

SECTION 1: Composition of Interview:

The interview will include key informants from among the following: The village Headman, ACC/CWAC Members, Government Officials, and NGO workers.
 The group should include women.

| | TITLE | NUMBER IN ATTENDANCE | |
|-----|--------------------------------|----------------------|----------------------|
| | | MALE | FEMALE |
| 1. | Headmen | <input type="text"/> | <input type="text"/> |
| 2. | ACC members | <input type="text"/> | <input type="text"/> |
| 3. | CWAC members | <input type="text"/> | <input type="text"/> |
| 4. | CWAC Committee members | <input type="text"/> | <input type="text"/> |
| 5. | NGO workers | <input type="text"/> | <input type="text"/> |
| 6. | Nurse/health workers | <input type="text"/> | <input type="text"/> |
| 7. | School Teachers | <input type="text"/> | <input type="text"/> |
| 8. | Agricultural Extension Officer | <input type="text"/> | <input type="text"/> |
| 9. | Other (specify:) | <input type="text"/> | <input type="text"/> |
| 10. | Other (specify:) | <input type="text"/> | <input type="text"/> |

SECTION 2: Migration

| | | |
|---|---------------------------------------------------------------------------|----------------------|
| 1 | How many households moved into this Community (CWAC) in the last 5 years? | <input type="text"/> |
| 2 | How many households moved into this Community in the last 12 months? | <input type="text"/> |
| 3 | How many households moved out of this Community in the last 5 years? | <input type="text"/> |
| 4 | How many households moved out of this Community in the last 12 months? | <input type="text"/> |

SECTION 3: CWAC Profile

| | | | |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|
| 1. | What % of the households in this community can be described as destitute? | | <input type="text"/> <input type="text"/> |
| 2. | How do you rate the local social protection networks as far as helping those who are destitute is concerned? | Strong..... 1 None.....3>>Q4 Not strong..... 2 | <input type="checkbox"/> |
| 3. | Which of the following areas do destitute households currently get external support in? <i>Interviewer; enter either yes(=1) or no(=2) against each area</i> Yes....1 No.....2 | 3.1 Food | <input type="checkbox"/> |
| | | 3.2 Cash | <input type="checkbox"/> |
| | | 3.3 Other (specify) | <input type="checkbox"/> |
| 4. | On what are most of the destitute households likely to spend cash if they are given some? | Food..... 1 Clothes..... 2 Business/investment..... 3 Other (specify).....4 | <input type="checkbox"/> |
| 5. | Does this CWAC have representation in the local ACC or Community Development Committee? | YES.....1 NO.....2 | <input type="checkbox"/> |
| 6. | Does this CWAC have an elected executive Committee? | YES.....1 NO.....2 | <input type="checkbox"/> |
| 7. | How many Committee members does this CWAC have? | No. OF MEMBERS | <input type="text"/> <input type="text"/> |
| 8. | How many of these members are women? | No. OF MEMBERS | <input type="text"/> <input type="text"/> |
| 9. | What is the sex of the CWAC Chairperson? | 1.....MALE 2.....FEMALE | <input type="checkbox"/> |
| 10. | How often does the CWAC committee hold meetings? | 1... Twice a month 5... Twice a year 2... Once a month 6... Once a year 3... Once in two months 7... Irregularly 4... Once in 3 months 8... Never | <input type="checkbox"/> |

SECTION 4a: Agricultural Prices and Borrowing

| Section 4a: Prices of Agricultural Items. | | | |
|------------------------------------------------------------------------------------------------------------------------------------------|--------------|------------------------------------------------------------------------|--------------|
| <i>Ask for the price of each of the following items as charged by the most common place of purchase (typically the closest location)</i> | | | |
| Item | Price in ZMK | Item | Price in ZMK |
| Maize seed regular (10 kg bag) | | Live adult ox | |
| Maize seed high-yielding varieties (10 kg bag) | | Land rental for maize cultivation (per hectare per season) | |
| Basal dressing fertilizer (50 kg bag) | | Land rental for other staple crop cultivation (per hectare per season) | |
| Top dressing fertilizer (50 kg bag) | | Land rental for commercial crop cultivation (per hectare per season) | |
| Live adult pig | | Ox-plov rental per hectare | |
| Live adult goat | | Tractor rental per hectare | |
| Live adult cow | | | |

Section 4b: Borrowing

Now I would like to ask some questions about where people can go if they suddenly need money, say in an emergency or if they need to make a large purchase like school uniforms, or seeds or fertilizer.

- Usually there is a person or people who will lend you money in these circumstances, like a shopkeeper or someone wealthy. Do you know of such a person?
Yes.....1; No.....2-----> *Next section* |__|
- What is the smallest amount that can be borrowed from this person? (ZMK) |_|_|_|_|_|_|_|_|_|
- What is the typical amount that people usually borrow from this person? (ZMK) |_|_|_|_|_|_|_|_|_|
- What is the usual repayment time? Length of time |_|_|_|_|_| Time units: Days...1 Weeks...2 Months...3 Years...4 |__|
- For this typical amount and the usual repayment time, how much must a person typically repay? (ZMK) |_|_|_|_|_|_|_|_|_|
- For an amount such as ZMK300,000 borrowed for one month, how much must a person typically repay? (ZMK) |_|_|_|_|_|_|_|_|_|
- Does this person require some form of security or collateral? Yes.....1 No.....2 |__|

SECTION 5: Social Capital

| 1. Are there any.....s active in this community? YES.....1 NO.....2 >> NEXT ITEM | | 2. How many members does this..... (group) have? | 3. In which year was this..... started? |
|-----------------------------------------------------------------------------------------------|--------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| | | No. OF MEMBERS | YEAR |
| 1. Farmer's/Agro Club | <input type="checkbox"/> | <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> |
| 2. Fishery Club | <input type="checkbox"/> | <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> |
| 3. Bee keeper's Club | <input type="checkbox"/> | <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> |
| 4. Women's Club | <input type="checkbox"/> | <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> |
| 5. Credit Club | <input type="checkbox"/> | <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> |
| 6. Peer Educators | <input type="checkbox"/> | <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> |
| 7. Drama Club | <input type="checkbox"/> | <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> |
| 8. Football Club | <input type="checkbox"/> | <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> |
| 9. Other (Specify) | <input type="checkbox"/> | <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> |

SECTION 5: Social Capital (Continued)

| 4. Please tell me the NGOs active in this area. <i>Interviewer: list all the NGOs as given by the participants.</i> | 5. Since which year has been active in the community? | 6. Does support any User Groups? YES..... 1 NO2 >> Q8 | 7. What is the most important type of User Group supported by..... ? <i>See codes below</i> | 8. Does support any Income Generating Activites? YES..... 1 NO2 >> Q10 | 9. What is the most important Income Generating Activity supported by ? <i>See codes below</i> | 10. Does support any Training Activities? YES..... 1 NO2 >> Next NGO | 11. What is the most important Training Activity supported by..... ? <i>See codes below</i> |
|----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|-------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| | <input type="text"/> | <input type="checkbox"/> | <input type="text"/> | <input type="checkbox"/> | <input type="text"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="text"/> | <input type="checkbox"/> | <input type="text"/> | <input type="checkbox"/> | <input type="text"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="text"/> | <input type="checkbox"/> | <input type="text"/> | <input type="checkbox"/> | <input type="text"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="text"/> | <input type="checkbox"/> | <input type="text"/> | <input type="checkbox"/> | <input type="text"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="text"/> | <input type="checkbox"/> | <input type="text"/> | <input type="checkbox"/> | <input type="text"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="text"/> | <input type="checkbox"/> | <input type="text"/> | <input type="checkbox"/> | <input type="text"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="text"/> | <input type="checkbox"/> | <input type="text"/> | <input type="checkbox"/> | <input type="text"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Codes for Question 7: Most important type of user group | Codes for Question 9: Most important income generating activities | Codes for Question 11: Most important training activity |
|-----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1=Farmer group/agro club 2=Fishery club 3=Bee keepers' club 4=Women's club 5=Credit club 6=Peer educators 7=Other (specify) | 1=Agricultural production 2=Agricultural marketing 3=Agricultural processing 4=Business development (general) 5=Tailoring 6=Carpentry 7=Black smithing 8=Kniting/weaving 9=Crafts 10=Other (specify) | 1=Financial Management Training 2=Business / Enterprise Training 3=Natural Resource Management Training 4=Tourism Training 5=Other, specify _____ |

SECTION 6: Empowerment

| | | | |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | <p>Does participate in deciding which community development project to take place within this community?</p> <p>YES..... 1 NO..... 2</p> | <p>1... Government</p> <p>3... Chief / Headmen/Headwomen</p> <p>4... CWAC Committee Members</p> <p>5... The Community</p> <p>6... NGO financing the project</p> <p>7... Other (Specify)</p> | <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> |
| 2 | <p>Do community leaders hold meetings with the households?</p> | <p>YES.....1 NO.....2 >> NEXT SECTION</p> | <p><input type="checkbox"/></p> |
| 3. | <p>How often do the community leaders hold meetings?</p> | <p>1... Twice a month</p> <p>2... Once a month</p> <p>3... Once in two months</p> <p>4.. Once in 3 months</p> <p>5... Twice a year</p> <p>6... Once a year</p> <p>7... Irregularly</p> | <p><input type="checkbox"/></p> |

SECTION 7: External shocks

We now would like us to talk about the important events that have taken place in this community since [2001] including any events that have occurred this year. We are specifically interested in events that have changed the well-being of people in this community for better or for worse. Examples of events that might have made people worse off are disease epidemics, crop failures, natural disasters, price fluctuations, or the loss of key social services. Examples of events that may have made people better off are new schools or medical facilities, new employment opportunities, or the construction of a new road.

| | 1 | 2 | 3 | 4 |
|---------------------------------------------|---------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|-----------------------------------|-------------------------------------------------------------|
| Event | Has ... taken place in this community in the past 10 years? Yes....1 No2 --->Next event | In how many of the past 10 years has ... taken place? | In which year did ... last occur? | What proportion (%) of the community was affected by? |
| EVENTS THAT MADE PEOPLE WORSE OFF | | | | |
| 1 = Drought | <input type="checkbox"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 2 = Flood | <input type="checkbox"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 3 = Crop disease/pests | <input type="checkbox"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 4 = Livestock disease | <input type="checkbox"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 5 = Human epidemic disease | <input type="checkbox"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 6 = Sharp changes in prices | <input type="checkbox"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 7 = Massive job lay offs | <input type="checkbox"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 8 = Loss of key social services | <input type="checkbox"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 9 = Other (specify) | <input type="checkbox"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| PROJECTS THAT MADE PEOPLE BETTER OFF | Has ... been constructed/taken place in this community in the past 10 years? Yes....1 No2 --->Next event | | | |
| 11 = Development project | <input type="checkbox"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 12 = New employment opportunity | <input type="checkbox"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 13 = New health facility | <input type="checkbox"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 14 = New road | <input type="checkbox"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 15 = New school | <input type="checkbox"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 16 = Other (specify)_____ | <input type="checkbox"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |

SECTION 8. Wages and Economic Activity

| | Question description | Response guidelines | | | | |
|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|---------------------------|--------|---------------|
| 1. | What are the usual main economic activities – that is, the main source of people’s livelihoods - in this Community (CWAC)? <i>Prompt and list the most common TWO activities.</i> | <i>Farming – crops</i> 01 | First | _ _ _ _ _ _ _ | | |
| | | <i>Farming – livestock</i> 02 | | | | |
| | | <i>Fishing</i> 03 | | | | |
| | | <i>Trade / business</i> 04 | | | | |
| | | <i>Small industry</i> 05 | | | | |
| | | <i>Medium and large industry</i> 06 | Second | _ _ _ _ _ _ _ | | |
| | | <i>Services</i> 07 | | | | |
| | | <i>Other (specify)</i> 97 | | | | |
| | | <i>First</i> | | | | |
| | | <i>Second</i> | | | | |
| 2. | What is the average <u>daily</u> wage for men and women doing casual labour in this Community this season? | <i>Emphasize this wage should not include food whilst working, should be for 100% pay-in-cash (not paid in-kind) and be for someone in no debt to the employer. If no wage market, write 99999</i> | Men | _ _ _ _ _ _ _ | | |
| | | | Women | _ _ _ _ _ _ _ | | |
| 3. | Do children (aged under 16 years) sometimes work for money in this Community? | <i>Yes</i> 1 | | _ _ | | |
| | | <i>No ---> Next section 9</i> 2 | | | | |
| 4. | What proportion of children in this Community sometimes work for money? | <i>None</i> 01 | | _ _ _ _ _ _ _ | | |
| | | <i>Very few</i> 02 | | | | |
| | | <i>About one quarter</i> 03 | | | | |
| | | <i>About one half</i> 04 | | | | |
| | | <i>About three quarters</i> 05 | | | | |
| | | <i>Almost all</i> 06 | | | | |
| | | <i>Don’t know (DK)</i> 98 | | | | |
| 5. | What are the first and second most common kinds of paid work that children do? <i>Prompt and list the most common TWO activities.</i> | <i>Domestic work</i> 01 | First | _ _ _ _ _ _ _ | | |
| | | <i>Farming – crops</i> 02 | | | | |
| | | <i>Farming - livestock</i> 03 | | | | |
| | | <i>Trade / recycling</i> 04 | | | | |
| | | <i>Medium and large industry</i> 05 | | | | |
| | | | | <i>Small industry</i> 06 | Second | _ _ _ _ _ _ _ |
| | | | | <i>Services</i> 07 | | |
| | | | | <i>Community work</i> 08 | | |
| | | | | <i>Other (specify)</i> 97 | | |
| | | | | <i>First</i> | | |
| <i>Second</i> | | | | | | |
| 6. | What is the average <u>daily</u> wage for children doing casual labour in this Community this season? | <i>Emphasize this wage should not include food whilst working, should be for 100% pay-in-cash (not paid in-kind) and be for someone in no debt to the employer. If no wage market, write 99999</i> | Children | _ _ _ _ _ _ _ | | |
| | | | | | | |

SECTION 9: Local Prices

| What is the retail price for the following items in the nearest available point at the present time? | | | |
|------------------------------------------------------------------------------------------------------|------------------------------------------|---------------------------------|-----------------------------|
| | Item | Quantity | Price (for DK, write 99998) |
| 1 | Maize grain | 1 20 litre Tin | _____ |
| 2 | Cassava | Ka BP | _____ |
| 3 | Rice | Ka BP | _____ |
| 4 | Irish potatoes | 1 Kg | _____ |
| 5 | Sweet potatoes | 1 Kg | _____ |
| 6 | Beans | Ka BP | _____ |
| 7 | Bananas (ripe) | 1 fruit | _____ |
| 8 | Beef with bones | 1 Kg | _____ |
| 9 | Dry fish | One average fish e.g. 10cm long | _____ |
| 10 | Dry kapenta | Ka BP | _____ |
| 11 | Chicken | One | _____ |
| 12 | Eggs | One | _____ |
| 13 | Milk (fresh packed or UHT) | 1 Ltr | _____ |
| 14 | Sour milk (mabisi) | 1 Ltr | _____ |
| 15 | Tea leaves | 100 gr | _____ |
| 16 | Cooking oil (750 ml) | 750 ml | _____ |
| 17 | Sugar (white) | 1 Kg | _____ |
| 18 | Table salt | 1 Kg | _____ |
| 19 | Bread | 1 loaf | _____ |
| 20 | Locally brewed beer (specify name below) | 750 ml | _____ |
| 21 | Cigarettes – Peter Stuyvesant brand | 1 pack | _____ |
| 22 | Toilet soap | 1 bar | _____ |
| 23 | Paraffin | 750 ml | _____ |
| 24 | Laundry soap | 1 bar | _____ |
| 25 | Panadol (or other pain killer) | Adult dose (nine packs of two) | _____ |
| 26 | Primary school fees | Per year | _____ |
| 27 | Secondary school fees | Per year | _____ |
| 28 | condoms | Per pack of three | _____ |

THE END OF INTERVIEW