 2	9
Grade 10	Form 3	10
Grade 11	Form 4	11
Grade 12 GCE(0)/ GCE(A)	Form 4/ Form 6	12

Certificate or Advanced Certificate		13
Diploma or Advanced Diploma		14
Bachelors Degree (e.g. BA, BSc)		14
Post graduate Diploma		16
Masters Degree (MA/MSc/CCA/CIMA)		17
Doctoral Studies (e.g. PhD, DBA, LLD) or Above		18

Example 1:

If someone had passed standard 5 before 1956, enter code 06 in the boxes provided.

Example 2:

Suppose a person completed form 5 GCE (O) Level in 1980. In 1981, he went to study at the University of Zambia. After two years, he/she left before completing the program. For this person enter the code 14 in the appropriate boxes.

Example 3:

If someone completed (not just attended) grade 7 but is now repeating grade 6, then the highest grade attained in this case is grade 7. Someone repeating grade 7 - highest grade attained is grade 7. Someone who is currently attending grade 7 but has never completed grade 7 before, then highest grade attained is grade 6.

Example 4:

If someone has completed Natech, ZDA, AAT and equivalent, record him or her under code 14.

Example 5:

If someone has completed ACCA, CIMA and equivalent but has no higher qualification such as Master's degree, record under code 15.

Question 9: What was the main reason for.... leaving school at the time?

Find out the main reason why the person has never attended school. >>>>SECTION 5

Question10: Why has... never attended school?

Find out the main reason why the person has never attended school.

SECTION 5: CURRENT ECONOMIC ACTIVITIES

In this section, we want to find out whether a person is working or not and, if working, what type of work he or she is doing. For those who are not working, we would like to know whether or not a person is seeking work or interested in getting work or whether a person is engaged or involved in some other activity such that he or she is not available or interested in doing work of any kind. An understanding of the concept of **ECONOMIC ACTIVITY** is a fundamental requirement in the survey. It sets the frame for the classification of the economically active persons. It is important that **YOU** convey to the respondent a correct interpretation of the concepts, so that the survey can measure what it is intended to do.

The various forms of work are measured with respect to a short reference period. The appropriate reference period for each form is based on the intensity of participation and working time arrangements. Primarily the 7 days reference period is for the first question under the economic activity.

A person is considered to have engaged in a given form of work when performing such form of work for at **least one hour** during the last 7 days. Use of this one-hour criterion ensures coverage of all the activities engaged in, including part-time, temporary, casual or sporadic activities, as well as comprehensive measurement of all inputs of labour into production.

Note: economic activity questions are asked to persons aged 5 years and older.

Question 1: In the Last 7 days from (DAY) to (DAY/YESTERDAY), did (NAME) do any of the following...?

Code 1 - Work for someone else for pay (as employee, labourer, apprentice) refers to persons who worked for someone else for pay (dependent workers), for example employees, day labourers, etc. Pay may include wages, salary, tips, commissions for sales, whether in cash or in kind. Categories of different types of paid jobs may be included as examples to improve reporting (e.g. employee, labourer, paid apprentice). → Q7

Code 2 - Work in his/her own business activity (non-farm) - refers to persons who worked in any other kind of business activity, whether on their own account or as employers (independent workers). Any type of business, big or small, formal or informal, is included → Q7

Code 3 - Work in (his/her) own/family farming or fishing refers to persons who worked in farming, animal husbandry or fishing activities on their own account (i.e. self-employed).

Code 4 = None of the above → Q3

Question 2: Are the farming or animal products that (NAME) (are/is) working on intended...?

1 = Only for sale → Q7

2 = Mainly for sale → Q7

3 = Mainly for family consumption

4 = Only for family consumption

Response categories should be read aloud by the interviewer.

For this question all of the products the person was working on should be considered together. For example, if the person worked to look after both chickens and pigs then they should report whether the chicken and pigs together were mainly for family use or for sale/barter.

Respondents should report in reference to the products/animals he/she is directly involved in producing. It does not refer to products the respondent may have worked on in the past, or goods produced only by other household members.

If the respondent indicates that the products are *both* for sale/barter and family use, the interviewer should try to get the respondent to indicate which one is the main use in general.

Question 3: In the Last 7 days did (NAME)...?

Code 1 - Do any (other) activity to generate an income, even for 1 hour (e.g. [casual work, odd jobs, make things to sell, provide services for pay,...]) - refers to persons who did any work with the intention to generate an income for at least 1 hour in the reference week. Examples should be adapted to fit the national context, and should include LOCAL words used for casual work, small-scale business activities and/or examples of common jobs likely to go unreported → Q7

Code 2 = Have a paid job or business activity, but (were/was) temporarily absent- refers to persons with a paid job or business that did not report it in the previous questions because they were absent from their work in the reference week due to reasons such as holidays, short-illnesses, personal leave, special working time arrangements (e.g. shift work), maternity/paternity leave, bad weather, temporary interruption of the work, etc. Only persons that expect to return to their existing job or business should be included. The respondent should receive remuneration during the period of absence. In a case where there is no remuneration, the period of absence shouldn't exceed 4 months → Q7

Code 3 = Help without pay in a family business - refers to persons who helped without receiving pay in a business operated by a household or family member → Q7

Code 4 = Did not do any income generating activity, not even for one hour. .

Question 4: In the last 30 days did (NAME) do anything to find a paid job or start own business?

The job search question reference period is in the last 30 days and will be asked to persons who selected answer category 4 in Q3.

This question identifies persons who took steps to seek paid employment or self employment during the reference period. This will include people who:

- Wrote a letter or applied for a job;
- Went to possible employers to ask for a job;

- Asked friends, relatives, neighbours, etc. to help them find a job; and
- Made any effort to start business e.g. opening a market stall or clearing piece of land say for an agricultural activity.
- Registered at an employment exchange

Question 5: If the job or business opportunity had been available could (Name) have started last week or in the next two weeks?

The availability for a job/business question is for the reference period of last week or next 2 weeks making a total of 3 weeks.

Question 6: Which of the following best describes what (NAME) is mainly doing at present?

This question is asked to persons who were not employed in the reference period. The person who should best describe what he/she is mainly doing at present. It could be the activity they spend most time on or the activity they feel is most important.

Taking care of the home/family - refers to persons providing unpaid services for their own homes, including cleaning, cooking, caring for family or household members. It includes those responsible for these activities as well as household members helping in these activities.

Studying - refers to persons attending formal education as well as non-formal education or training programmes.

Doing an unpaid apprenticeship, internship - refers to persons engaged in unpaid apprenticeships, internships, traineeships or other similar programmes, when the training takes place in a work environment (i.e. as part of the production process of the economic unit). It excludes participation in apprenticeships, internships, traineeships when the trainee receives payment for the work done or hours worked or when it takes place within the context of a family business.

Farming or fishing to produce food for the family - refers to persons working in their own/family farming or fishing activities producing mainly for final consumption by the household or family. It includes persons responsible for this work as well as those helping in these activities.

Doing unpaid voluntary, community, charity work - refers to persons willingly working without pay for the benefit of others outside their family. This includes volunteering for organizations, community volunteering, volunteering directly to help neighbours, strangers, the environment (picking up trash), etc.

Question 7: In the main job or business that (NAME) has, is he/she...

This question is to be asked only to those persons who were considered working for pay in Q1. The type of employment may take different status such as self-employed, employer, paid employee etc. These options are provided in the questionnaire. Ask the respondent his/her employment/work status.

The following are the definitions of the answer categories provided

Working for pay - a worker who holds the type of job defined as 'paid employee' where the individual holds explicit (written or oral) or implicit employment contract that give them a basic remuneration (salary) that is not directly dependent on the revenue of the unit for which they work.

Working as a paid apprentice - a person contracted by his/her employer to be trained systematically for a trade, for a duration of which has been fixed in advance and in the course of which the apprentice is bound to work in the employer's service.

Working as a paid intern - a person (student/trainee) who does a job to gain work experience or for a qualification.

Employer - a person working on his/her own economic account or with one or few partners. He/she holds a self-employment job and in his/her capacity has engaged on a continuous basis, one or more persons to work for him/her as employees for pay, either in cash or in kind.

The employee examples:

- A farmer who employs a tractor driver, a farm hand, etc.
- A carpenter who runs his own workshop and employs others as carpenters, helpers, etc.
- A garage owner who employs mechanics in his workshop.
- A shop owner who employs shop assistants, salesmen, stock attendants, truck drivers, cashiers, etc.
- A butchery owner who employs others as butchers, cleaners, etc.
- A factory owner who employs factory workers, a foreman, a manager, mechanics, an accountant, etc.
- A taxi owner who employs drivers to run his taxis.
- A cinema owner who employs other people to run the cinema, as gate-keepers, projectionist, cleaners, etc.
- A restaurant owner who employs cooks, bar attendants, pick-up van driver, cashier, etc.

Own account worker / self-employed - a person who is not working for others for a wage or salary but run their own businesses, factories, workshops, farms, and also do not employ others in their establishment, are classified as self employed. Ordinarily, such persons will have their own place of business and determine their own hours of work and work programme. These persons may do other people's work by fixing an hourly rate or on the basis of the job itself.

They do not employ staff. The fact that members of a person's household may assist him/her in his/her work without receiving any remuneration does not alter his/her employment status as 'self-employed' because he/she is not employing them. However, if he/she pays wages or a salary to any member of his/her household, in that case he/she is an employer and should be recorded as such.

Examples:

- A subsistence farmer who does not employ outside labour on his/her farm.
- The owners of a small family store run by himself/herself.
- A marketeer or a street vendor.
- A car mechanic running a small repair business on his/her own.
- The owner of a small tea-shop or kiosk which he/she runs him/herself or with the help of his/her (unpaid) family members.
- A cobbler or a carpenter running a repairing business without the help of others.
- A tailor doing his/her business with no outside helper.
- A contractor doing odd job repairs on his/her own.

Unpaid Family Worker – is a person who works in a business run by another household member, by assisting with tasks and duties of a paid job. For example, a member of a household owns a shop and another member of the same household works in that shop without pay.

Question 8: What kind of work did (NAME) do in his/her main job or business?

Determine the type of work done during the reference period by the person employed irrespective of the industry or the status of employment in which the person should be classified.

For each worker, type an appropriate occupation given for the main job in the reference period in the space provided. Ensure you type the full description of the job that should include the task, category/place and beneficiary.

Examples:

- Primary School Teacher;
- Carpenter;
- Accounts Clerk;
- Bus Driver; or
- Bricklayer.

Question 9: What kind of business/ service was mainly carried out by (NAME's) employer/establishment/ business?

For each worker, select the name of the industrial activity mainly carried out by the establishment in which he/she worked during the reference period.

If he/she was employed in more than one industry, then select the industrial activity which relates to the occupation already recorded. If he/she had the same occupation in different industries, then write the main industry in which he/she is working.

A person with a certain skill can work in any industry where the skills are required. In such a situation, industry classification will depend on the industry in which he/she is actually employed.

Some difficulty may be experienced in identifying the industrial activity of an establishment the persons who move frequently from job to job or do odd jobs. Remember that what is wanted is the Industry of the main job, even if that job started only a day or two ago.

Examples:

- Manufacturing of shoes;
- Mining of copper;
- Selling of food in a shop/on the street;
- Teaching Primary School pupils; or
- Selling of clothes in the shop/street.

Specific example:

A Carpenter may work in:

- (a) A furniture workshop
- (b) A construction company that builds houses
- (c) Zambia Railways

His/her corresponding industry classification is:

- Furniture Manufacturing
- Construction of buildings
- Railway Transport

(1) A Doctor employed by the University Teaching Hospital and a Doctor working at a hospital owned by KCM - Both will be classified in Industry 8511 (Hospital Activities).

(2) A Plumber employed by a crop farm owned by KCM will not be classified under mining but under code 0111 (Agriculture).

Question 10: In your current main job/business, are you entitled to a Pension, Gratuity or Social Security?

This and the next two questions are meant to establish whether a person is in the formal or informal sector of the economy. Pension Schemes refer to schemes paid out in form of money when a person retires from employment such as the government pension scheme and the local government Superannuation Fund scheme.

Social security is also some kind of insurance for a person when he/she is out of employment or retired such as the NAPSA, Workmen's Compensation, and Insurance Policies provided by employers (not provided by employers themselves).

Question 11: Is [Name] entitled to paid leave in your current main job/business?

This question refers to whether or not a person is entitled to pay while on vacation leave, maternity leave, etc.

Question 12: Are there 5 or more people working in this company/business including the owner?

The respondent is supposed to include all workers in all branches of the same company/business.

Question 13: During the last 12 months, has [NAME] changed employment/businesses?

Find out if the person who is currently working or running a business had a different job/business before the current one.

Question 14: What was the main reason for leaving the last Job/business?

If the respondent gives you more than one reason, find out the main reason.

Question 15: Do you have another job/business?

This question refers to any other job/business apart from the main current job/business recorded in question 1. A person may, for example, be employed in a regular job but might be also running business, or may even have two regular jobs. The same set of questions for the main job or business is repeated for the secondary job or business. Please refer to the appropriate questions for reference. If the person has more than one secondary job, pick the one where he/she earns more income.

Question 16: What kind of work did (NAME) do in his/her secondary job or business?

If more than one secondary job/business record the main one

Question 17: What kind of business/ service is mainly carried out by (NAME's) employer/establishment/ business in this secondary job/business?

Record industry of secondary job/business.

Question 18: In the secondary job or business that name has, is he/she?

Explanation and response categories same as in question 7.

Question 19: In this job/business, are you entitled to pension, gratuity or social security?

This and the next two questions are meant to establish whether a person is in the formal or informal sector of the economy. Pension Schemes refer to schemes paid out in form of money when a person retires from employment such as the government pension scheme and the local government Superannuation Fund scheme.

Social security is also some kind of insurance for a person when he/she is out of employment or retired such as the NAPSA, Workmen's Compensation, and Insurance Policies provided by employers (not provided by employers themselves).

Question 20: Is name entitled to paid leave in this secondary job/business ?

This question refers to whether or not a person is entitled to pay while on vacation leave, maternity leave, etc.

Question 21: [NAME], are there five (5) or more people working in this company/business including the owner?

The respondent is supposed to include all workers in all branches of the same company/business.

Question 22 Did name leave a secondary job/business in the last 12 months?

YES.....1

NO...2 >>>Q24

Question 23: What was the main reason for leaving that job/business?

- LOW WAGE./SALARY.....01
- FIRED.....02
- ENTERPRISE CLOSED.....03
- ENTERPRISE PRIVATISED.....04
- ENTERPRISE LIQUIDATED.....05
- RETRENCHED/DECLARED REDUNDANT...06
- GOT ANOTHER JOB.....07
- BANKRUPTCY.....08
- LACK OF PROFIT.....09
- WAS A TEMPORARY JOB.....10
- RETIRED.....11
- BECAME A STUDENT.....12
- CONTRACT EXPIRED.....13
- POOR WORKING CONDITIONS.....14
- OTHER (SPECIFY).....15

Question 24: What is the main income generating activity or type of farming [Name] is engaged in ?

This question is intended to find out whether a person reported mainly to be unemployed and inactive still is engaged in some gainful activities. For example, a woman identified as a homemaker may be selling some foodstuff, cigarettes, salaula, at home, etc. When asked question 1, she might report her activity status as a homemaker even though she also engages herself in some income generating activities.

Question 25: What is the main income generating activity or type of farming you are engaged in?

Note: Questions 26 – 29 should only be asked to respondents who are refugees/ asylum seekers.

Question 26: Does..... have a work permit?

Question 27: Does..... have investor permit?

Question 28: Does.....have a study permit?

Question 29: Does..... have land for farming?

SECTION 6: INCOME

FOR ALL PERSONS AGED 5 YEARS AND ABOVE INCLUDING AGRICULTURAL INCOME

Items 1-17: Sale of own agricultural produce

Items 1 to 17 relate to incomes earned by members of the household (combined) from their own production activities. Emphasize to the respondent that you want to collect income from the entire households' own production (combined) whether done by the household members themselves or by others on their behalf and that, the respondent should not include income that is not accruing to the household in the last 12 months. The income asked for is from production of hybrid maize, local maize, cassava, groundnuts, rice, millet, sorghum, beans, Soya beans, sweet potatoes, Irish potatoes, vegetables, cotton, tobacco, sunflower, paprika, cattle, goats, sheep, pigs, livestock products, chickens, ducks, other poultry and finally eggs.

If a person bought any of the items mentioned in items 1-17 and later re-sold them, that income should not be recorded in items 1-17 but should be recorded as retail trade under "Income from non-farming business activities". It has to be income from the households' own production or farming, which will appear in items 1-17.

Items 18 - 22: Sale and Consumption of Own Livestock

These items relate to income earned by the household (combined) from sale of **own** livestock either live or slaughtered. Also included is consumption of the various types of livestock **owned** by the household. If a household slaughtered a cow for a wedding and sold part of it, record the whole cow under 19.3 (consumption). Another example, if a household slaughtered one of their goats for purposes of selling it and consumed part of it. Record it under 20.2 (sale of own goats slaughtered) because that was the main intension. Own consumption should be valued at the current average prices ruling in that locality. For example, if a household slaughtered four (4) goats during the last 12 months prior to the survey and the average (current) price of a goat is K250 in that locality; You will record: -

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In the second column and

In column)

0	→			1	0	0	0
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the column for value (third

Items 24.1 - 24.14: Sale and consumption of Own Poultry

These items relate to sale and consumption of different kinds of poultry. Differentiation is not made between live and slaughtered. Combine them when recording.

Questions 26 and 27: Income from Main Non-Farming Business Activities

Make sure that any non-farming Business Activity (ies) which was/were recorded in section 5 by self-employed persons and employers/partners is/are described/specified and also reflected or recorded as non-farming business activities in this section. This implies that you should first identify those recorded as '1' (self employed) and '8' (employer/partner) in questions 4 and 13 of section 5. You are therefore required to screen out those who are engaged in agricultural activities and only take details of persons engaged in non-agricultural activities, under these questions.

In addition, add income from any other non-farming business activities that might not have been recorded in section 5. The duration and size of the business activity does not matter. Even if the activity is operated for only one month or even less, it still needs to be recorded. If only one business activity was operated, then just record that one.

Question 28: How much is your regular Gross Monthly Salary/Wage including regular allowances such as Housing and Transport Allowances, Regular Overtime, Retention Allowances, from the main job?

For those persons in section 5 who were identified to be in wage employment in question 1, record income from their main job including regular allowances such as housing allowance, retention allowance, etc. Regular allowances usually come together with the monthly pay. Exclude subsistence allowances, which are meant for paying for food and lodging.

Question 29: How much Non-Regular Allowances did you receive last month, that is, overtime payments, subsistence allowances, bonuses, etc.

Here record any non-regular allowances having been received by this person from his/her job, such as non-regular overtime payments, long-service bonus, sitting allowance, settling allowance, etc. Non-regular allowances are adhoc and sometimes are included with the regular pay but in most cases are paid separately.

Questions 30-31: Regular and Non-Regular Allowances from second job

The questions are related to questions 28-29 but for a second job in cases where persons have two regular jobs. For example, a nurse might be working at the University Teaching Hospital and at a private clinic in different shifts. The income from both jobs should be recorded under questions 28-31.

Question 32: How much income-in-kind does receive per month e.g. bags of mealie meal, charcoal, etc., from your jobs?

Record any such income received by the person. Convert income-in-kind to cash by estimating the value of the goods received at the current prices as at survey date in that locality.

Question 33: How much rent do you receive per month from houses, other buildings, non-agricultural equipment and land you own?

Record any money received from rent by the person. Example, rent from houses owned, or rent from commercial buildings owned, rent from any other property owned including land but excluding agricultural land. Rent from agricultural land owned and leased out will appear under question 25 - "Other farming income".

Question 34: How many remittances did you receive last month?

Record any income in cash and kind received by a person in the household during the last one month. Remittances may be in the form of money, food items, school uniforms, clothes, etc. sent to an individual by relatives or friends. For remittances in kind convert, them to cash using the prices they would have been bought at the time of being sent/given. The income from remittances should be accrued to the person who actually received the remittances, regardless of whether it is for personal use or for the benefit of the whole household.

Question 35: How much do you receive as pension payment per month?

Record any income received by a person as pension either monthly or the amount received as lump sum if they happened to receive it 30 days prior to enumeration.

ASK ONLY THOSE WHO REPORTED RECEIVING A PENSION. ENTER ZERO FOR THOSE WHO DO NOT RECEIVE

Question 36: How much grant income do you receive per month?

Record any income received by a person such as scholarships, allowances, disability grants (for blind, deaf, dumb, physically disabled persons, etc.), charitable organisation grant, church donations and any other grants.

ENTER ZERO FOR THOSE WHO DO NOT RECEIVE A GRANT

Questions 37 How much interest on savings didreceive in the last month?

This relates to interest on savings during the last month.

ENTER ZERO FOR THOSE WHO DO NOT RECEIVE INTEREST ON SAVINGS

Question -38: How much dividends and interest earned on(from) shares, securities, bonds, treasury bills, etc. didreceive during the last 12 months?

This relates to dividends in form of shares, securities, bonds, treasury, bills, etc. during the last 12 months.

ENTER ZERO FOR THOSE WHO DO NOT RECEIVE DIVIDENDS

Question 39: Doesreceive Social Cash Transfer ?

In this question, we want to find out if any member of the household is a registered beneficiary of the Zambia Social Cash Transfer program. The Zambia Social Cash Transfer(SCT) is an unconditional cash transfer program that targets extreme poor and vulnerable households nationally.

DO NOT MENTION THE FOLLOWING TO THE RESPONDENT

The qualification to this programme is that household heads are disabled, the elderly above the age of 65 years, the chronically ill in palliative care, households headed by females with three or more children, and child-headed households.

IF NO SKIP TO Q42

Question 40: How much Social Cash Transfer income do you receive per month?

Record amount in Zambian Kwacha

Question 41: How many times have you received Social Cash transfer income in the last 12 months?

Record the number of times in the space provided

Question 42: How much income did you receive from any other sources last month?

Record any other income received or earned by an individual, which have not been captured from questions 1-39 of this section.

SECTION 7: HOUSEHOLD ASSETS

The answers to these questions on ownership of certain items will be used as a rough measure of the socio-economic status of the household.

NOTE: in this section, the assets being referred to are those that are owned by households in good working condition or temporarily out of order but are usable.

Read out each item and select the answer given whether it is a “Yes” or “No”. Make sure you do not leave any item(s) blank. If the respondent reports that a household item such as a radio is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, select '1' for YES. Otherwise, select '2' for NO.

Question 1: Does this household own a/an ... now?

If a household is keeping an asset for somebody else and using it, do not include it among the assets owned no matter how long they have had it. Assets that are inherited should be included among assets owned so long they are in working condition.

Question 2: How manydo you own?

Record the total number of a specific asset owned by the household.

Question 3: How long ago was.....obtained?

This question is trying to find out how long ago the asset was acquired or purchased. In cases where a household has more than one asset the duration relate to most recent asset.

Question 4: What was the value of (ITEM) at the time of purchase/obtained? (MOST RECENT ONE)

Question 5: How much would you get, if you sold (ITEM) today? (MOST RECENT ONE)

Question 6: Do you use (ITEM) for private or business activities?

This question should only be asked to households that said yes to running a business.

Points to note

Most questions in this section refer to the present situation. Some questions are based on the **main** source of various housing facilities. If a household uses more than one source of a particular facility, only record the main one, i.e. the one that is most commonly used. In some cases, you may have to probe further in order to ascertain the main source.

Question 1A: What kind of dwelling does your household live in?

Type of Housing Unit

In this question, we are interested in knowing the different types of housing units; observe and select the appropriate type. Do not ask the respondents this question, just observe and record the answer.

Traditional Housing Unit - a type of housing unit mostly found in the rural parts of Zambia. It is usually made of traditional

materials such as mud bricks, mud floor, mud material around the walls and grass roof. Most traditional housing units have a hat shaped roof.

Note: Even if it is located in urban areas it must be recorded as traditional hut.



Improved Traditional Housing Unit - an improvement to the traditional housing unit in terms of materials used for the walls, floor or the roof. Some of these housing units may have red brick or burnt brick walling and in some cases asbestos or even iron sheets for the roof. They are to some extent like traditional huts but have some improvement that differentiates them from typical traditional huts.



Mixed Housing Unit - housing units of a mixed type i.e. with a unique combination of building materials. An example could be that of a conventional housing unit with concrete block walls with an extension of rooms with mud bricks or with pole and dagga walls or a “cabin”.



Conventional House/Flats - said to be conventional by the types of materials used for the walls, floor and roof. A conventional housing unit consist of modern building materials such as concrete blocks for the walls, concrete floor/tiles, and also roofing type that can consist of iron sheets/asbestos or tiles. It can be one structure, several structures or part of a big structure. Examples: bungalows, flats/ apartments, etc.



In some cases, a structure may be originally designed as a barn, warehouse, etc, later on it may be converted into a housing unit by structural alterations, redesign, etc, and thus may now be intended and fit for habitation. In such cases, these will now be classified as conventional housing units. Examples of conventional units,



Mobile Housing Unit - any type of living quarter that has been produced to be transported or a moving unit such as a caravan, trailers, boats, tents etc. occupied as living quarters at the time of the survey.



Part Commercial/Institutional building - this is a living quarter which is part of a commercial building, e.g. a housing unit built as part of the commercial or institution building.

Improvised/Makeshift Housing Unit - an independent, makeshift-shelter or structure built of mostly waste or salvaged materials and without a predetermined design or plan for the purpose of habitation by one household, which is being used as living quarters though it may not comply with generally accepted standards for habitation. Such a unit will be generally found in unplanned settlements or shanty areas. Not all structures in shanty areas may be considered as improvised as many of these may have been built in a planned manner from regular building materials.



Collective Living Quarters - include structurally separate and independent places of abode intended for habitation by large groups of individuals or several households with no common bond, public objective or interest. Such quarters usually contain common facilities such as kitchen, bathrooms, lounge or dormitories, which are shared by occupants. Examples are hotels, motels, inns, lodges, boarding houses etc., which provide lodging on a fee basis.

Institutional Quarters - sets of premises in a permanent structure or structures designed to house groups of persons (usually large) who are bound by either a

common public objective or a common personal interest. In this type of living quarters persons of the same sex frequently share dormitories. Examples are Hospitals, military barracks, boarding schools, convents, seminaries, prisons, etc.

Unintended Living Quarters - structurally separate and independent places of abode not constructed, converted or arranged for human habitation. They may be used for habitation at the time of the survey. For example; bridges, storage warehouses, market stalls, shop corridors, garages, containers, classroom, office space etc.

Plastic sheets

These are structures made using plastic sheets usually used to house refugees and disadvantaged persons.

Other:

Other is a residual category of Living quarters and includes trailers, boats, tents, caravans, etc. A building may have one or more housing units but not Vice versa. Some buildings may not have any housing units because they are used exclusively for non-residential purposes. Although a housing unit is intended for habitation by one household it may be occupied by more than one, or may even be vacant.

Question 1B: How many rooms are occupied by this household excluding bathrooms and toilets?

For rural areas count the number of rooms in each hut belonging to the household collectively

Question 2: On what basis does your household occupy the dwelling you live in? Is it....

Find out whether the household lives in housing they own (owner-occupied), or rented, or is free housing. If rented or free housing-record from whom.

Question 3: How is the rent paid? Is it....

Answer category 1 refers to where rent is deducted from the salary at an economic rate. Answer category 2 refers to subsidised rent where the company pays part or most of it. Answer category 4 "Paid by employer" means that the employer pays the rent (in whole) directly to whoever the house is rented from on behalf of the household.

Question 4A: In what intervals or period do you pay your rent?

Find out the intervals in which rent is paid, is it monthly, bi-monthly, quarterly or annually.

Question 4B: How much rent do you pay per month?

Find out the total amount the household pays for rent monthly.

Question 4C: Does this rent include charges for electricity?

Find out if the rent charge is inclusive of electricity charge.

Question 4D: Does this rent include charges for water?

Find out if the rent charge is inclusive of water charge.

Question 4E: If you were to rent out this house, how much would it fetch per month (exclude water and electricity)?

Find out the total amount the household would receive if they were to rent out their house.

QUESTION 5 ONLY FOR HOUSEHOLDS WHO LIVE IN OWN PROPERTY

Question 5A: If you were to rent out this house, how much would it fetch per month (excluding water and electricity charges)?

Find out how much rent the household would charge they were to rent out their house.

Question 5B: How much do you pay for ground rates per year?

Find out how much the household pays for ground rates per year. Enter zero if they don't pay.

Question 5C: How much do you pay for property rates per six months?

Find out how much the household pays for property rates per six month. Enter zero if they don't pay.

Question 5D: Does your household pay mortgage for the dwelling?

Find out if the household pays mortgage for their dwelling

How much do you pay for mortgage per month?

Find out how much mortgage the household pays per month

Question 6: What kind of building material is /are the ... of this dwelling made of?

This question is important in assessing the quality of the dwelling the household lives in. There are various types of materials used for roofing, walls and floor. In some cases, you may need to ask the respondent what material their wall, roof or floor are made of if you are not able to see them. Be observant.

In the cases of the floor, household with wall-to-wall carpets or other coverings, which are stuck to that floor, should be regarded as covered concrete. Make sure you probe to find out what is beneath the carpet, to ensure that it is concrete.

A. Main Roof Material

In this question, we would like to ascertain the main type of material used for the roof. Do not ask the respondents this question, just observe and record the answer. In case it is not very obvious such as a hidden roof or if in doubt, ask the respondent. Select the appropriate response.

Grass Thatch/Palm Leaf: This is a roofing type with traditional roofing materials of either grass thatch or palm leaf. The thatch thickness increases with an increase in angle with traditional roofing materials of either grass thatch or palm leaf



Rustic Mat: This is a roof type that uses rustic grass commonly found in the western part of Zambia



Palm/Bamboo: Bamboo is a plant, which is a type of grass with a hard, woody, hollow stem



Wood Planks: Timber that is flat, elongated and rectangular with parallel faces that are higher and longer than wide. It is cut from logs into variety of sizes and used for

building materials.



Cardboard: Are prefabricated boxes primarily used for packaging goods and materials. Cardboard roofs are sometimes used without being cut into smaller pieces



Metal/Iron Sheets: These are usually galvanized or corrugated roofing sheets.



Wood: Processed plank - material from tree trunks used in construction as timber.



Asbestos: Is a material fibre that is used as roof covering.



Ceramic roof Tiles: These are small rectangular roofing materials made from



fine concrete quarry and slates



Cement: Cement is a fine soft, powdery type substance made a mixture of elements that are in natural materials such as limestone, clay sand and/ shale.

Roofing Shingles: Are a roof covering consisting of individual overlapping element that are typically flat rectangular shapes laid in rows from the bottom edge of the roof up, with each successive higher row overlapping the joints



from
found

in the row below.



Mud/Clay Tiles: These are produced by baking molded clay. Clay tiles are usually rougher than cement tiles.



Other, Specify: Whatever is not mentioned above.

B. Main Wall Material

Do not ask the respondents this question, just observe and record the answer. Generally, if you are not able to tell what the material is, ask the respondent.

Pole and Dagga/mud: These are walls made of gum poles with mud infill.



Pole and Grass: These are walls built of gum poles and grass infill

Burnt Bricks: Brick moulded from seasoned/hardened clay and burnt at a certain

temperature.



Mud Bricks: Brick made of mud and sun dried.



Compressed Mud Brick: This is an appropriate mix of dirt, clay and aggregate into a compressed block. These are also called soil stabilized bricks, which can also be self locking



Compressed Cement Bricks: A type of brick made from a mixture of cement and sand, moulded under pressure



Concrete Blocks: It is made from a mixture of cement with coarse/rough materials such as sand, gravel and crushed stones.



Cement Blocks: They are made by mixing cement, and sand together and forming the mixture into blocks of varying size



Pan-Brick: Is an insulated thin brick panel which is made of a combination of clay or shale (fine grained sedimentary rock that forms from the compaction of silt and clay-size mineral particles), dried and fired in kilns.



Pre-Cast Concrete Slab: Precast concrete is a construction product produced by casting concrete in a reusable mold or "form" which is then cured in a controlled environment, transported to the construction site and lifted into place ("tilt up")



Prefabricated Wall Panels: Prefabrication is the practice of assembling components of a structure in a factory or other manufacturing site, and transporting complete assemblies or sub-assemblies to the construction site where the structure is to be located



Stone with Building Lime: This is a stone with high mass of lime which is carved into various shapes.



Iron Sheets: Is a building material composed of sheets of hot dip galvanized mild steel to produce a linear pattern in them. Iron sheets are predominantly used as roofing materials, however, they are in some cases used as walling materials



Asbestos: Is a material fibre that is used as walls.



Other, Specify: Whatever is not mentioned above.

C. Main Floor Material

In this question, we would like to establish the type of material used for the floor finishing. Do not ask the respondents this question, just observe and record the answer. Just like in H03 above, the respondent may be of assistance in this question. However, if it is obvious to you as an enumerator to see the floor finishing, select the appropriate response.

Concrete floor: Is a durable coarse or rough floor made from crushed stones, river sand and cement, with the right amount of water.



Cement Screed: Is a thin layer of cement paste and sand/fine aggregates laid on to a concrete floor base to act as a smooth flat levelling surface for taking on the final floor finish



Brick: This is moulded from seasoned clay and burnt at a certain temperature



Polyvinyl Chloride (PVC) Tiles: This is a synthetic plastic polymer which is rigid used in construction for tiles and pipes. They are plasticized tiles.



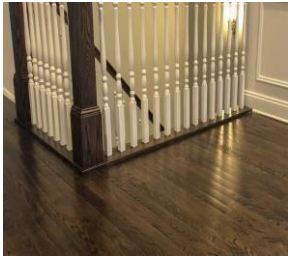
Ceramic Tiles: This is made from red or white clay and other materials (sand, stone, silica, water) molded to form square or rectangular tiles baked in kiln/oven



Mud: This is usually from treated or seasoned clay mixed with cow dung. It makes a hard shiny floor. It is mostly found in traditional houses.



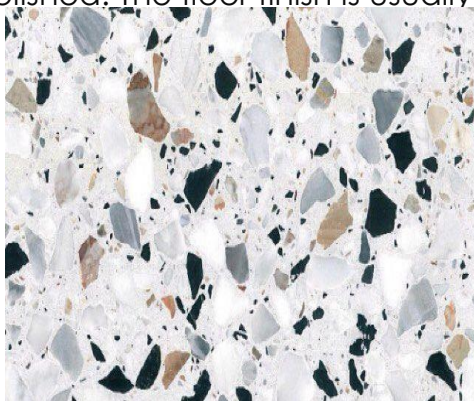
Wood (Not Wooden Tiles): Usually floor fitted wood on top of the primary floor material.



Marble: Marble are cut from stone (marble stone) in flat sheet and polished to give a shiny finish. It can be in the form of tiles or slabs. It makes a high durable shine.



Terrazzo: Terrazzo tile is made by mixing marble, granite, quartz, or glass chips into a cement binder, terrazzo is attractive and one of the toughest products available when it comes to tiling materials. The top is grinded flat with a machine and then polished. The floor finish is usually black or white.



Parquet: flooring composed of wooden blocks arranged in a geometric pattern



Other, Specify: Whatever is not mentioned above.

Question 7: What is the main source of water supply for this household?

Main Source of Water for Household Use

Find out from the respondent the main source of water supply for household use. Select the appropriate response.

Question 8: How far is this source of water from this house?

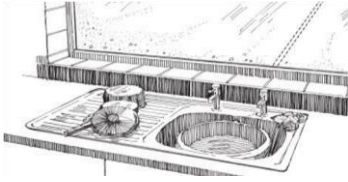
[IF LESS THAN ONE KILOMETRE ENTER "0"]

Question 9: What is the main source of drinking water for this household?

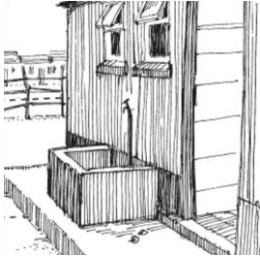
Main Source of Water for Drinking

Find out from the respondent the main source of water supply for drinking for the household.

Piped water inside the housing unit: This is water that is usually supplied to households through pipes. The pipes are connected from the source to inside the housing unit.



Piped water outside the housing unit within stand/plot: This is water that is usually supplied to households through pipes. The pipes are connected from the source to the individual's stand or plot.



Piped to neighbor (Neighbor's piped water): Pipe connected to neighbor's dwelling, yard or plot

Communal Tap: Is usually supplied through pipes. The pipes are connected from the source to a public place for a group of people.



Protected Boreholes: These are boreholes drilled to a depth not less than 30 metres. The sides are cased by iron casing pipes while the last bottom pipe is perforated. The top is concreted together with the suction pipe.



Unprotected Boreholes: They are similar in design to protected boreholes except that the top as well as the suction pipe are left uncovered and large enough to let a jar or small bucket go through.



Protected Well: The wall of this well is usually lined with a brick wall or concrete block wall up to the ground level. The finish on top is of a reinforced concrete slab with an opening large enough to let a bucket go through. The opening is always covered.



Unprotected Well: The well is not lined with a brick wall or concrete wall. The top has no concrete slab though it has a sizeable opening to let a bucket go through. The opening is usually uncovered.



Protected spring: A spring protected from runoff, birds and animals droppings by a "spring box". A spring box is typically constructed of brick or concrete and is built around the spring so that water flows directly out of the box into a pipe without being exposed to outside pollution.



Unprotected spring: A spring that is subject to runoff and/or bird and animal droppings. Unprotected springs typically do not have a "spring box"

River/dam/stream/lake/pond/canal: This is where a household draws water directly from a river/dam/stream for home use.



Rain Water: This is water harvested by a household e.g from roofs for various household uses. It is always advisable to have it covered after the collection.

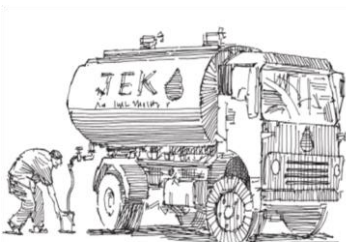


Water Kiosk: This is a public water tap run by a water utility company. The public can go to this tap in order to buy water.



Water Vendor: This includes water that is bought from individuals or companies and sold to households who do not have water. In some cases wheelbarrows and or tankers are used as the mode of transport to sell to households.

Tanker truck: Water is obtained from a provider who uses a truck to transport water into the community. Typically the provider sells the water to the household



Other, Tap: Any other tap not mentioned above.

Other specify: Any other source not mentioned above

Question 10: Does your household treat water for drinking?

"Treat" means the treatment done by the household not by the public water system such as the council. It is well known that water from the public system is treated but the household does further treatment to ensure the safety of the water. If the household purchases safe drinking water from shops such as spring water, then the answer to be recorded is Yes ... 1

Question 11: How does your household treat water for drinking?

- BOIL.....1
- ADD BLEACH/CHLORINE2
- STRAIN IT THROUGH A CLOTH3
- USE A WATER FILTER (CERAMIC, SAND, COMPOSITE, ETC.)4
- SOLAR DISINFECTION5
- LET IT STAND AND SETTLE.....6
- OTHER (SPECIFY).....7
- DONT KNOW.....8

Questions 12: How much on average are you charged for water per month?

These questions are for the average amount in Kwacha, which the household is supposed to pay per month. Enter zero if they are not obliged to pay for water. Note, this question covers what the household is supposed to pay per month, regardless of whether the amount is paid or not. If the last water bill is not paid, the amount supposed to be paid should be recorded, the portion referring to the monthly consumption, not the accumulated bill.

Question 13: What is the main type of energy used for lighting in your household?

Energy for Lighting

Ask for the main source of energy used by the household for lighting. Since **availability** of energy for lighting is what is to be determined, even if a housing unit has the necessary wiring but is not connected to the electric supply system, the household will not be considered to be using electricity.

Solar is energy from the heat or light from the sun which can be used to produce heat, light and electricity.

Biofuel is any fuel that is derived from plants and plant derived materials e.g. Jatropha.

Note: Cow dung and charcoal should not be used as sources of energy for lighting.

Question 14: What is the main type of energy that your household uses for cooking?

Follow the same procedures as described in question 13.

Note, Candle should not be a source of energy for Cooking

Cooking

Ask for the main source of energy used by the household for cooking.

Question 15: What is the main type of cooking device used by your household?

- ORDINARY STOVE/COOKER 1
- BRAZIER (MBAULA) 2
- CLAY STOVE (MBAULA) 3
- BRICK/STONE STAND ON OPEN FIRE 4
- METAL STAND ON OPEN FIRE 5
- VEHICLE TYRE RIM 6
- HOT PLATE WITHOUT STAND 7
- HOT PLATE ON WELDED STAND 8
- EFFICIENT COOK STOVE.....9
- OTHER (SPECIFY).....10

Question 16A: Does your household have any source of energy capable of...?

- Lighting at least 4 bulbs for 5 hours or more.....1
- Operating a refrigerator or fan for 6 hours or more... ..2
- Charging a mobile phone.....3
- Operating a television for at least 4 hours per day.....4
- None of the above5

Question 16B: What is the main source of electricity used by your household?

- NATIONAL GRID CONNECTION.....1
- LOCAL MINI GRID CONNECTION.....2
- ELECTRIC GENERATOR.....3
- SOLAR HOME SYSTEM.....4
- SOLAR LANTERN/LIGHTING SYSTEM.....5

Diesel/ Petrol genset.....	6
Pico hydro	7
Vitalite solar	8
RECHARGEABLE BATTERY.....	9
DRY-CELL BATTERY.....	10
OTHER, SPECIFY.....	11

**Question 16C: How much on average are you charged for electricity per month?
[ENTER "0" IF HOUSEHOLD IS PROVIDED WITH ELECTRICITY FOR FREE]**

Question 16D: How far is your home stead from the nearest electricity pole?

Question 17: What appliances are powered by the main source of electricity used by your household?]

Mobile phone charger ...	01
Radio	02
Television	03
Fan	04
Refrigerator	05
Electric iron	06
Cooking device	07
Other (specify)	08

Question 18: How many light bulbs can be powered by the source of electricity used by your household in the house you live in?]

Zero	01
One	02
Two	03
Three	04
Four or more	05

Question 19: Whom does your household currently pay for the main source of electricity used by this household?]

No one	00
Energy company/National utility	01
Pre-paid meter card seller....	02

Community/village/municipality	03
Relative	04
Neighbor	05
Landlord	06
Local store	07
Utility office	08
Bank	09
Post office	10
Other.....	11

Question 20 In the last 7 days, how many hours of electricity were available each day on average from [NAME MAIN electricity system]? (Maximum 24 hours)

Number of hours

Number of minutes

Don't know / unsure

Question 21. In the last 7 days, how many hours of electricity were available each evening on average, from 6:00 pm to 10:00 pm from [NAME MAIN electricity system]? (Maximum 4 hours)

Number of hours__ __

Number of minutes__ __

Don't know / unsure

Question 22: In the last 7 days, how many times were there unscheduled outages or blackouts from [NAME MAIN electricity system]?

Number of outages or blackouts1

Don't know / unsure2

Question 23 What is the total duration of all the unscheduled outages or blackouts in the last 7 days?

Number of hours __ __

Number of minutes __ __

Don't know / unsure

Question 24: In the last 12 months, did any of this household's appliances get damaged because the voltage was going up and down in the [NAME MAIN electricity system from]]?

YES.....1

NO.....2

Question 25: In the last 12 months, did anyone using [NAME MAIN electricity system]die or have permanent limb (bodily injury) damage?

YES.....1

NO.....2

Toilet Type

SANITATION

This section focuses on households' sanitation with a view of establishing quality and accessibility. For the purposes of this survey, sanitation is the provision of facilities for the safe disposal of and treatment of human excreta thereby promoting health. Sanitation ladder includes

Safely managed services – private improved facility where faecal waste are safely disposed on-site or transported and treated off site plus a hand washing facility with soap and water.

Basic Service – Private improved facility which separates excreta from human contact.

Limited service – Improved facility shared with other households.

Unimproved service - unimproved facility which does not separate excreta from human contact.

No service – Open defecation

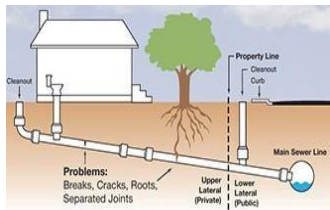

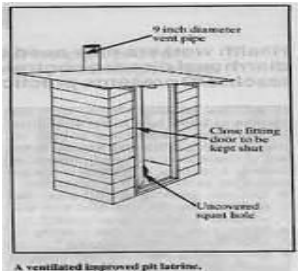

An improved sanitation facility is defined as one that hygienically separates human excreta from human contact. This include flush/pour flush to sewer, septic tank or pit latrine with slab or platform.


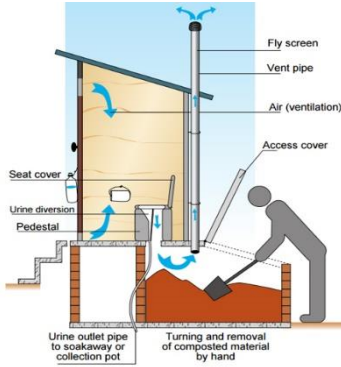

Unimproved facilities include pit latrine without a slab or platform, hanging latrines and bucket latrines.

Q26-What is the main type of toilet facility used by this household?

The purpose of this question is to determine the type of sanitation facility used by the household, which provides an indication of whether the household uses adequate sanitation. The question specifically asks about actual use of a facility, rather than asks if a household has or owns a toilet facility. This should avoid counting facilities not in use or dysfunctional.

Response Categories	Definition	Image
Flush/pour flush toilet	A flush toilet uses a cistern or holding tank for flushing water and has a water seal. A seal is a U-shaped pipe below the seat or squatting pan that prevents the passage of flies and odours. A pour flush toilet also uses a water seal, but unlike a flush toilet, it uses water poured by hand for flushing (no cistern is used)	

<p>Flush - to piped sewer system</p>	<p>A system of sewer pipes (also called sewerage), that is designed to collect human excreta (feces and urine) and wastewater and remove them from the household environment. Sewerage systems consist of facilities for collection, pumping, treating and disposing of human excreta and wastewater</p>	
<p>Flush - to septic tank</p>	<p>An excreta collection device consisting of a water-tight settling tank normally located underground, away from the house or toilet. This technology is used where the household is not connected to a sewerage system</p>	
<p>Flush - to pit latrine</p>	<p>A system that flushes excreta to a hole in the ground</p>	
<p>Flush - to somewhere else</p>	<p>A system in which the excreta is deposited in or nearby the household environment in a location other than a sewer, septic tank, or pit, e.g., excreta may be flushed to the street, yard/plot, drainage ditch or other location</p>	
<p>Pit latrine</p>	<p>Excreta is deposited without flushing directly into a hole in the ground</p>	
<p>Ventilated Improved Pit latrine (VIP)</p>	<p>A latrine ventilated by a pipe extending above the latrine roof. The open end of the vent pipe is covered with gauze mesh or fly proof netting and the inside of the superstructure is kept dark</p>	 <p>A ventilated improved pit latrine.</p>
<p>pit latrine with slab or platform</p>	<p>A dry pit latrine that uses a hole in the ground to collect the excreta and a squatting slab or platform that is firmly supported on all sides, easy to clean and raised above the surrounding ground level to prevent surface water from entering the pit. The platform has a squatting hole or is fitted with a seat.</p>	

<p>pit latrine without slab/open pit</p>	<p>A latrine without a squatting slab, platform or seat. An open pit is a rudimentary hole in the ground where excreta is collected</p>	
<p>Composting toilet</p>	<p>A toilet into which excreta and carbon-rich material are combined (vegetable wastes, straw, grass, sawdust, ash) and special conditions maintained to produce inoffensive compost</p>	
<p>Bucket</p>	<p>Involves the use of a bucket or other container for the retention of feces (and sometimes urine and anal cleaning material), which is periodically removed for treatment or disposal</p>	
<p>Hanging toilet/hanging latrine</p>	<p>A toilet built over the sea, a river, or other body of water allowing excreta to drop directly into the water</p>	

Question 27: Does this latrine have the following parameters?
(APPLIES ONLY TO HOUSEHOLDS USING PIT LATRINES)

SMOOTH CLEANABLE FLOOR.....1>>30

A STRUCTURE ABOVE GROUND MADE OF GRASS, BRICKS, BLOCKS, REEDS, IRON SHEETS
.....2>>30

LID ON TOP OF THE HOLE FOR ORDINARY LATRINE OR VENT PIPE FOR VIP3>>30

HAND WASHING FACILITY..... 4

Question 28: Is there soap at this hand washing facility?

YES.....1>>Q30

NO.....2>>Q30

Question 29: If flush/ pour flush: Where is the sewerage piped into?

SEWERAGE..... 1

SEPTIC TANK2

PIT LATRINE..... 3

OTHER (SPECIFY)..... 4

DON'T KNOW5

Question 30: Do you share this facility with other households?

Find out if the household shares this facility with other households and enter the appropriate code 1 for Yes or 2 for No>>Q34

Question 31: How many households use this toilet facility?

If yes to question 30, find out how many households use this toilet facility and enter the number in the space provided.

Question 32: Can any member of the public use this toilet?

Find out if members of the public can use this facility and enter the appropriate code for Yes or No

Question 33: What do you do, when your toilet is full?

Find out the measures the household takes when their toilet facility gets full. This question only applies for own latrine, bucket or flush toilet piped into pit latrine.

Question 34: What is the main method of garbage disposal that this household uses? Find out how the household disposes their domestic garbage.

Refuse collected1

Throwing in a pit.....2

Crude dumping....3

Burning.....4

Composting.....5

Other (specify)...6

SECTION 9: HOUSEHOLD ACCESS TO FACILITIES

In this section, the focus is on household access to facilities such as schools, health centres, banks etc and the distance to the nearest facility even if the household does not use the said facility. If a household is located less than a kilometre from that nearest facility, record distance as zero.

Question 1: Do you know where the nearestis located?

YES....1 NO....2 >> **NEXT ITEM**

These facilities are those, which are nearest to the household: irrespective of whether any member of the household uses them or not. In the first row for instance, you have to find out the distance to the nearest food market from where the household stays, irrespective of whether the household's food and other commodities are purchased from there or not.

Example: A household living in Kabwata Estates purchases its supplies from Kamwala market, which is further away than Kabwata Market is. The distance you will record for the food market is that to Kabwata market even if the household does not use it.

Question 2: How far is it to the nearest.....?

[READ OUT FACILITIES]

[GIVE DISTANCE IN KM. IF LESS THAN A KILOMETRE ENTER 00 IF MORE THAN 90KM ENTER 90. IF DON'T KNOW ENTER 99]

Find out from the household the distance from the homestead to the nearest named facility.

If the household has problems in estimating distances to various facilities, probe by finding out how many minutes it takes them to get to the named facility depending on the mode of transport they use. For instance, it takes 60 minutes to walk a distance of 5-8km.

Facilities referred to in this section need not be conventional ones. Examples are postal agencies as opposed to a fully-fledged post office, a primary school that only goes up to grade four, a basic school, a partial clinic, and a bus stop that is not official, etc. Record the distance to the nearest facility whether this facility is conventional or not and being used by the household or not.

Food market: Is a well-defined or organised central point/place where buying and/or selling of food takes place. It need not be an official market

Exclude Street Vendors/hawkers if they are not operating from a central place.

Question 3: Do you use this facility?

Find out if the household uses this facility or not.

YES...1 NO....2 >>**Q 6**

Question 4: Normally, by what means do you get there?

Indicate the main mode of transport used to get to the facility

Question 5: Normally how long does it take you to get there?

Indicate the amount of time taken to get to the named facility.

- LESS THAN 10 MIN.....1
- BETWEEN10-19 MIN.....2
- BETWEEN20-29 MIN.....3
- BETWEEN30- 59MIN.....4
- 1 HOUR AND ABOVE5

[NEXT SECTION]

Question 6: What is the reason for not using the facility?

Find out from the household why they do not use the named facility. If the facility is available but is not being used, it may negatively affect the welfare of the household. Government would like citizens to make use of these facilities to improve their welfare.

SECTION 10: AGRICULTURAL PRODUCTION

We would like to know what crops the household had grown in the last agricultural season. What area is under crops, what variety and quantity of seed was used for each crop, what the harvest and sales are, how much fertilizer was used and carryover stocks for cereals. We also collect data for livestock, fish and poultry owned by the household.

Question 1: Did any member of this household grow any crops in the last agricultural season?

The last agricultural season refers to the most recent agricultural season before the date of the interview. In respect to the LCMS VIII, the last agricultural season started on 1st October 2019 and ended on 30th September, 2020.

Question 2: Did any member of this household or anybody grow on their behalf any.... during the last agricultural season?

Amongst the crops for which this question will be asked is hybrid maize and local maize. **Hybrid maize** is non-traditional maize. It is a high yielding or early maturing or disease resistant type of maize like Pioneer, MM604, MM10 etc. Hybrid maize that has been replanted is no longer hybrid maize and should therefore be recorded as local maize. **Local maize** is traditional maize, usually planted from own produce.

In addition to hybrid and local maize, the following crops will be asked about: -

- Cassava
- Millet
- Sorghum
- Rice
- Mixed beans
- Soya beans
- Sweet potatoes
- Irish potatoes
- Groundnuts

Question 3: What was the area under this crop?

If the household cultivated several fields, add up and give the total in hectares, acre or limas according to the unit of measurement the respondent/s uses. It must be noted that in identifying a field, the main features should be that the land must have been cultivated and crops planted and grown on it. This should be the actual area under crop.

Question 4: What quantity ofdid all the members of the household harvest?

Please note that the units of harvest are not the same for all crops. Some crops are to be measured in 90kg bags, others in 80kg bags and yet others in 10kg bags. Ensure that the correct unit is used for measuring harvest and sales of various crops. Rice and groundnuts weigh about 80kg when packed in a 90kg bag.

Question 5: What quantity of ... did the household sell?

Find out the quantity the household expects to be sold or exchanged. Enter quantity in this column. Check to make sure sales and/or exchange do not exceed production.

Question 6: How much was realised from the sale of...?

Find out how much revenue the household had realized from the sale of the named crop.

Question 7: Did any member of this household grow or anybody grow on their behalf the following non-food crops in the last agricultural season, that is, between the period October 2019 and Sept 2020?

The last agricultural season refers to the most recent agricultural season before the date of the interview. In respect to the LCMS VIII, the last agricultural season started on 1st October 2019 and ended on 30th September, 2020. Amongst the crops for which this question will be asked is Tobacco, Cotton, Paprika etc.

Question 8: What was the area under this crop?

If the household cultivated several fields, add up and give the total in hectares, acre or limas according to the unit of measurement the respondent/s uses. It must be noted that in identifying a field, the main features should be that the land must have been cultivated and crops planted and grown on it. This should be the actual area under crop.

Question 9: What quantity ofdid all the members of the household harvest?

Please note that the units of harvest are not the same for all crops. Some crops are to be measured in 90kg bags, others in 80kg bags and yet others in 10kg bags. Ensure that the correct unit is used for measuring harvest and sales of various crops. Rice and groundnuts weigh about 80kg when packed in a 90kg bag.

Question 10: What quantity of ... did the household sell?

Find out the quantity the household expects to sold or exchanged. Enter quantity in this column. Check to make sure sales and/or exchange do not exceed production.

Question 11: How much was realised from the sale of...?

Find out how much revenue the household had realized from the sale of the named crop.

I am now going to ask you questions about costs and expenses incurred during the last agriculture season, that is, the period between October 2019 and September 2020 for the production of crops

Question 12: Did you use /incur any of the following during the last agriculture season?

Find out from the household if they had used or incurred any of the listed items during production in the last agricultural season.

Question 13: How much was spent in cash and in kind on..... during the last agriculture season?

If the household had used or incurred any of the listed items during the last agricultural season, find out how much the household spent. For in kind payments probe and find out how much they would have paid if they had to pay cash.

[CONVERT IN KIND TO CASH EQUIVALENT]

Question 14: What was the source of the?

Find out from household the source of the item they had used in the production process and enter the appropriate code.

Question 15: Was/were the..... obtainable/available during the last agricultural season when needed?

Find out whether the.....from a particular source was available at the time it was needed in the 2019/2020 agricultural season. Enter the appropriate response. Enter none if the item was not needed by the household at the time.

Question 16: Why was the Unobtainable/unavailable?

Find out from the household why the.....was not available when it was needed **I am now going to ask you questions about costs and expenses incurred during the last agriculture season, that is, the period between October 2019 and September 2020 for the production of livestock and fish farming**

Question 17: Did you use/pay for during the last agriculture season?

Find out from the household if they had used any item from the list provided

Question 18: How much was spent in cash and in kind on..... during the Last agriculture season?

Find out from the household how much was spent in cash or kind for the use of the listed item in last agricultural season.

Question 19: What was the main source of ...?

Find out from the household the source of the item they had used in the production process and enter the appropriate code.

Question 20: Was/were the..... obtainable/available during the last agricultural season when needed?

Find out whether the item from a particular source was available at the time it was needed in the 2019/2020 agricultural season. Enter the appropriate response. Enter not applicable if the household did not need the item at the time.

SECTION 11: HOUSEHOLD EXPENDITURE

PURPOSE: This section aims at collecting information on the **consumption of various food and non-food items out of purchases, own production and gifts** over **different reference periods**.

Make sure that the respondent excludes expenditure on production or gifts for hosting or attending large events like weddings or funerals for example.

There is only **one reference period for each item**.

For each item, only **one answer per question** is possible.

Ask question 1 - question 7 for each item before you continue with the next item.

Three **reference periods** are applied in this section for the following item categories and their subcategories respectively:

Last 2 weeks for: Frequently bought Food items (the only exception is maize).

Last month for:

- Non Frequently bought food items
- Housing Expenditures
- Hygiene
- Transport
- Communication
- Other

Last year for:

- Education
- Health
- Water
- Clothing
- Financial Services

The reference period refers to the last 2 weeks/ last month/ last year **from now:**

The **last two weeks** refer to the two weeks prior to the date of enumeration.

The **last month** refers to the 30 days prior to the date of enumeration. If the enumeration for a particular household takes place on 24th November, the reference period is from 24th October to 23rd November.

The **last year** refers to 12 months prior to the date of enumeration, e.g. if the enumeration for a particular household takes place on 24th November 2009, the reference period is from 24th November 2008 to 23rd November, 2009.

Generally, the reference period is indicated:

- 1) In the header
- 2) In the filter question

- 3) In the first question of each question “block” (purchases, own production and gifts)
- 4) 4) Next to the headings of the sub-categories (see Figure 3)

Figure 3:

		PURCHASES			
	Q1	Q2	Q3		
1) LAST 2 WEEKS	Was [ITEM] purchased/consumed/ received during the last 2 weeks? 2)	During the last 2 weeks, how much did your household spend on [ITEM]? (IN TOTAL)	How many [UNITS] of [ITEM] did your household purchase for that amount?		During week [UNITS] of [ITEM] did your household purchase for that amount?
READ OUT	YES 1 NO 2 >> NEXT ITEM				
FILL IN PER ROW	DONT KNOW 98 >> NEXT ITEM REFUSED 99 >> NEXT ITEM	VALUE IN KWACHA	QUANTITY	UNIT CODE	QUA
Pulses and Legumes		DURING LAST 2 WEEKS 4)			
25	Fresh beans (excl Green		KW		

NOTE: In the case of shelled and unshelled maize grain, breakfast mealie meal, roller meal, hammer mealie meal, pounded maize meal and the cost of milling (items 1-7) the reference period is one month (last 4 weeks):

Eg ask: "During the **last month**, how much did your household spend on unshelled maize

Section 11A: Household Expenditure		I am now going to find out how much this household spent on different items as											
		PURCHASES				OWN PRODUCTION				GIFTS, FOOD FOR WORK, RELIEF FOOD			
	Q1	Q2	Q3	Q4	Q5	Q6	Q7						
LAST 4 WEEKS	Did this household purchase/consume/receive..... during the last 4 weeks?	During the last 4 weeks, how much did your household spend on [ITEM]? (IN TOTAL)	How many [UNITS] of [ITEM] did your household purchase for that amount?	During the last 4 weeks, how many [UNITS] of own produced [ITEM] did your household consume?	How much would this [ITEM] cost if you were to buy it?	During the last 4 weeks, how many [UNITS] of [ITEM] did your household receive without payment?	How much would this [ITEM] cost if you were to buy it?						
READ OUT	YES	1											
	NO	2											
	>> NEXT ITEM												
	DON'T KNOW	3											
FILL IN PER ROW	>> NEXT ITEM												
		VALUE IN KWACHA	QUANTIT Y	UNIT CODE	QUANTIT Y	UNIT CODE	VALUE IN KWACHA	QUANTIT Y	UNIT CODE	VALUE IN KWACHA			
Cereals DURING LAST 4 WEEKS													
1	Maize grain unshelled												

QUESTIONS ON QUANTITIES

(Q3, Q4, Q6, Q10, Q11, Q13)

Questions on quantities are to be answered using **pre-coded unit codes** (see Figure 4). These unit codes can be found on the right hand side of Q7 on each page of two weekly food expenditure section.

Example 1 (see Figure 4):

A household consumed two 10 kg bags of some item during the last 2 weeks. Choose the unit "10kg bag" out of the units listed in figure 3 and write the corresponding code: "B10" in the answer box. Because the household consumed two 10 kg bags, write "2" in the answer box for quantity.

Example 2 (see Figure 4):

A household consumed one and a half litre/ 1500 millilitre of some item during the last 2 weeks.

Figure 5:

During the last 2 weeks, how many [UNITS] of home produced [ITEM] did your household consume?	
QUANTITY	UNIT CODE
2	B10
1.5	LT
1500	ML
1.25	T20
25	T10

Either:

Or:

Either

Or:

Figure 4:

UNIT CODES	UNITS
B90	90 KG BAG
B50	50 KG BAG
B25	25 KG BAG
B10	10 KG BAG
T20	20 LITRE TIN
T10	10 LITRE TIN
T5	5 LITRE TIN
P	PIECE/ NUMBER
KG	KILOGRAMS
GR	GRAM
LT	LITRE
ML	MILLILITRE
BOT500	BOTTLE 500 ML
BOT750	BOTTLE 750 ML
BOT2.5	BOTTLE 2.5 LT
BP	BP
HP	HEAP
PL	PLATE
CU	CUP
GAL	GALLON
BK	BUCKET
BD	BUNDLE
MD	MEDA
OT	OTHER

In this case, you can either use the unit litre or millilitre. If you choose litre, the corresponding quantity is 1.5. If you choose millilitre, the corresponding quantity is 1500.

Example 3 (see Figure 4:)

A household consumed one 20 litre tin and half a 10 litre tin of some item during the last 2 weeks.

As you can only use one unit code per item, you need to transform this consumption either into 20 litre tins or in 10 litre tins, whatever you are more comfortable with. In this case the household consumes 1.25 20 litre tins (code "T20") or 2.5 10 litre tins (code "T10").

If the household states a unit that is not represented in the pre-coded unit list, try to convert the stated unit into a pre-coded one! Only if this is really not possible, chose unit "other" and fill in code "OT".

1) This also means you should not ask the question on that specific item.

There are three "blocks" of questions for each food

- item: 1) Purchases
- 2) Own production
- 3) Gifts, food for work, relief food

Figure 6:

Section 12A: Household Expenditure										
		PURCHASES			OWN PRODUCTION			GIFTS, FOOD FOR WORK, RELIEF FOOD		
LAST 2 WEEKS	Q1	Q2	Q3		Q4		Q5	Q6		Q7
	Was [ITEM] purchased/consumed/received during the last 2 weeks?	During the last 2 weeks, how much did your household spend on [ITEM]? (IN TOTAL)	How many [UNITS] of [ITEM] did your household purchase for that amount?		During the last 2 weeks, how many [UNITS] of home produced [ITEM] did your household consume?		How much does this amount of [ITEM] cost on your local market? (IN TOTAL)	During the last 2 weeks, how many [UNITS] of [ITEM] did your household receive without payment?		How much does this amount of [ITEM] cost on your local market? (IN TOTAL)
READ OUT	YES 1 NO 2 >> NEXT ITEM DONT KNOW 98 >> NEXT ITEM REFUSED 99 >> NEXT ITEM									
FILL IN PER ROW		VALUE IN KWACHA	QUANTITY	UNIT CODE	QUANTITY	UNIT CODE	VALUE IN KWACHA	QUANTITY	UNIT CODE	VALUE IN KWACHA
Pulses and Legumes										
DURING LAST 2 WEEKS										
25	Fresh beans (excl Green beans) unshelled									
26	Fresh beans (excl Green beans) shelled	8000 KW	2 KG		0	0	0 KW	500 GR		2000 KW
28	Soy beans shelled	7000 KW	0.5 T5		0	0	0 KW	0	0	0 KW

Question 1: Did this household purchase/ consume/ receive.....? during the last 7 days?

If this filter question is answered with “**YES**” (code 1), fill in **each answer box for Q2-Q7 for that item** (see example 5).

If this filter question is answered with “**NO**” (code 2), “**DON'T KNOW**” (code 3) **skip question2 – question 7** for the item in question, i.e. **go straight to the next item** without filling in any answer boxes of question 2 - question 7 for the item that is skipped.

PURCHASES:

Question 2: During the last 7 days, how much did your household spend on [ITEM]?

(In total)

Question 3: How many [UNITS] of [ITEM] did your household purchase for that amount?

These questions refer to **purchases**.

Question 2 asks about the total amount of Kwacha spent on **purchases** of each item during the last 7 days.

Question 3 asks about how many units of this item were purchased for the amount of money stated in question 2. Choose a unit from the unit list (see “Questions on Quantities”) and report the corresponding quantity.

OWN PRODUCTION:

Question 4: During the last 7 days, how many [UNITS] of home produced [ITEM] did your household consume?

Question 5: How much would this amount of [ITEM] cost if you were to buy it??

These questions refer to a household's own **production**.

Question 4 and 5, in contrast to the questions 2 and 3 on purchases, specifically refer to the units of items that were **produced AND consumed** within the last 7 days.

In order to attach a value to this amount of own production, question 5 asks how much this amount would cost on the respondent's local market.

NOTE: the order of this question is different from that for purchases as it is asked about the quantity first and the value in Kwacha afterwards.

GIFTS, FOOD FOR WORK, RELIEF FOOD:

Question 6: During the last 7 days, how many [UNITS] of [ITEM] did your household receive without payment?

Question 7: How much would this amount of [ITEM] cost if you were to buy it?

A household might be a recipient of free food either from other households or donor organisations, which is reported here.

Equally to the question on purchases, question 6 refers to the total quantity of items that a household **received**, rather than the quantity the household actually consumed out of these gifts.

Example 4 (see Figure 6:):

During the last 7 days, the household did not consume, produce nor receive any unshelled fresh beans as a gift.

As the household did not consume unshelled fresh beans, fill in code 2 for “NO” in Q1. Skip Q2-Q7 for that item and go to the next item. Leave the answer boxes for Q2-Q7 blank.

Example 5 (see Figure 6:):

A household purchased 2 kilograms of shelled fresh beans during the last 2 weeks. For the 2 kg, they paid K8000 in total. The household produced shelled fresh beans for storage and received 500 grams without payment. These 500 grams would cost K2000 on their local market.

Fill in code 1 for “YES” in Q1. Fill in “8000” in Q2. Fill in “KG” Q3, which is the unit code for kilograms. As the household purchased two kilograms, the corresponding quantity is “2”. As this household did not consume their production but stored it, fill in zero in each answer box of Q4 and Q5 (because both questions specifically ask for consumption out of own production). For the fresh beans received as a gift, fill in “500” as quantity and “GR” as unit in Q6 and “2000” in Q7.

Example 6 (see Figure 6:):

A household consumed shelled soy beans during the last 7 days. It purchased a 2.5 litre tin of shelled soy beans for the price of K70 and did neither produce nor receive any soy beans for free.

Fill in code 1 for "YES" in Q1. Report "7000" in Q2. As a 2.5litre tin is not listed in the pre-coded unit list, it must be transformed into a unit that is represented. In this case you can transform the 2.5litre tin in half a 5 litre tin so fill in "0.5" in Q3 for quantity and "T5" as unit code for a 5 litre tin. Because of the lack of consumed own production and received gifts, fill in the answer boxes of Q4Q7 with zeros.

Last 4 weeks: Non frequent Food, Housing Expenditures, Hygiene, Transport, Communication, Other

Generally, for items with a **reference period** of **one month**, it is **only** asked about **purchases and gifts**. Furthermore for **non food items**, it is **only** asked about the **value in Kwacha** and **NOT** about **quantities** anymore.

The only **exceptions**, for which it is also asked about own production are: Salt, spices, and cooking oil.

Example 7 (see Figure 7):

A household produced and consumed charcoal during the last 4 weeks. It did neither purchase nor receive any charcoal for free. It produced two 50kg bag of charcoal that would have cost K200 on their local market.

In this case, fill in "1" for YES in Q8. Because the household did not purchase any charcoal, fill in "0" in Q9. The answer boxes for Q10 and Q11 indicate that they must not be filled out in the case of charcoal so do not ask the corresponding questions and leave the answer boxes blank even though you have information on the quantities produced. Fill in "200" in Q12 and "0" in Q13 and Q14.

Figure 7

Section 11A: Household Expenditure			PURCHASES				OWN PRODUCTION		GIFTS, FOOD FOR WORK, RELIEF FOOD	
	Q8	Q9	Q10	Q11	Q12	Q13	Q14			
LAST 4 WEEKS	Did this household purchase/consume/receive..... during the last 4 weeks?	During the last 4 weeks, how much did your household spend on [ITEM]? (IN TOTAL)	How many [UNITS] of [ITEM] did your household purchase for that amount?	During the last 4 weeks, how many [UNITS] of own produced [ITEM] did your household consume?	How much would this [ITEM] cost if you were to buy it?	During the last 4 weeks, how many [UNITS] of [ITEM] did your household receive without payment?	How much would this [ITEM] cost if you were to buy it?			
READ OUT	YES	1								
	NO	2								
	>> NEXT ITEM									
	DONT KNOW	3								
FILL IN PER ROW	>> NEXT ITEM									
		VALUE IN KWACHA	QUANTIT Y	UNIT CODE	QUANTIT Y	UNIT CODE	VALUE IN KWACHA	QUANTIT Y	UNIT CODE	
Other non frequent		DURING LAST FOUR WEEKS								
138	Charcoal	1	0			20,000				

Last 12 months: Education, Health, Water, Clothing, Financial Services

HOUSING EXPENDITURE

Rent of dwelling: If household does not pay rent, ask the respondent to estimate the rent that the household would have to pay if the dwelling was for rent and report estimation.

EDUCATION EXPENSES

ANSWER SEPERATELY FOR 1st, 2nd and 3rd SCHOOL TERM OF 2020

The first, second and third **school terms** are from January-April, May-August, and September-December 2020, respectively, for both **primary** and **secondary school**. For colleges, **universities** and some **private schools** all school fees paid from January to enumeration date, 2020 should be recorded in the term they were paid, even though they cover all terms.

In case of a household with **more than one member going to school**, add up the amounts spent on the above items for all school going members.

184 School Fees: Ask respondent to include boarding fees, tuition paid to school/college/university, registration fees, etc. Tuition referred to under 'school fees' is different from private tuition.

185 **Contribution to School/PTA:** This includes payments made by school going members of the household to school projects and PTA funds.

186 **Private Tuition:** This refers to a tuition fee incurred outside the normal school arrangements such as engaging a teacher to have extra sessions with a member of the household. **Note** that the other form of tuition paid to the institution where a person goes to school has been taken care of under school fees.

188 **Stationery:** This constitutes the accessories/instruments a member of the household uses for the purposes of writing and drawing such as notebooks, mathematical sets, pens, pencils, erasers, sharpeners, rulers, etc.

189 **School Uniforms:** This includes school items such as shoes, socks, jersey/jacket, neck-tie and badges etc for school purposes.

190 **Other School Expenses:** This includes all other expenses not covered by the items above, like cash-payments to members of the household that are temporarily away in order to attend school for example.

MEDICAL EXPENSES

Record the amount in Kwacha against each medical expenditure item.

191 **Medication (purchased privately):** This includes both traditional medicines and those bought from shops/chemists etc, although fees for traditional healers, doctors etc are recorded separately.

CLOTHING

Generally refer to both new and second hand clothes such as dresses, jackets, trousers, shirts, T-shirts, etc.

207 **Fabric/Material:** This refers to ~~unmade clothing~~ fabric bought for the purposes of making something to wear out of them.

208 **Tailoring Charges:** These refer to the amount of money spent on paying tailors to make clothes.

SECTION 11B: REMITTANCES

Remittances are transfers in cash or in-kind **from one household to another**. In this section, the value given in Kwacha both for the remittances paid in cash or in-kind are asked for. Thus you should give the **value of remittances paid in-kind** based upon the price of such an item within that particular locality.

Note that remittances **do not include transfers to household members** even if they are temporarily away.

Example 1 (see Figure 8:): **Figure 7:** During the last year, a household transferred a total of K120 to relatives living in Zambia and not belonging to the respondent's household. K70 **out of** the K120 was transferred to persons living in urban areas while the rest (K50) was transferred to persons living in rural areas.

Section 11 B: Remittances				CASH REMITTANCES	IN-KIND REMITTANCES
		Q18	Q19	Q20	
	LAST YEAR	During the last year (2009), did your household send remittances in cash or in-kind?	During the last year (2009), how much did your household spend on cash remittances [...]?	During the last year (2009), what was the value of remittances paid in-kind [...]?	
	READ OUT	YES	1		
		NO	2		
		>> NEXT SECTION			
		DONT KNOW	3		
	FILL IN PER ROW	>> NEXT SECTION			
			VALUE IN KWACHA	VALUE IN KWACHA	
		CODE: /			
REMITTANCES	In total				
	215 To persons in rural areas of Zambia (excl any member of the household)		120000	0	
	216 To persons in urban areas of Zambia (excl any member of the household)		70000	0	
	217 To persons outside Zambia		50000	0	

Note: Make sure to fill in question

18 that you find in the header. As soon as filter question 18 is answered with "YES", fill in every answer box of Q19 and Q20 for all rows 1-4.

In this case, fill in "1" for YES in Q18. In row 1, fill in "120" in Q19 and "0" in Q20. In row 2, fill in "70" in Q19 and "0" in Q20. In row 3, fill in "50" in Q19 and "0" in Q20. In row 4, fill in "0" in Q19 and Q20 as no remittances were sent to persons outside Zambia.

SECTION 12: DEVELOPMENTAL ISSUES AND SOCIAL FUND IMPACT

This section is meant to collect information on community needs and the type of development that has taken place in various communities. The section is particularly focused on comparing how areas where developmental-projects have taken place are faring compared to other areas. The government in collaboration with other stakeholders has set up institutions in various line ministries with the mandate to help in the rehabilitation of existing infrastructure such as schools, health centers, etc. and also the building of new infrastructure, and providing micro-credit to the poor.

Question 1: Which social and economic facilities would the household like to be provided or improved on in this community including what directly affects your household? Please list them in order of importance.

The list of possible choices are listed in **Appendix V** Social and economic facilities include schools, health facilities, roads, water supply, job opportunities, input market, food market, inputs, credit facilities, etc.

Let the respondent (preferably head or spouse in this case) provide you with the answers in terms of what they require, in order of importance with choice 1 being the most important. Then code the choices given using the codes provided in Appendix V.

The respondent can list up to four choices maximum. However, some households will have less than four choices or even none. Ensure that this question is answered by either the head or spouse. The respondent however is free to consult other members of the household on what the household requires in form of social and economic facilities.

A long list of Social and Economic facilities which concern households Living conditions is provided. The list has been set-up according to categories for ease of reference (see appendix V).

Always find out whether or not the respondent means providing a facility that does not already exist or rehabilitating an already existing one and record the answers appropriately.

Below are explanations of some of the Social and Economic facilities:-

When a respondent gives the answer "Lack of agricultural inputs" - Probe further to find out the reason why they lack the inputs. Is it because they cannot afford them, or the inputs are not readily available on the market or what? Record the correct answer.

Agricultural marketing facilities: Is the whole process of buying and selling agricultural produce.

Credit facilities: Refer to institutions, which provide money for borrowing.

More primary/secondary places to be available: Is where the respondent feels the current school places are not enough and therefore more places must be made available.

Employment opportunities to be provided (jobs should be provided): Differs from the next item in that in the former case there are no jobs or employment opportunities available in that community whereas the latter case refers to a situation where employment opportunities are available but the household feels that they are not enough.

Hammer mill: Means 'chigayo' in the local language.

Housing/Accommodation needed: Is where a respondent feels that their housing or accommodation is not adequate. Perhaps the house is too small for their household or they share accommodation with other households, etc.

Housing/Accommodation currently occupying to improve: Implies the respondent feels the housing they are currently occupying is below a standard they wish to live in, or is dilapidated, etc.

Housing/Accommodation should be provided: This is where in general; the respondent feels there should be more housing available to the community in form of numbers.

Housing/accommodation should improve: This is where in general; the respondent feels the housing currently available should improve in standard.

Affordable housing: Implies the household wishes to have affordable housing. They feel that the current housing available is beyond their reach(expensive).

Security to improve: Implies the household generally feels that the current security situation in their community is not safe. Maybe they have had several burglaries or muggings in their community and do not feel secure. This is opposed to the two former items which relate specifically to the desire for police services or improved police services.

Water supply facilities: If the household simply says; "We would like water to be provided" - probe further and find out what kind of water facilities they need/desire and record appropriately. Do they need a well, borehole, or piped (tap) water, or what?

Food and other consumer goods issues: If the household simply says; “We need food” - probe further and ask in what form; relief food, own food or what? Relief food is free food given out to needy population. If they emphasize that they “simply need food” then record code 60 (food required).

Some of the facilities are explained under questions 2.

Questions 2 and 3: Have the following projects or changes occurred in your community in the last 12 months?

Questions 2 and 3 are concerned with knowing the extent to which development has or is taking place in various communities.

A List of 27 types of projects or changes are included which affect the Living conditions of households.

The reference period for questions 2-3 is ‘in the last 12 months.

Grading of road implies rehabilitating or maintaining an existing gravel road.

Tarring of road implies placing tarmac on an existing gravel road or resurfacing an existing tarred road.

Piping of water implies putting up new water taps either public or to individual households where they didn’t exist before.

Water supply rehabilitated or improved implies repairing or restoring of an existing water system, which had ceased functioning, was not adequate, or had broken down.

Transport service includes both public and private service.

Sanitation has to do with disposal of human and other waste.

Agriculture inputs include fertilizers, seeds, and farm implements including farm machinery.

Consumer goods include general household merchandise such as food, drinks, detergents, shoes, clothes, kitchenware, etc.

Credit facilities refer to availability of lending institutions such as banks, credit coordinators (such as CUSA), etc, where the community has access to borrowing money for either business, agricultural ventures or personal use.

Agriculture extension services refer to the provision of information or demonstrations/training on agriculture production in such areas as crop management, livestock production and management, marketing, etc. Agriculture extension is normally provided by the Ministry of Agriculture extension workers but is also provided by other institutions such as PAM.

Veterinary services refer to the provision of facilities such as dipping tanks, vaccines and other requirements for livestock and poultry.

SECTION 13: CHILD HEALTH AND NUTRITION

This section of the questionnaire shall be administered to every child between the ages 0 through 59 months who is a usual member of the household **by the team supervisor**. There shall be one column filled-in per child. Even for newborn babies the section shall be administered. This section of the questionnaire should be answered by an adult member of the household in the following order of preference: (a) Mother of child, (b) Female spouse (those two might of course be the same person in many cases), (c) Head of household and (d) Any other knowledgeable person.

Ask for the child /children's under-five clinic card/s before asking questions on this section, for all children who are aged below five years and are usual members of the household. If the cards are not available for some or all the under-five children, you should still go ahead and ask the questions.

Question 4: Date of birth of child?

If the under-five clinic card is available, copy the date of birth from there. If it is not available, the respondent will have to provide this information. Almost all persons who have been to school know the age and date of birth of their children, while some illiterate and the very old do not. Ask such a person if any special events happened during the year the child was born, or the year before or even the year after the child was born. Record the date of birth of the child being enumerated. That is the date, month and year. E.g. if the child was born on the 26th December 2019, enter;

2	6
---	---

1	2		
2	0	1	9

It is of utmost importance that the correct age in months is recorded for those children between 0-59 months. If this age is not correct, it will have serious implications for the assessment of different forms of malnutrition.

The age given in section 1 will be checked against the date of birth in this section for children aged below five years in order to collect the correct age in months of the children.

When editing the questionnaire ensure that, there is this consistency.

Question 5: Is..... being breastfed now?

Question 6: How long after birth did you put to the breast?

Question 7: In addition to breast milk is fed on any of the following?

7.1 Any other milk other than breast milk (e.g. S26, lactogen, promil or other baby formula, Fresh milk, Soya milk, Goat milk, etc.)

YES....1

NO.....2

7.2 Water

YES....1

NO.....2

7.3 Other fluids

YES....1

NO.....2

7.4 Solids (e.g. custard, cerelac or other cereal, vitaso, porridge, nshima, etc.)

YES....1

NO.....2

Question 8: Has ever been breastfed?

Question 9: For how many months did you breastfeed?

Question 10: At what age (in months) did you first give... water or other fluids or food?

If the child is given gripe water regularly, this should be considered as the child is being given fluids.

Question 11: How many times is currently given solids foods in a day (nshima, rice, potatoes, porridge, cerelac, other cereals, vitaso, custard, etc)?

ONCE.....1

TWICE..... 2

THRICE.....3

FOUR TIMES.....4

FIVE TIMES.....	5
MORE THAN FIVE TIMES.....	6
NOT YET STARTED ON SOLIDS.....	7

Questions 12 - 13: Weight and length/height of child?

This question applies only to children aged 3 - 59 months only. Children less than 3 months old should not be weighed and measured. The supervisor will demonstrate how to measure the weight and height of the child/children using weighing scales, the mother/baby scale in this case, and the length board.

Weight: ask the mother/respondent if you can weigh her and the child. First, you have to weigh the mother/respondent, and then the mother/respondent and child together. The weight of the child will then show on the scale. Weight should be given in kilograms (kg) and grams. E.g. if the child weighs 12.1kg, enter:-

1	2	.	1	Kg
---	---	---	---	----

Height: For children aged 3 to 23 months, you will have to measure the child while he/she is lying down on the measuring (length) board. For children aged 24 through 59 months you will have to measure them while standing upright (height). Length/height should be recorded in centimetres and millimetres. E.g. if a child is 1 metre, 2 centimetres and 5 millimetres tall, this will be recorded as-

1	0	2	.	5	CENTIMETRES
---	---	---	---	---	-------------

After measuring the weights and heights of all the under-five children in the household check the answers you have just recorded and make sure they are correct. It is advisable especially for weight to measure twice in order to counter-check your recorded answers. This data on weight and height is important and should be measured and recorded correctly as it is used for computing the nutrition status of children under the age of five years.

Questions 17: PRESENCE OF OEDEMA

YOU NEED NOT TO ASK THIS QUESTION. Observable swelling of body tissues due to fluid accumulation that may be demonstrated by applying pressure to the swollen area (such as by depressing the skin with a finger). If the pressing causes an indentation that persists for some time after the release of the pressure, the [edema](#) is referred to as pitting edema. Pitting edema is either caused by a localized problem with veins in the affected area, or a systemic problem with the heart, kidneys, or liver function. Edema without pitting is more

likely to be caused by issues with the thyroid or lymphatic system. Either way, if a child has edema, it means that excess fluid is trapped in some of his/her body tissues and it's not being properly carried away. If a child has pitting edema, it's important to record this as it affects the anthropometric measurements.

GRADING OF EDEMA

1+	2mm depression, barely detectable. Immediate rebound.
2+	4mm deep pit. A few seconds to rebound.
3+	6mm deep pit. 10-12 seconds to rebound.
4+	8mm: very deep pit. >20 seconds to rebound.



Pitting Edema: A temporal depression is formed in the skin on applying pressure



NOTE: PITTING EDEMA HAS TO APPEAR IN BOTH AND NOT JUST IN ONE LEG.

SECTION 14: SELF ASSESSED POVERTY AND COPING STRATEGIES

Question 1: Do you consider your household to be very poor, moderately poor or non-poor?

For this question, please let the respondent give his/her own View, regardless of his/her household's actual situation. In this section, we are trying to find out households' own perception of their poverty status. The objective (measured) poverty will be analysed against this subjective poverty. Desist from influencing the opinion of the respondent. For instance, even if the respondent looks poor but says he/she is non-poor, record non-poor for your answer.

Question 2: What do you think has led your household to be in poverty?

The respondent should be expected to give some reason that implies some sort of action on his/her side or from public authorities. "Lack of money" should not be accepted as an answer. Probe further in such a situation to find the cause of the lack of money.

Question 3: Compared to 12 months ago, do you consider your household to be better off, the same or worse off now?

Better off.....1 } >>Q 5
The same.....2 }
Worse off.....3
Not applicable.....4 >>Q6

Question 4: Why do you think your household is worse off?

Ask for the three main reasons, starting with the most important. If less than three reasons are given, record 88 in the empty boxes.

Question 5: How much money do you think is needed by your household in a month to have an adequate/ minimum standard of living?

Enter the amount of money the household thinks will be needed in a month to have an adequate/ minimum standard of living.

Question 6 How many meals excluding snacks does your household normally have in a day?

Here the word meal refers full meals that the household takes together. A normal full meal in an ordinary Zambian household would comprise nshima and relish. Relish normally takes the form of vegetables, meat, fish and chicken, etc.

Question 7 How many times in the past one month did your household eat fish, poultry or animal products?

Indicate the number of times that the household ate vegetables in the last one month.

- ZERO.....1
- ONCE.....2
- TWICE.....3
- THRICE.....4
- FOUR TIMES.....5
- FIVE TIMES.....6
- MORE THAN FIVE TIMES.....7

Question 8 How many times in the past one week did your household eat vegetables?

Indicate the number of times that the household ate vegetables in the last one week.

- ZERO.....1
- ONCE.....2
- TWICE.....3
- THRICE.....4
- FOUR TIMES.....5
- FIVE TIMES.....6
- MORE THAN FIVE TIMES.....7

Question 9 During the last twelve months did your household or any member of your household experience?

Read out all the events to the respondent and indicate the response given on each of the event.

Types of events

WEATHER & AGRICULTURE:

- Drought
- Flood
- Storm
- Crop disease/ crop pests
- Damage to crop while in storage
- Livestock disease

BUSINESS & INCOME:

- Better pay/ Work
- Job loss/ No salary
- Rise of profit from business
- Collapse of Business
- Inability to pay back loan
- Change in money received from family/

friends

FOOD & PRICES:

Change in sales prices of Agriculture products (eg crops)
Change in Agriculture input prices (eg seeds)
Change in food prices

CRIME & CONFLICT:

Victim of crime/ Business scam/ Cheating
Lawsuit/ Imprisonment
Communal/ political crisis/ conflict (Religious)
Person joined household
Family conflict
Marital differences/ divorce

HEALTH:

Illness
Serious/ Accident
Death of bread earner
Death of other household member
Destruction of housing (e.g. from fire/ storm etc.)

OTHER:

Lack of financial resources/ adequate resources
Evicted from house

OTHER SPECIFY

Question 10 How many times did this (EVENT) occur in the last 12 months?

Enter the number of times the even occurred in the last 12 months

Question 11 Over the last 12 months, was the total impact of (EVENT) to your household positive or negative?

Question 12 During the last 12 month how did the impact of (EVENT) affect your household?

No impact.....0
Low.....2
Medium.....2
High.....3
Don't know.....4

Question 13 Last time (EVENT) occurred, what did you do to deal with the effects of the (EVENT)?

SECTION 15: DEATHS IN THE HOUSEHOLD

This section focuses on deaths that occurred in the household in the last 12 months. This topic is very sensitive and the enumerator should be tactfully and remorsefully as they tackle this section. This will help to calm the respondent and avoiding opening old wounds that may lead to a premature end of the interview.

Question 1: Is there any member of the household who died (Including babies who died after birth) since the last twelve months?

Find out from the respondent about any death that occurred in the last 12 months. Emphasize to the respondent that this death information is only of usual household members who died in the last 12 months.

Question 2: How many people died in the last 12 months?

Record the number of people who died in the household in the 12 months period prior to the survey, if any, and record their ages and sex. If two people died for example and their ages and sex were; 3 months old male, 45 years old male - they will be recorded as follows in question 3: -

Question 3: Please give the full names of people who died.

Question 5: was male or female?

Find out the sex of NAME and enter the appropriate code.

MALE...1

FEMALE...2

Question 5: How old was.....at the time of death?

Age should be recorded in completed years. If the deceased age was below one year - record zeros in the age answer boxes. If the deceased was aged, 90 years or above 90 years record in the age answer boxes.

9	0
---	---

Ensure that the deaths recorded are of persons who used to be usual members of the household.

Question 6: What was.....main cause of death?

Find out the main cause of death and enter the appropriate code from the drop down menu.

Question 7: Were you told by the health authorities that ... died of COVID-19?

APPENDICES

APPENDIX I: LIST OF CHIEFS BY DISTRICT

CENTRAL PROVINCE

Kabwe Rural

- 101- Chief Chamuka
- 102- Chief Chipepo
- 103- Chief Chitanda
- 104- Chief Liteta
- 105- Senior Chief Mukuni
- 106- Chief Mukubwe
- 107- Chief Mungule
- 108- Chief Ngabwe

Mkushi

- 109- Chief Chembe
- 110- Chief Chikupili
- 111- Chief Chitina
- 112- Chief Kanyenshya
- 113- Senior Chief Mboroma
- 114- Chief Mbosha
- 115- Chief Mukonchi
- 116- Chief Mulungwe
- 117- Chief Nkole
- 118- Chief Shaibila

COPPERBELT

Ndola Rural

- 201- Senior Chief Chiwala
- 202- Chief Fungulwe
- 203- Chief Kalunkunya
- 204- Chief Lesa
- 205- Chief Lumpuma
- 206- Chief Machiya
- 207- Chief Malembeka
- 208- Chief Mukutuma

Mumbwa

- 119- Chief Chibuluma
- 120- Chief Kabulwebulwe
- 121- Chief Kaindu
- 122- Chief Moono
- 123- Chief Mulendema
- 124- Chief Mumba
- 125- Senior Chief Shakumbila

Serenje

- 126- Chief Chibale
- 127- Chief Chisomo
- 128- Chief Kabamba
- 129- Chief Kafinda
- 130- Chief Mailo
- 131- Senior Chief Muchinda
- 132- Chief Muchinka
- 133- Chieftainess Serenje

- 209- Senior Chief Mushili
- 210- Chief Mwinuna
- 211- Senior Chief Ndubeni
- 212- Chief Nkana
- 213- Chief Shibuchinga
- 214- Chieftainess Shimukunami

EASTERN PROVINCE

Chadiza

- 301- Chief Mlolo
- 302- Chief Mwangala
- 303- Chief Pembamoyo
- 304- Chief Zingalume

Chama

- 305- Chief Chibale
- 306- Chief Chifunda
- 307- Chief Chikwa
- 308- Senior Chief Kambombo
- 309- Chief Tembwe
- 310- Chief Lundu

Chipata

- 311- Chief Chanje
- 312- Chief Chikuwe
- 313- Chief Chinunda

Katete

- 333- Chief Kathumba
- 334- Senior Chief Kawaza
- 335- Chief Mbang'ombe

Lundazi

- 336- Chief Chikomeni
- 337- Senior Chief Magodi
- 338- Chief Mphamba
- 339- Chief Mwase-Mpangwe
- 340- Chief Mwanyanya
- 341- Sr.Ch.Mwase-Lundazi
- 342- Chief Pikamalaza
- 343- Chief Zumwanda
- 344- Chief Kapichila
- 345- Chief Chitungulu
- 346- Chief Kazembe

Petauke

- 347- Sr.Chief Kalindawalo
- 348- Senior Chief Lwembe
- 349- Chief Mwanjabanthu

- | | |
|--------------------------------|--------------------------|
| 314- Chief Chinyaku | 350- Chieftainess Mwape |
| 315- Chief Jumbe | 351- Chief Ndake |
| 316- Chief Kakumbi-Malama | 352- Chief Nyalugwe |
| 317- Chief Kapata-Moyo | 353- Chief Nyamphande |
| 318- Chief Madzimawe | 354- Chieftainess Nyanje |
| 319- Chief Mafuta | 355- Chief Sandwe |
| 320- Chief Maguya | 356- Chief Mumbi |
| 321- Chief Malama-Chikunto | |
| 322- Chief Mishoro | |
| 323- Chief Mkanda | |
| 324- Chief Mnkhanya | |
| 325- Chief Mnukwa | |
| 326- Paramount Chief Mpezeni | |
| 327- Senior Chief Mshawa | |
| 328- Chief Msoro | |
| 329- Senior Chieftainess Nsefu | |
| 330- Chief Nzamane | |
| 331- Chief Sayiri | |
| 332- Paramount Chief Undi | |

LUAPULA PROVINCE

Kawambwa

- 401- Chief Chama
 402- Chief Munkata
 403- Senior Chief Mushota
 404- Senior Chief Mwata-Kazembe

Mwense

- 415- Chief Kashiba

Mansa

- 405- Chief Chimese
 406- Chief Chisuka
 407- Chief Kalaba
 408- Chief Kalase-
 Lukangaba
 409- Chief Kasoma-Lwela
 410- Chief Mabumba
 411- Chief Matanda
 412- Senior Chief Milambo
 413- Chief Sokotwe
 414- Chief Mibenge

Samfya

- 428- Chief Kasoma-
 Bangweulu

416- Chief Katuta
417- Chief Lubunda

418- Chief Lukwesa
419- Chief Mulundu
420- Chief Matipula

421- Chief Mwenda

Nchelenge

422- Chief Lambwe-Chomba
423- Chief Kambwali
424- Chief Kanyembo
425- Senior Chief Mununga
426- Chief Nshimba
427- Senior Chief Puta

LUSAKA PROVINCE

Luangwa (Feira)

501- Senior Chief Mburuma
502- Chief Mpuka

506- Chief Shikabeta
507- Chief Unda-Unda

429- Chief Chitembo
430-Senior Chief Kalima-
Nkonde
431- Chief Kasoma-Lunga
432- Chief Mbulu
433-Senior Chief Kalasa-
Mukuso
434- Chief Mulakwa
435- Chief Mulongwe
436- Chief Bwalya-Mponda
437- Chief Mwansakombe
438- Senior Chief Mwewa
439- Chief Nsamba

Lusaka Rural

503- Chief Chiawa
504- Chief
Mumpanshya
505-Senior Chieftainess
Nkomesha

NORTHERN PROVINCE

Chilubi

Kasama

601- Chief Chiwanangala

615- Chief Chimbola

602- Chief Matipa

Chinsali

603- Chief Chibesakunda

604- Chief Kabanda

605-

Chief

606- Chief Mukwikile

607- Senior Chief Nkula

680- Chief Nkweto

Isoka

609- Chief Kafwimbi

610- Chief Katyetye

611- Chief Muyombe

612- Chief Mwenechifungwe

613- Chief Mweniwisi

614- Chieftainess Waitwika

Mbala

630- Chief Chinakila

631- Chief Chitimbwa

632- Chief Fwambo

633- Chief Mpande

634- Chief Mwamba

635- Chief Nondo

636- Senior Chief Nsokolo

637- Senior Chief Tafuna

Mporokoso

647- Chief Chitoshi

648- Chief Shibwalya-Kapilya

649- Chief Mporokoso

650- Chief Mukupa-Kaoma

NORTH-WESTERN PROVINCE

616- Paramount Chief
Chitimukulu

617- Chief Makasa

618- Chief Munkonge

619- Senior Chief Mwamba

620- Chief Nkolemfumu

Mubanga

Kaputa

621- Chief Kaputa

622- Chief Mukupa-
Katandula

623- Senior Chief Nsama

Luwingu

624- Chief Chabula

625- Chief Chipalo

626- Senior Chief Chungu

627- Chief Katuta

628- Senior Chief Shimumbi

629- Chief Tungati

Mpika

638- Chief Chikwanda

639- Chief Chiundaponde

640- Chief Kabinga

641- Senior Chief Kopa

642- Chief Luchembe

643- Chief Mpepo

644- Chief Mpumba

645- Chief Mukungule

646- Chief Nabwalya

Mufumbwe (Chizera)

701- Chief Chizera
702- Chief Mushima

Kasempa

706- Chief Ingwe
707- Senior Chief Kasempa

Solwezi

717- Chief Chikola
718- Senior Chief Kalilele
719- Chief Kapijimpanga
720- Chief Mukumbi
721- Chief Matebo
722- Senior Chief Mujimanzovu
723- Chief Mulonga

724- Chief Mumena
725- Chief Musaka
726- Snr Chief Musele

SOUTHERN PROVINCE

Choma

801- Chief Macha
802- Chief Mapanza
803- Chief Mooyo
804- Chief
Simaundu
805- Chief Singani

Kalomo

808- Chief Chikanta

Kabompo

703- Chief Chiyengele
704- Chief Kalunga
705- Senior Chief Sikufela

Mwinilunga

708- Chief Chibwika
709- Chief Ikelenge
710- Chief Kakoma
711- Senior Chief
Kanongesha
712- Chief Kanyama
713- Chief Mwininyilamba
714- Chief Ntambu
715- Chief Nyakaseya

Zambezi

727- Chief Ishima
728- Senior Chief Ishindi
729- Chief Kucheka
730- Chief Chinyama Litapi
731- Chief Mpidi
732- Senior Chief Ndungu
733- Chieftainess
Nyakulenga

Gwembe

806- Chief Chipepo
807- Chief Munyumbwe

Mazabuka

816- Chief Mwanachingwala

809- Chief Moomba
810- Chief Mukuni
811- Chief Musokotwane
812- Chief Nyawa
813- Chief Sekute
814- Chief Simwatachela
815- Chief Sipatunyana

817- Chief Mwenda
818- Chief Naluwama
819- Chief Sianjalika

Monze

Namwala

820- Chief Chona
821- Chief Choongo
822- Chief Monze
823- Chief Mwanza
824- Chief Siamusonde
825- Chief Ufwenuka
832- Chief Muwezwa
833- Chief Nalubamba
834- Chief Shezongo
835- Chief Shimbizhi

826- Chief Chilyabufu
827- Chief Kaingu
828- Chief Muchila
829- Chief Mukobela
830- Chief Mungaila
831- Chief Musungwa

Siavonga

Sinazongwe

836- Chief Chipepo
837- Chief Sikongo
838- Chief Simamba
839- Chief Sinadambwe

840- Chief Mwemba
841- Chief Sinazongwe

WESTERN PROVINCE

Kalabo

Lukula

(Chietainess Mbowanjikakana)

(Chief Imwiko)

901- Induna Akabati
902- Induna Chumbulu
903- Induna Imbwae
904- Induna Katusi
905- Induna Kaongolo
906- Induna Kaonga
907- Induna Kayombo
908- Induna Likubi

942- Chief Akabati
943- Chief Litondo
944- Chief Imbuwa
945- Chief Mushashu
946- Chief Mundandwe
947- Chief Mwenda
948- Chief Nawasilundu
949- Chief Silembe

- | | | |
|--------------------------|-----------------------------|-------------------------|
| 909- Induna Lioko | 950- Chief Likubi | |
| 910- Induna Lwambo | 951- Induna Lukama | |
| 911- Induna Lwandamo | | |
| 912- Induna Malala | <u>Mongu</u> | |
| 913- Induna Manyima | <u>(Paramount Chief The</u> | |
| | <u>Litunga)</u> | |
| 914- Induna Mukubesa | | |
| 915- Induna Mulepu | | 952- Induna Imamuna |
| 916- Induna Mundandwe | 953- Induna Inyamawina | |
| 917- Induna Mundia | 954- Induna Ishewambuto | |
| 918- Induna Mwanamambo | 955- Induna Munono | |
| 919- Induna Mwanamawa | 956- Induna Mukulwambula | |
| 920- Induna Mwanamungela | 957- Induna | Mwanang'umune |
| | | |
| 921- Induna Mwenemundu | 958- Induna | Mwenechiengele |
| | | |
| 922- Induna Nalubuto | 959- Induna Ikanjiwa | |
| 923- Induna Nalwendo | 960- Induna Solami | |
| 924- Induna Namakaya | 961- Induna Nawasilundu | |
| 925- Induna Namulimbwa | 962- Induna Sikwa | |
| 926- Induna Nasando | 963- Induna Yusikwakuonga | 927- Induna Simayumbula |

Kaoma
(Chief Litia)

Senanga
(Chieftainess Litunga-La-
Mboela)

- | | |
|--------------------------|--------------------------|
| 928- Induna Iluya | 964- Induna Imonga |
| 929- Induna Kakumba | 965- Induna Imenda |
| 930- Induna Kabilamwandi | 966- Induna Imutulo |
| 931- Induna Kanguya | 967- Induna Ikubiana |
| 932- Induna Kasabi | 968- Induna Indopu |
| 933- Induna Kahare | 969- Induna Imukondo |
| 934- Induna Kasimba | 970- Induna Mukata |
| 935- Induna Mayankwa | 971- Induna Mushemi |
| 936- Induna Mufaya | 972- Induna Sambiana |
| 937- Induna Mwanambuya | 973- Induna Ololo |
| 938- Induna Mwanatete | 974- Induna Yutanga |
| 939- Induna Nyambe | 975- Induna Nalopu |
| 940- Induna libinga | 976- Induna Mwanamwalile |

941- Induna Mutondo

977- Induna Lukama

Sesheke

(Senior Chief Inyambo)

978- Induna Imbwae

979- Induna Imalenda

980- Induna Aibelilwe

981- Induna Matape

982- Induna Mataka

983- Induna Mukwae

984- Induna Mulauli

985- Induna Mupengu

986- Induna Mwanza 987- Induna Nalisa

988- Induna Katundu

989- Induna Sabukube 990-
Induna Sakakuwa

991- Induna Sifuwe

992- Induna Sibofu

993- Induna Nasando

994- Induna Silumbu

APPENDIX II: CONVERSION TABLE FOR CASSAVA

RAW CASSAVA		CASSAVA CHIPS	
RAW CASSAVA	CASSAVA FLOUR	DRY CHIPS	CASSAVA FLOUR
STANDARD BAGS	90KG BAGS	50KG BAGS	90KG BAGS
1/4	0.16	1/4	
1/3	0.2	1/3	0.14
1/2	0.3	1/2	0.19
2/3	0.4	2/3	0.28
3/4	0.46	3/4	0.37
1	0.6	1	0.42
2	1.2	2	0.56
3	1.8	3	1.11
4	2.4	4	1.67
5	3	5	2.22
6	3.6	6	2.78
7	4.2	7	3.33
8	4.8	8	3.89
9	5.4	9	4.44
10		10	5
	6		5.56

APPENDIX III: HOW TO MEASURE HEIGHT/LENGTH OF CHILDREN

A. Child Length/Height Summary Procedure

1. **Measurer or Assistant:** Place the measuring board on a hard flat surface, i.e. ground, floor or steady table.
2. **Assistant:** Place the questionnaire and pencil on the ground, floor or table (Arrow 1). Kneel with both knees behind the base of the board, if it is on the ground or floor (Arrow2).
3. **Measurer:** Kneel on the right side of the child so that you can hold the foot piece with your right hand (Arrow 3).
4. **Measurer and Assistant:** With the mother's help, lay the child on the board by doing the following:

Assistant: Support the back of the child's head with your hands and gradually lower the child on the board.

Measurer: Support the child at the trunk of the body.

5. **Measurer or Assistant:** If she is not the assistant, asks the mother to kneel on the opposite side of the board facing the measurer to help keep the child calm.
6. **Assistant:** Cup your hands over the child's ears (Arrow 4). With your arms comfortably straight (Arrow 5), place the child's head against the base of the board so that the child is looking straight up. The child's line of sight should be perpendicular to the ground (Arrow 6). Your head should be straight over the child's head. Look directly into the child's eyes.
7. **Measurer:** Make sure the child is lying flat and in the centre of the board (Arrow 7). Place your left hand on the child's shins (above the ankles) or on the knees (Arrow 8). Press them firmly against the board. With your right hand, place the foot piece firmly against the child's heels (Arrow9).

8. **Measurer and Assistant:** Check the child's position (Arrow 1-9). Repeat any steps as necessary.
 9. **Measurer:** When the child's position is correct, read and call out the measurement to nearest 0.1 cm. Remove the foot piece, release your left hand from the child's shins or knees and support the child during the recording.
 10. **Assistant:** Immediately release the child's head, record the measurement, and show it to the measurer.
- NOTE:** If the assistant is untrained, the measurer records the length on the questionnaire.
11. **Measurer:** Check the recorded measurement on the questionnaire for accuracy and legibility. Instruct the assistant to erase and correct any errors.
 12. For children aged 3-23 months measure them as illustrated below. For children aged 24-59 months measure them while standing upright and use all the directions in the illustration below but modify the situation to suit the standing upright position.

* If the assistant is untrained, e.g. the mother, then the measurer should help the assistant with the height/length procedure.

APPENDIX IV: LIST OF INCOME GENERATING ACTIVITIES

01. Petty vending at home (e.g. selling mishanga, vegetables, bread, or a variety of groceries, etc).
02. Petty vending or hawking outside the home.
03. Selling knitted items.
04. Selling own-sewed clothes
05. Baking fritters/scones/cakes for sale.
06. Brewing local (non-alcoholic) drinks, e.g. munkoyo for sale.
07. Brewing beer or other alcoholic drinks for sale.
08. Carpentry.
09. Making handicrafts, e.g. clay pots, doormats, decorations, etc for sale.
10. Making reed mats or baskets for sale.
11. Hairdressing (braiding hair, cutting hair, styling hair, etc) at home.
12. Piecework (e.g. gardening, digging pits, etc).
13. Repairing and painting houses, etc.
14. Other (Specify in the questionnaire).

APPENDIX V: LIST OF SOCIAL AND ECONOMIC FACILITIES

Code Number

AGRICULTURAL FACILITIES

- 01.....Agricultural inputs on credit to be provided.
- 02.....Provision of agricultural inputs on credit to be provided.
- 03.....Agricultural marketing facilities to be provided.
- 04.....Agricultural marketing facilities to be improved.
- 05.....Agricultural inputs to be available.
- 06.....Provision of agricultural inputs to improve.
- 07.....Agricultural inputs to be provided free.
- 08.....We need buyers for our farm produce or lack of market for produce.
- 09.....Prices of our farm produce too low - need higher prices to make profit.
- 10.....Agriculture extension services to be provided.
- 11.....Agriculture extension services to improve.
- 12.....Veterinary services to be provided.
- 13.....Veterinary services to improve.

CREDIT FACILITIES

- 14.....Credit facilities to be provided.
- 15.....Credit facilities to improve.

EDUCATION FACILITIES

- 16.....Primary school/s to be built.
- 17.....Primary school/s to be rehabilitated/improved.
- 18.....More primary school places to be available.
- 19.....Secondary school/s to be built.
- 20.....Secondary school/s to be rehabilitated/improved.
- 21.....More secondary school places to be available.
- 22.....More colleges to be built.
- 23.....Existing colleges to be expanded.
- 24.....Colleges to be rehabilitated/improved.
- 25.....More universities to be built.
- 26.....Existing universities to be expanded.
- 27.....Universities to be rehabilitated/improved.
- 28.....Provision of more places at colleges and universities in order to train more school leavers.

EMPLOYMENT ISSUES

- 29..... .Employment opportunities to be provided (jobs should be provided).
- 30.....Employment opportunities to improve (more jobs to be provided).
- 31.....Salaries/wages should improve.

HAMMERMILLS

- 32.....Hammermill/s to be provided.
- 33.....The number of hammermill/s should increase/improve.

HEALTH FACILITIES

- 34.....Health center/clinic should be built.
- 35.....Health center/clinic should be rehabilitated/improved.
- 36.....Hospital should be built.
- 37.....Hospital should be rehabilitated/improved.
- 38.....Services offered at health facility or facilities should improve.

HOUSING ISSUES

- 39.....Housing/accomodation needed.
- 40.....Housing/accomodation currently occupying to improve.
- 41.....Housing/accomodation should be provided.
- 42.....Housing/accomodation should improve.
- 43.....Affordable housing.

POLICE/SECURITY FACILITES

- 44.....Police serVIlces to be proVlIded.
- 45.....Police serVIlces to improve.
- 46.....Security to improve.

ROADS

- 47.....Roads to be built.
- 48.....Roads to be rehabilitated/improved.
- 49.....Roads to be tarred or resurfaced.

SANITATION

- 50.....Sanitation to be proVlIded.
- 51.....Sanitation to improve.

TRANSPORT FACILITIES

- 52.....Transport serVIlce to be proVlIded.
- 53.....Transport serVIlce to improve.

WATER SUPPLY FACILITIES

- 54.....A water well or wells to be proVlIded.
- 55.....A water well or wells to be rehabilitated/improved/restored.
- 56.....A borehole or boreholes to be proVlIded.
- 57.....A borehole or boreholes to be rehabilitated.
- 58.....Piped (tap) water to be proVlIded.
- 59.....Piped (tap) water to be rehabilitated or improved or restored

FOOD AND OTHER CONSUMER GOODS ISSUES

- 60.....Food required..

- 61.....Relief food required due to poor harvest.
- 62.....Relief food required due to lack of it.
- 63.....Relief food required because not able to grow or afford enough or due to poverty.
- 64.....Food to buy required.
- 65.....Market where to buy food and other items from needed.
- 66.....Shops where to buy consumer goods from needed.
- 67.....Consumer goods to be available.
- 68.....Other (specify in the questionnaire).

THE END