

Reality Checks in Mozambique

- Building better understanding of the dynamics of poverty and well-being –

Approach and Methodologies



ORGUT

in cooperation with:

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The 'Reality Checks in Mozambique' is implemented by ORGUT Consulting in association with AustralCOWI and the Chr. Michelsen Institute on behalf of the Embassy of Sweden in Maputo.

The Reality Checks are implemented 2011-2016 and each year field work is carried out in the Municipality of Cuamba, the District of Lago and the District of Majune in the Niassa Province.

This Report and methodologies have been developed by the Reality Checks Team members Inge Tvedten, Carmeliza Rosário and Minna Tuominen. All reports are available on www.orgut.se.

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1. INTRODUCTION

Poverty monitoring and evaluation in Mozambique primarily takes place within the framework of the implementation of Mozambique's Poverty Reduction Strategy PARP/A (GdM 2005; 2011), and is informed by quantitative data derived from different types of national surveys and similar studies done by bilateral and multilateral aid organisations (see e.g. INE 2010; MPD 2010; World Bank 2007; UNICEF 2011).

However, by their quantitative nature such surveys do not capture all the dimensions of poverty that are relevant to the design of policies and programmes. While quantitative data yield valuable information about the mapping and profile of poverty over space and time, qualitative data are necessary in order to better understand the dynamics of poverty and the coping strategies of the poor (ORGUT 2011a; Addison et al. 2009).

Against this background, the Swedish Embassy in Maputo and the Swedish International Development Cooperation Agency (Sida) have decided that there is a need to assess the impact of development and poverty reduction policies 'from below', and to regularly consult local populations in order to understand local processes and relationships.

A series of five "Reality Checks in Mozambique" will take place in the period 2011-2016, focussing on the dynamics of poverty and well-being with a particular focus on good governance, agriculture/climate and energy that are key sectors in Swedish development cooperation with the country. Each Reality Check will be published in the form of one Annual Report and three Sub-Reports from each of the three selected study-sites (see ORGUTa 2011 for more details).

More concretely, the "Reality Checks in Mozambique" are expected to:

- i) Inform the public discussion among key development actors on poverty reduction, especially in the province of Niassa;
- ii) Contribute to a better understanding of qualitative poverty monitoring methods in Mozambique;
- iii) Provide Sweden with relevant qualitative data on developments and results from its engagement in Mozambique and support further implementation of its programme in Niassa.

The Reality Checks are expected to achieve these objectives by enhancing knowledge on:

- i) Poverty (non-tangible dimensions of poverty, such as vulnerability and powerlessness; poor people's own perceptions of poverty; causal processes underpinning poverty dynamics: coping/survival strategies adopted by women and men living in poverty);
- ii) Local power relations and relationships with state institutions (formal [i.e. political, administrative] institutions that enable or constrain people to carry out their strategies; informal [i.e. cultural, social, family or kin-based etc.] institutions that enable or constrain people to carry out their strategies), and;
- iii) Policies and services (access to, use of and demand for public services according to people living in poverty; quality of public services according to people living in poverty).

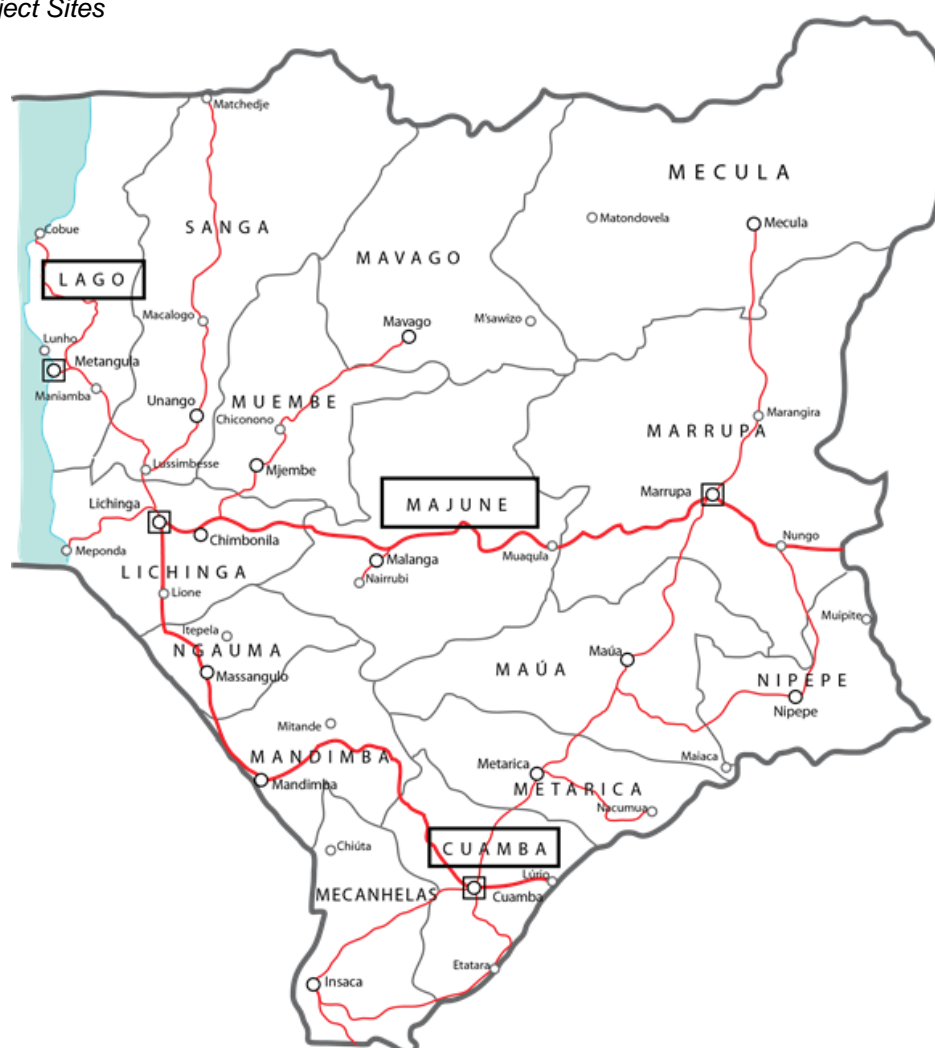
There is also an expectation that the Reality Checks shall, to the extent that it is relevant for the local population under study, pay special attention to "priority issues identified in the annual reviews of projects and programmes within Swedish priority sectors" (see Terms of Reference).

The series of studies was initiated by an Inception Report published in August 2011 (ORGUT 2011a). Through that exercise, it was decided that the Reality Checks shall be based on fieldwork in three different Districts/Municipalities in the Province of Niassa that display variations in terms of geographical locations, access to public services and levels of poverty and well-being. The three areas selected were i) the District of Lago; ii) the Municipality of Cuamba; and iii) the District of Majune (see Map 1).

The 1st Annual Report (ORGUT 2011g) and accompanying Sub-Reports from the Districts of Lago (ORGUT 2011b), the District of Majune (ORGUT 2011c) and the Municipality of Cuamba (ORGUT 2011d) have already been published. This report is outlining the methodological approach of the studies – answering to the call in the project's Terms of Reference to “[c]ontribute to a better understanding of qualitative poverty monitoring methods in Mozambique”.

The report will be introduced by a brief outline of our analytical approach and understanding of ‘poverty’ as a concept (Chapter 2). Following this, we will give a description of the concrete qualitative and quantitative methodologies used in the study-series. While methodologies of this type should be under constant revision and adopted to the special circumstances of each individual field context, the way they are presented is based on long-term experience of the core team members from applied qualitative poverty studies and our experience from fieldwork for the 1st Reality Check (ORGUT 2011g).

Map of Project Sites



2. ANALYTICAL APPROACH

The challenge for any poverty reduction effort is to capture the complex inter-relations between historical developments, over-all structural processes, and social relations and cultural perceptions of poor people themselves – in order to design effective and relevant ways to reduce poverty. Hegemonic paradigms in the world of development and poverty reduction have changed radically the past decades, from direct interventions to support the poor through ‘bottom-up’ individual programmes and projects in the 1980s; to a focus on ‘top-down’ structural adjustments primarily of macro-economic parameters in the 1990s; and to the current focus on a combination of good governance and enhanced human capital. The current paradigm is essentially neo-liberal, based on the notion that broad-based economic development will “trickle down” to the poor and that support to social sectors (education and health) will improve their options to relate constructively to that development.

2.1 Theoretical Framework

Our analytical framework is based on the assumption that contemporary political and economic structural forces have a powerful effect upon human action and the shape of events – and hence that poverty reduction necessitates changes in these structural conditions (Bourdieu 1990, Ortner 2006). There is also room for human agency and ordinary lives, as people relate to structural constraints and opportunities the best they can from the position they are in. However, the room for manoeuvre or alternative coping strategies is more limited for the poor than for the better-off: The poor are constrained by their material poverty itself, narrowing the range of alternative investments for future consumption as well as the range of social relationships in an increasingly commoditised social context. To alleviate poverty, poverty reduction policies must relate both to structural constraints by increasing the opportunities for the poor and to their human capital in order to put them in a position to respond to new opportunities.

Our point of departure is a notion of poverty as a multi-faceted condition having three main dimensions: One is lack of income and assets to attain basic necessities in the form of food, clothing and shelter (alleviated through a combination of increased opportunities and an increased capacity to capitalise on available opportunities); the second is a sense of voicelessness and powerlessness in relation to institutions of society and the state (alleviated through increased empowerment); and the third is vulnerability to adverse shocks, linked with the ability to cope with them through social relationships and legal institutions (alleviated through increased security).

2.2 Types of Data

The basic premise in our methodological approach is the importance of combining quantitative and qualitative poverty analysis. The main advantages of the former have been summarised as follows (Kanbur 2001):

- Time-series comparisons to identify trends in whatever dimensions are measured
- Cross-sectional comparisons between different individuals, households and communities
- Estimates of prevalence and distributions within population areas
- Correlations which raise questions about causality and co-variant changes
- The credibility of numbers in influencing policy-makers

Qualitative studies are important for the evaluation and monitoring of poverty reduction policies for several reasons. Firstly, they can contextualise and inform the quantitative data and correlations by testing causal hypotheses on the ground. Secondly, they can be used to discover processes and interdependencies related to non-tangible dimensions of poverty such as vulnerability and powerlessness that are not easily captured by quantitative analysis. Thirdly, they can be used to test out or reassess central concepts and units of poverty analysis such as notions of “poverty” and the “household”. And fourthly, qualitative methods make it possible to involve the poor themselves in analysis of their own situation in ways that are difficult with formal questionnaire surveys (Mikkelsen 2005).

In other words, quantitative data are particularly useful for the mapping and profile of tangible aspects of poverty in space and time, while qualitative data throw light on the dynamics of poverty and the coping strategies of the poor. More explicitly, we use the following sets of data in the Reality Checks in Mozambique series (see ORGUT 2011 a, g).

Quantitative data. For the mapping of poverty and well-being in Niassa, the team relates actively to existing quantitative data. These include the 2007 National Census (INE 2009b); the 2008/09 National Household Expenditure Survey (INE 2010, see also van den Boom 2010); and other more sector-specific studies (see List of Literature). In addition to national data-sets, we use quantitative data from locally based surveys with particular attention to data produced by Provincial-, District and Municipal governments that form the basis for their development plans – including the Provincial Social and Economic Development Plan (GdN 2007, 2011) and the District Social and Economic Development Plan (PESODS).

We have secured adequate quantitative data to map peoples’ relations to public services and poverty and well-being in the three study sites by carrying out a local Baseline Survey with a total of 360 households (120 in each site). The survey will be done twice with the same families, i.e. in the beginning (2011) and end (2015) of the project period. The Baseline and the follow-up survey will seek to combine i) classical socio-economic data on the composition of households, income and expenditure, levels of education, health and access to public services; ii) questions relating to people’s perceptions of conditions in the household and their community and iii) the social relationships (with public institutions, aid projects, family, friends etc.) in which they are engaged.

Qualitative data. For the political/institutional dimensions of the Reality Checks, we will mostly rely on i) semi-structured interviews with key development actors including provincial government, district/municipal government, Institutions for Community Participation and Consultation (IPCCs), traditional authorities and private sector representatives, and ii) case-studies of concrete programs and interventions particularly in the areas of governance, agriculture and energy. We also complement the classical anthropological methodology of ‘participant observation’ with a set of concrete participatory methodologies that will be applied in focus groups, and expanded case studies at household level. The groups are composed of men or women, young or old or a mixture of such groups, depending on the topic at hand.

The participatory methodologies used for the Reality Checks include i) Histograms (with the objective to ascertain the history of each site under study, with an emphasis on events and processes that have been particularly important for current socio-economic conditions of well-being and poverty); ii) Community Mapping (with the objective to map buildings and institutions considered most important for the life of the community); iii) Force-Field Analysis (with the objective to capture perceptions of what conditions may inhibit or accelerate the type of change and development favoured by the community); iv) Venn-diagram (identifying the most important resources [people and services] that the community has access to); v) Community problem matrix (identifying and ranking the most important problems that affect the community or larger groups of people in the community); vi) Wealth Ranking (with the objective to capture the community’s own perception about different levels and categories of

poverty and well-being); and vii) Most Important Change (with the objective of identifying the most important changes in the community from one year to the next).

Focus Households. The Wealth Ranking exercise forms the basis for our identification of Focus Households with whom we will relate closely through various forms of immersion during the course of the Reality Checks. The communities tend to distinguish between 3-4 levels of poverty or 'poor people' and 2-3 levels of well-being or 'better-off' people – each with their own dynamics and position in the communities (ORGUT 2011g). Altogether 20 Focus Households have been selected from these categories, and will be interviewed in depth every year with a focus on changes in their social relationships with the extended family, neighbours and friends, community organisations and state institutions as well as changes in their socio-economic position.

Below, we will present our qualitative/participatory exercises and mode of implementation of the Baseline Survey in more detail, using examples from the 1st Reality Check (ORGUT 2011 a-e). First, however, follow a brief note on lessons learnt during the 1st Reality Check.



Doing a Survey Questionnaire with an audience

2.3 Lessons Learnt from the 1st Reality Check

The approach and methodologies outlined in the RC Inception Report (ORGUT 2011a) and above were closely followed and proved useful for the 1st Reality Check. The main challenges were related to the specific context in which the study took place, making it necessary with smaller adjustments to the methodologies that will be described in more detail below. Some of the main lessons were:

- With the strong position of traditional authorities in Niassa, traditional leaders were most effective in calling meetings and helping select participants for the group exercises – sometimes in collaboration with government officials.
- While government officials were most useful for obtaining population figures needed for carrying out the Baseline Survey in a proper manner (see below), traditional authorities were indispensable for informing the population about our task and selecting 'guides' to take us to the selected households.
- In a 'traditional' and/or Muslim context like Niassa involving women in the participatory methodologies was challenging. This was partly solved by forming separate sub-groups of women and men during the participatory exercises - making it possible for women to present a joint set of opinions in the group rather than presenting individual views.
- Niassa is characterized by having a large proportion of people not speaking Portuguese. This made it necessary with extreme care in translating key terms into relevant local idioms (Nyanja, Macua, Yao), both in the questionnaire and in group discussions.
- In most areas where we worked people were not used to questionnaire surveys. In many cases interviews were complicated by large crowds gathering to listen in. To avoid intimidating the interviewee, some interviews had to be moved to more private spaces.
- The qualitative exercise that proved most challenging was people themselves taking photographs of "poverty" and "well-being". In one study-site it went well; in another an intermediary solution of people pointing at what they wanted to capture and the

researchers taking the actual photographs was found; and in the third the exercise had to be postponed until the 2nd Reality Check.

- The selection of “the Focus Households” through the wealth ranking exercise went well, but as argued in the Inception Report extreme care had to be taken to avoid stigmatizing the poorest households selected. This was done by also interviewing better-off households, and by visiting/accompanying the households when the village as a whole was busy and early morning/late night when the “spotlight” was less prominent. Living with the poorest families would, as also argued in the Inception Report, have created too much focus on the very poorest who depend on good relations with others in the village/bairro.

3. QUALITATIVE METHODOLOGIES

The qualitative/participatory methodologies for the Reality Checks in Mozambique have been identified/designed to respond to the questions posed in the Terms of Reference to the study series. Below we will present each methodology, accompanied by examples of their implementation from the 1st Reality Check (ORGUT 2011f).

Each participatory methodology is done with groups of approximately 10 people. They are either i) mixed (men and women), only men or only women, or ii) based on age (old / young) – depending on the topic at hand. In practice a community leader will usually help select the group, and identify a relevant place for the meeting (the more ‘neutral’ the place is, the better).

It is important to explain carefully what the participants can expect to get out of the encounter, in order not to raise unrealistic expectations (“we do research where we would like your opinions, and will write a report that will be submitted to the government/donors”).

The moderator should make sure that everybody participates, with a special attention to women who often are most silent in such ‘public settings’. Sometimes it may be useful to split the group into smaller groups, e.g. men and women, have them discuss the issue at hand separately, and then present their common view to the whole group for further discussion.

Group discussions may take up to 2-3 hours, and the people participating have often left other important daily tasks to do so (work in the fields, take care of children etc.). In our opinion it is both polite and necessary to take a break in the middle of the session, and offer drinks and snacks as tokens of appreciation.

Some of the participatory methodologies discussed below will be organised only once (Histogramme; Wealth Ranking); others every year (Most Important Change; Force-Field Analysis, Photographing Poverty); while yet others will be organized during the first (2011) and last (2015) Reality Check (Community Map; Community Problem Matrix; Venn Diagramme). Other participatory exercises, such as Daily Activity Schedule and Seasonal Diagramme, will be included if deemed relevant as the Reality Checks are being implemented.

It is important to note that the group exercises are not only important for their tangible output in the form of maps, agreed points on a poster etc. The discussions as such will also yield valuable information, and the participation of the local population in the research process has value in its own right. The outputs will be taken back to and discussed with the communities the subsequent Reality Check.

The Focus Household interviews (with the households having been selected through the Wealth Ranking exercise) will be a main focus every year of the Reality Check. They should be based on a combination of ‘participant observation’ (i.e. accompanying household members in their daily duties and chores), and interviews preferably in their homestead.

See Annex 1 for documentation in Portuguese of the qualitative methodologies.



Women Focus Group at Work

4. THE BASELINE SURVEY

The Baseline Survey was implemented by training a total of nine enumerators, primarily recruited through the Provincial Delegation of the National Institute of Statistics (INE). Training was done during a period of three days, with particular emphasis on establishing i) a clear understanding among the enumerators about the objectives and technicalities of the Survey, and ii) clear definitions of key words in the three relevant local languages (Nyanja, Yao and Macua) to avoid misunderstandings. The Survey Questionnaire was pre-tested in a 'neutral' bairro just outside Lichinga, after which minor adjustments were made.

The sites where the Questionnaire Survey is carried out were selected the following way: In coordination with the Districts Administration in Lago, Majune and Cuamba (see above) and with the purpose of selecting areas as 'representative' for the District as possible, one (1) Administrative Post was first selected. In coordination with that Administrative Post and based on the same principle of 'representativeness', a maximum of two (2) Localities were then identified. And finally, in each Locality a maximum of two (2) smaller units (villages or bairros) were chosen as the actual sites where the Questionnaire Survey should be carried out.

As a last step, the total number of households living in each site was ascertained. This is information known by the Head of the Administrative Post, the Head of the Localidade and/or the chefes of the villages and bairros. The number of households was then divided by the total number of questionnaires, in order to ascertain the frequency of households to be interviewed (i.e. in a bairro of 210 households with 15 questionnaires to be done, every 14th is selected). In cases where there is no one in the dwelling, the neighbouring households were chosen).

Doing a survey interview is hard work if done properly. Confidence needs to be established, the reasons for the interview properly explained (many are with good reason sceptical to being asked personal questions about their family, income etc.) and many questions will have to be carefully explained in the local vernacular. It may also be necessary to come back and double check information, either because the information given sounds dubious (nice home with a motorcycle but hardly any income etc.), or because the person interviewed does not have information about the issue at hand and needs to consult other family members. The interviews should preferably be done without too many 'listening in', as this may be intimidating for the person interviewed. See Annex 2 for the Questionnaires used (in Portuguese).

The Baseline Survey will be followed up in the end of the Project (i.e. end of 2015) in order to obtain quantitative expressions of the changes that have taken place.



Baseline Survey Community

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ANNEX 1 QUALITATIVE METHODOLOGIES



COMMUNITY HISTORY

Objectives: Record the community's history.
Map the main migratory movements.
Provide an opportunity for important events (drought, disease, conflicts) to be mentioned.

Methodology: The moderator begins by setting out the objectives of the activity: to record the history of the community and of the locality, and to learn about the main events that marked that community and locality.



The intention is to get the history of the community as told by the community, giving the community the freedom to choose what events to highlight and the order in which they are reported (chronological or not, linear or not).

To start the “conversation”, the moderator should say he is interested in knowing the community's history: in knowing when they came to live there, for what reason, how they settled there; what events marked the community the most and in what way.

These questions will be used to start the conversation, which the moderator will allow to flow, asking other exploratory questions based on the topic being reported. The questions below are to be used as examples:

- Origin (mythical) of the community:
 - Who were the community's first inhabitants?
 - Where did they come from? Why?
 - Why did they settle here?
- In relation to population dynamics and migratory flows:
 - What types of population groups live there (homogeneity)? Why did they go there?
 - People still travel a lot – do they go to other places? Do they go there?
- Local conflicts
 - What type of conflict was it?
 - What was the origin of the conflict? Reasons for the conflict? Who was involved?
 - How was it resolved? Who was involved in resolving the conflicts – who, what institutions?
- Major crises
 - What was the crisis – serious illness, drought, hunger, war....
 - What was the origin of the crisis?
 - Who was involved in the crisis?
 - How was it overcome?
 - What consequences did it leave for the community?

COMMUNITY MAP

Objectives: Identify and delimitate the area corresponding to the village/community.
Identify and attach importance to locations of importance to the community.
Identify the locations/times of social gatherings.

Methodology: Ask participants to draw their community on a flipchart sheet, indicating all of the areas that are important to the community.



To facilitate explaining the task, ask the participants to imagine that the sheet of paper is their community/neighbourhood/village and the edges of the sheet are the community/village boundaries. Ask them to identify the boundaries. After this, ask what the most important places are and ask them to locate/mark those areas on the map.

Let the group do the exercise without intervening.

Lastly, ask the group to present the map in a plenary session and discuss the following aspects:

- Where are the community's boundaries?
- Show all places that are important to community life
- Why are these places important? What is done in these places?
- About places used for rites/ sacred places:
 - What is done in these places?
 - Who has access to those sacred areas?
 - Cemeteries – formal or informal? Used or closed? Who controls the use? How frequently are they visited?
- Where are the houses (rich vs. poor) and fields located?
- Where do community members (men/ women/ youth) normally meet? At what times (day-to-day)?
- Can everybody circulate freely in the community? Are there areas restricted solely to men/women/rich/poor?

COMMUNITY PROBLEM MATRIX

Objectives: Identify the greatest problems in the community

Methodology: For this activity, divide the participants according to sex and age (youth vs adults), so that you will end up working with 4 sub-groups. Ask the participants to mention what are the major problems that hamper/reduce the quality of life in the community. Write down all the identified problems as a list on the left side of a sheet of a flipchart.

Community Problem	Volume da Problema	Seriedade do Problema	Total
Sistema sem fundo de água potável	10 dots	12 dots	22
Tem uma estrada poeireira	8 dots	9 dots	17
Não tem energia de Cahora Bassa	10 dots	12 dots	22
Escola termina 7ª classe	8 dots	9 dots	17
Ponto de recolha sem uma casa e sem pessoas limpezas	10 dots	12 dots	22

Once, the list is complete, draw a grid around the list with three free columns. Explain to the participants that in the first column they should indicate the number of people affected by each problem. For this purpose, take one problem at a time and ask the participants to estimate, how many people are affected by it. In order to better illustrate the dimension of the problem, the participants can use e.g. stones and allocate anything between 1-10 stones in the first column, on the respective row. The fewer the stones, less people affected; if the whole community is affected, all the stones are used. Alternatively, the participants can also draw dots on the paper instead of using stones.

Next, explain that in the second column, the participants should indicate how serious each problem is. For this purpose, the participants should again place stones (or draw dots) in the second column, in the respective cell. The logic remains the same: more stones means a more serious problem; less stones means a less serious one.

At the end of the exercise, the moderator should sum up all the stones, and write down the result in the third column. He/she should then explain how the results can be analyzed: the highest scores indicate the greatest and most serious problems and the lowest scores indicate least grave problems. The moderator should ask whether the participants agree with the results of the analysis. If there are disagreements, the moderator takes note of the arguments.

MATRIX OF MEN'S AND WOMEN'S DAILY TASKS

Objective: Understand the division of daily labour between men and women.

Methodology: The moderator begins by asking what the main activities participants, e.g., adult men, normally carry out in a normal week day (responsibilities and leisure time). While the participants answer, the moderator writes these down on the flipchart (see below). Once all of the main activities have been listed, the moderator tries to find out how much time, on average, the participants spend on each activity. After recording the main tasks/activities in a normal day, the moderator should also explore what agricultural activities, carried out solely by men, are done, and write them down on the same flipchart sheet.

After this exercise, the moderator should repeat the same questions for women and write these down on a separate flipchart sheet. The exercise should be dynamic and should not be very long and tiring for the group.

Each group should first answer in relation to their own activities, and afterwards on the activities of the other sex.

At the end of the exercise, the moderator should explore the following:

- What are the main differences between the activities of the different groups, and why?
- Which group has more leisure time? Why?
- Is there any variation in the pattern between families?



FORCE FIELD ANALYSIS

Objectives: Force Field Analysis is a useful technique for looking at all the forces for and against a plan. It helps you to weigh the importance of these factors and decide whether a plan is worth implementing. Where you have decided to carry out a plan, Force Field Analysis helps you identify changes that you could make to improve it.

Methodology: The moderator starts the discussion explaining the objectives of the exercise and asks the participants to describe the ideal/desired situation which the community aims to achieve in the future.



The force field analysis must be used according to the following steps:

1. Establish the goal or desired situation and write it at the top of a sheet of flip chart.
2. Draw a line across the center of the page representing the situation to be moved.
3. Along the top draw arrows representing the restraining or 'pushing down' hindering forces preventing progress.
4. Along the bottom draw arrows representing the motivating or 'pushing up' helping forces.
5. Rate the relative strength of these forces by making the arrows larger for those forces you consider more important.
6. The breakdown of the forces can then be used to explore how to reduce the number or strength of the restraining forces then increase or strengthen the helping or motivating forces.
7. Write down the actions and create an action plan to make the changes to the forces.

Note, that the many community members might not be used to thinking about their own problems and how or what they have to do to overcome these problems. In this sense, the moderator has to stimulate the discussion and the participation of each group member in identifying the forces against, positive forces and the steps to moving forward. Pay attention in those team members who are in disaccord with the majority of the group, very often they have valuable contributions.

MOST SIGNIFICANT CHANGE

Objective: Monitor changes in the level of poverty and well-being

Methodology: This is a simplified version of the method called “most significant change”. The exercise should be done on an annual basis in a focus group with community members. One should also do the same exercise / discussion with individual families (expanded case studies) so as to get some comparative stories.



For the focus group, divide the participants according to sex and age (youth vs adults), so that you will end up working with 4 sub-groups. The moderator asks the participants to think back on the situation of their community one year ago. Ask then “Looking back over the last year, what do you think was the most significant change in....”

- your community?
- the way the community has participated in, or benefited from development activities (incl. improved infrastructures, development projects, economic investments, etc.) in the community?
- the interaction with local authorities/government institutions and community members?
- Were there any changes that have lessened the quality of life in the community?
- Were there any changes that have improved the quality of life in the community?

The moderator should ask the participants to explain the **significance** of the changes from their point of view “*What difference has this made now or will it make in the future?*”

If people say that nothing has changed, the moderator should ask them to think for any changes at all, and then to identify those they think are the most significant.

The stories should be recorded and later transcribed or summarized into short written story. The stories should be used to establish the land marks against which to monitor the yearly changes.

Reading up the changes to the participants one year later can also be a way to enhance their participation in the study at the same time as it is likely to increase people’s self-awareness of the course of their lives.

WEALTH RANKING

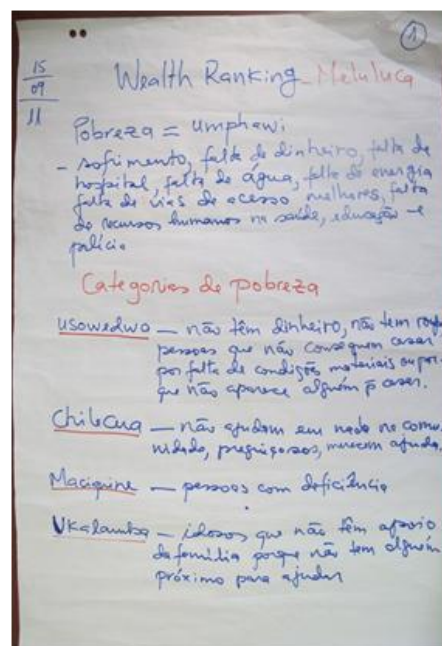
Objectives: Provide information on the criteria of various stakeholders for defining which differences between the society's members are of greater importance and which characteristics are valued above others. It can contribute to analysis of difference and the nature of unequal social relations.

Methodology: This discussion should be conducted after the session about the Community mapping. Relate the discussion to the main infrastructures and household in the community, ask the participants to indicate the members and institutions of greater importance in their community and ask them to explain the reason of importance as well as why they are not important. Try to gather the following:

- Local definitions of “extreme poverty”, “poverty”, “average” and “wealthy”
- Mapping the community households in each of above mentioned categories
- According to the survey objectives select households to interview

This method is followed by the in-depth interview and venn diagrams with the selected families

Note, that when describing the differences between society's members the moderator have to guarantee that the participants indicate the main reasons for the differences and also the local names or concepts for each of the different social groups. It is important to make sure that the entire participants have same meaning for overall concepts.



VENN DIAGRAM– ORGANISATIONS

Objectives: Identify and attach importance to the organisations, services and people that are important to community life and position them in relation to the others.

Discover the attributes for which these organisations, services and people are given this importance.

Methodology: The moderator begins by setting out the objectives of the activity. After this, the moderator asks what organisations, services and people are important to the community's life. The organisations/services/people may work or exist in the community or outside it, as long as community members usually resort to them.



As the people mention the names of organisations, services and people, the moderator writes them down on a flipchart sheet in a vertical list. It may facilitate the exercise if the question is asked first in relation to organisations, then to services and then to people. Beside the name, write why/in what situation the organisation/service/person is important.

After creating the list, the moderator asks the group which organisations and services on the list are most important. The moderator will mark these organisations/ services/ people with 2 crosses. After this, the group has to indicate from among these organisations/ services/ people, those that are even more important than the others. These are marked with 3 crosses.

Following this, the moderator explains that the names of the organisations with 3 crosses will be written on the large card, those with 2 crosses on the medium card and those with no crosses on the small card. Those cards will be set aside.

Next, the moderator will prepare a Venn Diagram. For this, the moderator will draw a circle representing the community in the corner of the flipchart sheet. After explaining that the circle represents the community, the moderator will ask the group which organisations and services, from those indicated, are the most difficult to access. The cards on which those organisations/ services/ people are indicated will be put on the opposite side of the flipchart sheet, far from the circle representing the community. The moderator asks the reasons why access is difficult, and writes the answer on the respective card.

And so on, until he reaches those that are closest to the community, which are easier to access. After this the moderator will work on the relative distance, comparing similar or completely opposite distances between organisations, to try and understand the plurality in the patterns of distance and in the nature of the reasons given.

PHOTOGRAPHING POVERTY

Objective: Obtain greater insight of the emic-meaning of “poverty”

Methodology: For this activity, one needs a digital camera. The activity should be done together with the families who are taking part in the case studies. Of each family, one should select for this activity (i) the head of the household,
(ii) the spouse of the head of household and (iii) a teenaged youngster.



First of all the moderator should teach the selected family members how to use the camera. Then ask each of the three selected member to take 10 pictures of “poverty” and of “wealth/wellbeing” in their daily life.

When the selected family members have taken the pictures, project the pictures back to them on the camera, and ask each one of them explain what the picture is about, and why he/she selected that object.

ANNEX 2 HOUSEHOLD QUESTIONNAIRES



HOUSEHOLD QUESTIONNAIRE

[illegible]

Good morning/afternoon (depending on the time), my name is, and I am an interviewer for a research firm called AUSTRALCOWI, which was commissioned by the Swedish Embassy to conduct a study on poverty and development in Niassa province. The Embassy has been supporting development projects in the province and would like to know how this support is helping to improve the living conditions of families in Niassa. There are

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several teams doing the same work in three districts in the province. Your household was selected in your community for this interview. We would appreciate it if you could give us some of your time to answer some questions about your household. In five years we will return to your home to see how your life has changed. For this interview we would like to talk to the household head or to an adult in the home who would be able to answer questions on matters relating to the household. All of the information collected here is private and confidential and will be used only for this study, and no reference will be made to your name or to that of any other member of your family.

Name of interviewee (write CAF(HHH) if it is the household head) <div style="border-bottom: 1px solid black; width: 100%; height: 1.2em; margin-top: 5px;"></div>	
Who is the interviewee for the household? <div style="display: flex; align-items: center; margin-top: 5px;"> <div style="border-bottom: 1px solid black; width: 10%; height: 1.2em; margin-right: 10px;"></div> <div style="border-bottom: 1px solid black; width: 80%; height: 1.2em;"></div> </div>	[1] CAF [2] CAF's spouse [3] Other adult (specify)

HOUSEHOLD COMPOSITION

In this section we would like to obtain some information on your household. We understand the household as being any persons who eat from the same pot as you or who help to feed the household, even if they do not live here, but that do not eat from another pot.

1. How many people belong to your household? <div style="border-bottom: 1px solid black; width: 40px; display: inline-block;"></div> (INCLUDING HHH AND CHILDREN)	
2. Of these, how many are men? <div style="border-bottom: 1px solid black; width: 40px; display: inline-block;"></div> ...and how many are women? <div style="border-bottom: 1px solid black; width: 40px; display: inline-block;"></div>	
3. How many members of your household belong to the following age groups? (READ THE OPTIONS) 0 – 14 years <div style="border-bottom: 1px solid black; width: 40px; display: inline-block;"></div> 15 – 34 years <div style="border-bottom: 1px solid black; width: 40px; display: inline-block;"></div> 35 – 49 years <div style="border-bottom: 1px solid black; width: 40px; display: inline-block;"></div> 50 – 64 years <div style="border-bottom: 1px solid black; width: 40px; display: inline-block;"></div> 65 + years <div style="border-bottom: 1px solid black; width: 40px; display: inline-block;"></div>	
4. How many members are part of the household with the following kinship with the CAF? Wives/ Husbands <div style="border-bottom: 1px solid black; width: 40px; display: inline-block;"></div> Sons/Daughters <div style="border-bottom: 1px solid black; width: 40px; display: inline-block;"></div> Stepsons/Stepdaughters <div style="border-bottom: 1px solid black; width: 40px; display: inline-block;"></div> Nephews/Nieces <div style="border-bottom: 1px solid black; width: 40px; display: inline-block;"></div>	

HOUSEHOLD QUESTIONNAIRE

[illegible]

CHARACTERISTICS OF THE HOUSEHOLD HEAD

In this section we would like to ask some questions about the household head.

[illegible]

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<p>___ (if 1, go to question 11)</p>	<p>ceremony (church, civil, traditional/nikah/mahari or mixed)</p> <p>[3] Live together without marriage ceremony</p> <p>[4] Separated/ divorced</p> <p>[5] Widow(er)</p>
<p>a. If the HHH is a married man, how many wives does he have? ___</p> <p>b. If the HHH is a married woman, how many wives does her husband have? ___</p>	<p>[09] Not applicable</p>
<p>11. What is the HHH's main occupation?</p> <p>___</p> <p>_____ (specify the activity)</p>	<p>[01] Public sector employee</p> <p>[02] Private sector employee</p> <p>[03] Farmer</p> <p>[04] Fisher</p> <p>[05] Self-employed with staff</p> <p>[06] Self-employed without staff</p> <p>[07] Occasional or seasonal work</p> <p>[08] Student</p> <p>[09] Retired</p> <p>[10] Unemployed (looking for a job)</p> <p>[11] Housewife (is not looking for a job)</p>
<p>12. What is the highest level of schooling (even if not concluded) obtained by the HHH?</p> <p>___</p>	<p>[1] None</p> <p>[2] Knows how to write and read name and some numbers / Literacy</p> <p>[3] Primary EP1 (grade 1 to 5)</p> <p>[4] Primary EP2 (grade 6 and 7)</p> <p>[5] Secondary (grade 8 to 10)</p> <p>[6] Pre-university (grade 11 and 12)</p> <p>[7] Basic vocational training</p> <p>[8] Medium level vocational training</p> <p>[9] University</p>

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SOCIO-CULTURAL CHARACTERISTICS OF HOUSEHOLD

In this section we would like to ask about some household habits and customs.

<p>13. What is the religion of the household head?</p> <p><input type="checkbox"/> _____</p>	<p>[1] Muslim</p> <p>[2] Catholic</p> <p>[3] Other Christian (specify)</p> <p>[8] Other (specify)</p> <p>[9] None</p>
<p>14. Is ancestor worship practiced?</p> <p><input type="checkbox"/> (if 2, go to question 15)</p>	<p>[1] Yes</p> <p>[2] No</p>
<p>a. If you practice it, what was the reason for the last ceremony you did?</p> <p>_____</p> <p>_____</p>	
<p>15. What language is most spoken at home?</p> <p><input type="checkbox"/> _____</p> <p>(if 4, go to question 19)</p>	<p>[1] Macua</p> <p>[2] Ajaua</p> <p>[3] Nyanja</p> <p>[4] Portuguese</p> <p>[8] Other (specify)</p>
<p>16. Does the household head know how to speak Portuguese?</p> <p><input type="checkbox"/></p>	<p>[1] Yes</p> <p>[2] No</p>
<p>17. If the HHH is married, does the spouse know how to speak Portuguese?</p> <p><input type="checkbox"/></p>	<p>[1] Yes</p> <p>[2] No</p> <p>[3] HHH is unmarried</p>
<p>18. Does any other household member know how to speak Portuguese?</p> <p><input type="checkbox"/></p>	<p>[1] Yes</p> <p>[2] No</p>

EDUCATION

In this section we would like to ask some questions regarding the level of education within the household.

<p>19. What is the highest level of schooling (even if not concluded) achieved by a household member?</p> <p>_____</p>	<p>[1] None</p> <p>[2] Knows how to write and read name and some numbers / Literacy</p> <p>[3] Primary EP1 (grade 1 to 5)</p>
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HOUSEHOLD QUESTIONNAIRE

[illegible]

HEALTH

In this section we would like to ask questions about the household's health.

24. Has any family member suffered from anything that required health care, such as	[1] Yes
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<p>... (READ THE OPTIONS) in the last month?</p> <p>Malaria/ fevers? <input type="checkbox"/></p> <p>Cough? <input type="checkbox"/></p> <p>Vomiting/diarrhoea? <input type="checkbox"/></p> <p>Accident? <input type="checkbox"/></p> <p>Toothache? <input type="checkbox"/></p> <p>Other (specify) <input type="checkbox"/></p> <p>_____</p>	<p>[2] No</p>
<p>25. What type of health service was used to treat that illness? (READ THE OPTIONS)</p> <p>Malaria/ fevers? <input type="checkbox"/></p> <p>Cough? <input type="checkbox"/></p> <p>Vomiting/diarrhoea? <input type="checkbox"/></p> <p>Accident? <input type="checkbox"/></p> <p>Toothache? <input type="checkbox"/></p> <p>Other (specify) <input type="checkbox"/></p> <p>_____</p>	<p>[1] Health Post</p> <p>[2] Health Centre</p> <p>[3] Hospital</p> <p>[4] Nurse</p> <p>[5] Traditional healer</p> <p>[6] Pharmacy</p> <p>[8] Other (specify)</p> <p>[9] Was not ill</p>
<p>26. Does any household member suffer from the any of the following chronic illnesses? (READ THE OPTIONS)</p> <p>Persistent cough <input type="checkbox"/></p> <p>Bone pain <input type="checkbox"/></p> <p>Seizures <input type="checkbox"/></p> <p>Body sores <input type="checkbox"/></p> <p>Blood problems <input type="checkbox"/></p> <p>Other (specify) <input type="checkbox"/></p> <p>_____</p>	<p>[1] Yes</p> <p>[2] No</p>
<p>27. How many women in the household have already lost at least one under-5 child? ____ (if 00, go to question 29)</p>	

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[illegible]

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ACCESS TO SERVICES AND INSTITUTIONS

In this section we would like to ask questions on some services and on what people do to access them.

<p>29. Did you or any household member use any of the following services or institutions (READ THE OPTIONS) in the last six months?</p> <p>Mark with [X] in 9 if no service was used because it does not exist in the area and go to the next service.</p>		<p>30. How long does it take to get to the service/ institution from home?</p> <p>[1] No time</p> <p>[2] Less than 5 minutes</p> <p>[3] 5 to 30 minutes</p> <p>[4] 30 minutes to 1 hour</p> <p>[5] More than 1 hour</p>	<p>31. How would you classify the service/institution, on a scale of 1 to 5 (where 1 is very bad and 5 very good)?</p> <p>Mark with [X] in 9 if no opinion is given and go to the next service/institution</p>	<p>32. Who in the household was the last to contact the services/ institutions used by the family?</p> <p>[1] HHH</p> <p>[2] HHH's spouse</p> <p>[3] One of the children</p> <p>[8] Other family member (specify)</p> <p>[9] Did not use the service</p>
1. Primary school	[1] Yes [2] No [9]	<input type="text"/>	[1] [2] [3] [4] [5] [9]	<input type="text"/>
2. Secondary school	[1] Yes [2] No [9]	<input type="text"/>	[1] [2] [3] [4] [5] [9]	<input type="text"/>
3. Vocational training centre	[1] Yes [2] No [9]	<input type="text"/>	[1] [2] [3] [4] [5] [9]	<input type="text"/>
4. University	[1] Yes [2] No [9]	<input type="text"/>	[1] [2] [3] [4] [5] [9]	<input type="text"/>
5. Madrassa	[1] Yes [2] No [9]	<input type="text"/>	[1] [2] [3] [4] [5] [9]	<input type="text"/>

REALITY CHECKS MOÇAMBIQUE **HOUSEHOLD QUESTIONNAIRE**

<p>29. Did you or any household member use any of the following services or institutions (READ THE OPTIONS) in the last six months?</p> <p>Mark with [X] in 9 if no service was used because it does not exist in the area and go to the next service.</p>		<p>30. How long does it take to get to the service/ institution from home?</p> <p>[1] No time</p> <p>[2] Less than 5 minutes</p> <p>[3] 5 to 30 minutes</p> <p>[4] 30 minutes to 1 hour</p> <p>[5] More than 1 hour</p>	<p>31. How would you classify the service/institution, on a scale of 1 to 5 (where 1 is very bad and 5 very good)?</p> <p>Mark with [X] in 9 if no opinion is given and go to the next service/institution</p>	<p>32. Who in the household was the last to contact the services/ institutions used by the family?</p> <p>[1] HHH</p> <p>[2] HHH's spouse</p> <p>[3] One of the children</p> <p>[8] Other family member (specify)</p> <p>[9] Did not use the service</p>
6. Health post	[1] Yes [2] No [9]	<input type="text"/>	[1] [2] [3] [4] [5] [9]	<input type="text"/>
7. Health centre	[1] Yes [2] No [9]	<input type="text"/>	[1] [2] [3] [4] [5] [9]	<input type="text"/>
8. Hospital	[1] Yes [2] No [9]	<input type="text"/>	[1] [2] [3] [4] [5] [9]	<input type="text"/>
9. Maternity unit	[1] Yes [2] No [9]	<input type="text"/>	[1] [2] [3] [4] [5] [9]	<input type="text"/>
10. Market to purchase products	[1] Yes [2] No [9]	<input type="text"/>	[1] [2] [3] [4] [5] [9]	<input type="text"/>
11. Market to sell fresh produce	[1] Yes [2] No [9]	<input type="text"/>	[1] [2] [3] [4] [5] [9]	<input type="text"/>
12. Public transport stops	[1] Yes [2] No [9]	<input type="text"/>	[1] [2] [3] [4] [5] [9]	<input type="text"/>

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HOUSEHOLD QUESTIONNAIRE

<p>29. Did you or any household member use any of the following services or institutions (READ THE OPTIONS) in the last six months?</p> <p>Mark with [X] in 9 if no service was used because it does not exist in the area and go to the next service.</p>		<p>30. How long does it take to get to the service/ institution from home?</p> <p>[1] No time</p> <p>[2] Less than 5 minutes</p> <p>[3] 5 to 30 minutes</p> <p>[4] 30 minutes to 1 hour</p> <p>[5] More than 1 hour</p>	<p>31. How would you classify the service/institution, on a scale of 1 to 5 (where 1 is very bad and 5 very good)?</p> <p>Mark with [X] in 9 if no opinion is given and go to the next service/institution</p>	<p>32. Who in the household was the last to contact the services/ institutions used by the family?</p> <p>[1] HHH</p> <p>[2] HHH's spouse</p> <p>[3] One of the children</p> <p>[8] Other family member (specify)</p> <p>[9] Did not use the service</p>
13. Water sources	[1] Yes [2] No [9]	<input type="checkbox"/>	[1] [2] [3] [4] [5] [9]	<input type="checkbox"/>
14. Administration/ Local governments	[1] Yes [2] No [9]	<input type="checkbox"/>	[1] [2] [3] [4] [5] [9]	<input type="checkbox"/>
15. Registry and Notary services	[1] Yes [2] No [9]	<input type="checkbox"/>	[1] [2] [3] [4] [5] [9]	<input type="checkbox"/>
16. Police	[1] Yes [2] No [9]	<input type="checkbox"/>	[1] [2] [3] [4] [5] [9]	<input type="checkbox"/>
17. Court (includes community court)	[1] Yes [2] No [9]	<input type="checkbox"/>	[1] [2] [3] [4] [5] [9]	<input type="checkbox"/>

HOUSEHOLD QUESTIONNAIRE

In this section we would like to ask questions on the relationship household members have with the local leaders.

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REALITY CHECKS MOÇAMBIQUE

HOUSEHOLD QUESTIONNAIRE

<p>35. Of all the leaders in the area, which are the three most important, in whom the household member trusts to resolve his/her problems?</p> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="width: 15%;"> <input type="text"/> <input type="text"/> <input type="text"/> </div> <div style="width: 85%;"> <div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 2px;"></div> <div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 2px;"></div> <div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 2px;"></div> </div> </div>	<div style="font-size: 0.8em;"> [1] District administrator [2] Head of Administrative Post [3] Local leader of village [4] Neighbourhood secretary [5] Head of quarter [6] Police [7] <i>Sheik (Muslim religious leader)</i> [8] Other (specify) </div>
<p>36. Whom, within the family, is called upon most often to resolve household matters?</p> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="width: 15%;"> <input type="text"/> </div> <div style="width: 85%;"> <div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 2px;"></div> </div> </div>	<div style="font-size: 0.8em;"> [1] Mwene/Arieneulongo [2] Apuwiamwene/Arienembumba [3] Nihimo/Mbumba representatives [4] Relatives and friends (specify) [5] Nobody [8] Other (specify) </div>
<p>37. What was the last problem/situation the household had to call on that person to resolve</p> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="width: 15%;"> <input type="text"/> </div> <div style="width: 85%;"> <div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 2px;"></div> </div> </div>	<div style="font-size: 0.8em;"> [1] Death [2] Adultery [3] Theft [4] Marriage [5] Ceremonies (specify) [8] Other (specify) </div>

HOUSEHOLD INCOME

In this section we would like to ask questions on the activities the household carries out to ensure its livelihood.

<p>38. Does the family have any fields?</p> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div style="width: 60%;"> <input type="text"/> (if 2, go to question 44) </div> <div style="width: 35%; font-size: 0.8em;"> [1] Yes [2] No </div> </div>	
<p>39. How many fields does the family own?</p> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div style="width: 60%;"> <input type="text"/> </div> </div>	
<p>40. How many football fields is the main field equivalent to?</p> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div style="width: 60%;"> <input type="text"/>, <input type="text"/> football field(s)/ha </div> </div>	
<p>41. Did the family plant any of the following crops in the last season, in its fields? (READ THE OPTIONS)</p> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div style="width: 60%;"> Beans <input type="text"/> </div> <div style="width: 35%; font-size: 0.8em;"> [1] Yes [2] No </div> </div>	

HOUSEHOLD QUESTIONNAIRE

[illegible]

HOUSEHOLD QUESTIONNAIRE

HOUSEHOLD EXPENSES

We will return to your home twice more during this week to ask questions on your daily consumption.

HOUSEHOLD QUESTIONNAIRE

[illegible]

REALITY CHECKS MOÇAMBIQUE

HOUSEHOLD QUESTIONNAIRE

	MT	MT	MT
8. Transport and fuel	_ _ _ _ _ _ _ _ _ ,00 MT	_ _ _ _ _ _ _ _ _ ,00 MT	_ _ _ _ _ _ _ _ _ ,00 MT
9. Communications	_ _ _ _ _ _ _ _ _ ,00 MT	_ _ _ _ _ _ _ _ _ ,00 MT	_ _ _ _ _ _ _ _ _ ,00 MT
10. Other expenses (specify)	_ _ _ _ _ _ _ _ _ ,00 MT	_ _ _ _ _ _ _ _ _ ,00 MT	_ _ _ _ _ _ _ _ _ ,00 MT
55. Were any of the following products consumed? (READ THE OPTIONS)	DAY 1 (ask about previous day's consumption)	DAY 2 (ask about previous day's consumption)	DAY 3 (ask about previous day's consumption)
1. Meat	[1] Yes [2] No	[1] Yes [2] No	[1] Yes [2] No
2. Chicken	[1] Yes [2] No	[1] Yes [2] No	[1] Yes [2] No
3. Fish	[1] Yes [2] No	[1] Yes [2] No	[1] Yes [2] No
4. Rice /maize meal	[1] Yes [2] No	[1] Yes [2] No	[1] Yes [2] No
5. Vegetables (greens)	[1] Yes [2] No	[1] Yes [2] No	[1] Yes [2] No
6. Bread	[1] Yes [2] No	[1] Yes [2] No	[1] Yes [2] No
7. Fruit	[1] Yes [2] No	[1] Yes [2] No	[1] Yes [2] No
56. How many months after the harvest did you have to start buying crops normally grown in your fields? _ _ months			[99] Does not have fields
57. During how many months, in the last 12 months, were one or less meals eaten per day? _ _ months			

CHARACTERISTICS OF THE DWELLING

In this section we would like to ask some questions regarding the dwelling and the conditions in which the household lives.

58. How many rooms does the house have? (excluding pantries or wardrobes) _ _	
---	--

HOUSEHOLD QUESTIONNAIRE

<p>59. What is the main material used for the walls of the house?</p> <div style="display: flex; align-items: center;"> <input type="checkbox"/> <div style="flex-grow: 1; border-bottom: 1px solid black; margin-left: 10px;"></div> </div>	<ul style="list-style-type: none"> [1] Concrete [2] Burned brick [3] Red brick (not fired) [4] Mud plaster [5] Wooden sticks (without mud plaster) [6] Bamboo sticks (without mud plaster) [7] Reeds/other vegetation [8] Other (specify)
<p>60. What is the main material used for the floor of the house?</p> <div style="display: flex; align-items: center;"> <input type="checkbox"/> <div style="flex-grow: 1; border-bottom: 1px solid black; margin-left: 10px;"></div> </div>	<ul style="list-style-type: none"> [1] Mud/Earth [2] Gravel [3] Cement [4] Tile [5] Tiles [8] Other (specify)
<p>61. What is the main material used for the roofing?</p> <div style="display: flex; align-items: center;"> <input type="checkbox"/> <div style="flex-grow: 1; border-bottom: 1px solid black; margin-left: 10px;"></div> </div>	<ul style="list-style-type: none"> [1] Zinc/iron sheets [2] Roofing tiles [3] Concrete [4] Vegetation [5] Plastic/ other synthetic material [8] Other (specify) [9] Does not have
<p>62. What is the main source of water...</p> <div style="margin-left: 20px;"> <p>a. For drinking? <input type="checkbox"/> <div style="flex-grow: 1; border-bottom: 1px solid black; margin-left: 5px;"></div></p> <p>b. For cooking? <input type="checkbox"/> <div style="flex-grow: 1; border-bottom: 1px solid black; margin-left: 5px;"></div></p> </div>	<ul style="list-style-type: none"> [1] Water from neighbour [2] Indoor/ yard taps [3] Fountain [4] Well [5] River or stream [8] Other (specify)
<p>63. Do you have any neighbour that fetches water from your household?</p> <div style="display: flex; align-items: center;"> <input type="checkbox"/> <div style="flex-grow: 1; border-bottom: 1px solid black; margin-left: 10px;"></div> </div>	<ul style="list-style-type: none"> [1] Yes [2] No

REALITY CHECKS MOÇAMBIQUE

HOUSEHOLD QUESTIONNAIRE

<p>64. What is the main source of energy...</p> <p>a. For illumination? _ _ _ _ _ _ _ _ _ _ _ </p> <p>b. For cooking? _ _ _ _ _ _ _ _ _ _ _ </p>	<p>[1] Kerosene</p> <p>[2] Own generator</p> <p>[3] Public electricity network</p> <p>[4] Battery</p> <p>[5] Firewood</p> <p>[6] Lantern</p> <p>[8] Other (specify)</p>
<p>65. What type of sanitation does the house have?</p> <p> _ </p>	<p>[1] Toilet with septic tank</p> <p>[2] Improved latrine with slab</p> <p>[3] Improved traditional latrine with local materials</p> <p>[4] Non-improved latrine</p> <p>[5] Does not have latrine, uses neighbour's</p> <p>[6] Uses the bush</p>
<p>66. Do you have any neighbour using the latrine or bathroom in your house?</p> <p> _ </p>	<p>[1] Yes</p> <p>[2] No</p>

OTHER ASSETS

In this section we would like to ask questions on some assets that the family may own.

67. Does the household own any of the following assets? (READ THE OPTIONS)	Own (if not working, consider as not owned)
1. Radio/sound system	[1] Yes [2] No
2. TV	[1] Yes [2] No
3. Video/DVD/CD player	[1] Yes [2] No
4. Telephone/ Mobile phone	[1] Yes [2] No
5. Wristwatch/ Clock	[1] Yes [2] No
6. Bed (not only mattress or reed mats)	[1] Yes [2] No
7. Electrical stove	[1] Yes [2] No
8. Gas stove	[1] Yes [2] No

HOUSEHOLD QUESTIONNAIRE

9. Iron pot	[1] Yes	[2] No
10. Iron	[1] Yes	[2] No
11. Fridge/freezer	[1] Yes	[2] No
12. Sewing machine	[1] Yes	[2] No
13. Plough	[1] Yes	[2] No
14. Hoe	[1] Yes	[2] No
15. Axe	[1] Yes	[2] No
16. Ox-cart	[1] Yes	[2] No
17. Tractor	[1] Yes	[2] No
18. Bicycle	[1] Yes	[2] No
19. Motorcycle	[1] Yes	[2] No
20. Motor vehicle (car, truck, bus, pick-up truck (van), etc.)	[1] Yes	[2] No
21. Water pump	[1] Yes	[2] No
22. Plates and cups/glasses (metal or glass)	[1] Yes	[2] No
23. Cutlery	[1] Yes	[2] No
24. Buckets	[1] Yes	[2] No
25. Other (specify) <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	[1] Yes	[2] No
26. Other (specify) <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	[1] Yes	[2] No
27. Other (specify) <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	[1] Yes	[2] No
68. Does the family have any of the following animals? (READ THE OPTIONS)	<i>Do not consider cats or dogs</i>	
1. Chickens	[1] Yes	[2] No
2. Guinea fowl	[1] Yes	[2] No
3. Turkeys	[1] Yes	[2] No
4. Ducks	[1] Yes	[2] No
5. Doves	[1] Yes	[2] No
6. Pigs	[1] Yes	[2] No
7. Goats	[1] Yes	[2] No
8. Sheep	[1] Yes	[2] No

HOUSEHOLD QUESTIONNAIRE

9. Cattle	[1] Yes [2] No
10. Donkeys	[1] Yes [2] No
11. Other (specify) <input type="text"/>	[1] Yes [2] No
12. Other (specify) <input type="text"/>	[1] Yes [2] No

MIGRATION PATTERNS

In this section we would like to ask questions on the trips family members normally take.

[illegible]

HOUSEHOLD QUESTIONNAIRE

		[4] Abroad
73. When was the last time a family member travelled to....		[1] In the last week
a. The district seat	<input type="text"/>	[2] In the last month
b. The provincial capital	<input type="text"/>	[3] In the last 3 months
c. Another district	<input type="text"/>	[4] In the last 6 months
d. Another province	<input type="text"/>	[5] In the last 12 months
e. Another country	<input type="text"/>	[6] Over 1 year ago
		[9] Never

FAMILY DYNAMICS AND GENDER RELATIONS

In this section we would like to ask about how family members relate to each other and their responsibilities in helping to ensure the well-being of the household.

[illegible]

REALITY CHECKS MOÇAMBIQUE

HOUSEHOLD QUESTIONNAIRE

<p>76. Which family member does the owner of the field think should get the field in the event he/she is no longer able to work the land or passes away? (INDICATE LEVEL OF KINSHIP)</p> <p>_____</p>	
<p>77. Why would he/she leave the field to that/those person/s and not to another/other person/s?</p> <p>_____</p> <p>_____</p>	
<p>78. Who owns the house where the family lives?</p> <p>_____</p>	<p>[1] The HHH</p> <p>[2] The HHH's spouse</p> <p>[3] To another member of the family (specify)</p> <p>[4] To a relative outside of the household (specify)</p> <p>[5] To a non-relative of the household</p>
<p>a. Why does the family consider the house belongs to that person?</p> <p>_____</p> <p>_____</p>	
<p>79. How did the family acquire the house?</p> <p>_____</p>	<p>[1] Built it himself/herself on occupied land</p> <p>[2] Built it with authorisation from the local leader</p> <p>[3] Bought it</p> <p>[4] Leases it</p> <p>[5] It is borrowed</p> <p>[6] Was given it</p> <p>[7] Inherited it</p>
<p>80. Which family member does the owner of the house think should get the house in the event of his/her death? (INDICATE LEVEL OF KINSHIP)</p> <p>_____</p>	
<p>81. Why would he/she leave the house to that/those person/s and not to another/other person/s?</p> <p>_____</p> <p>_____</p>	
<p>82. When a family member is ill, who should</p> <p>a. Care for the person? _____</p> <p>b. Decide on where the person should be treated? _____</p>	<p>[1] The HHH</p> <p>[2] The HHH's spouse</p> <p>[3] The couple</p> <p>[4] The girls in the</p>

REALITY CHECKS MOÇAMBIQUE

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<p>c. Seek treatment outside? <input type="checkbox"/></p> <p>d. Pay for the treatment? <input type="checkbox"/></p>	<p>family</p> <p>[5] The boys in the family</p> <p>[6] All children</p> <p>[7] The entire family</p> <p>[8] Someone from outside the family</p>
<p>83. In household chores, who in the family is responsible for...</p> <p>a. Cleaning the house? <input type="checkbox"/></p> <p>b. Sweeping the yard? <input type="checkbox"/></p> <p>c. Cooking? <input type="checkbox"/></p> <p>d. Fetching water for the house? <input type="checkbox"/></p> <p>e. Fetching firewood for the house? <input type="checkbox"/></p>	<p>[1] The HHH</p> <p>[2] The HHH's spouse</p> <p>[3] The couple</p> <p>[4] The girls in the family</p> <p>[5] The boys in the family</p> <p>[6] All children</p> <p>[7] The entire family</p> <p>[8] Someone from outside the family</p>
<p>84. In the fields, who is responsible for...</p> <p>a. Clearing the land (felling and burning)? <input type="checkbox"/></p> <p>b. Hoeing? <input type="checkbox"/></p> <p>c. Planting? <input type="checkbox"/></p> <p>d. Keeping animals away? <input type="checkbox"/></p> <p>e. Harvesting? <input type="checkbox"/></p>	<p>[1] The HHH</p> <p>[2] The HHH's spouse</p> <p>[3] The couple</p> <p>[4] The girls in the family</p> <p>[5] The boys in the family</p> <p>[6] All children</p> <p>[7] The entire family</p> <p>[8] Someone from outside the family</p> <p>[9] Does not have fields</p>
<p>85. When the crops are harvested, who...</p> <p>a. Decides how much to keep and how much to sell? <input type="checkbox"/></p> <p>b. Goes to market to sell the products? <input type="checkbox"/></p> <p>c. Negotiates with intermediaries to sell the product? <input type="checkbox"/></p>	<p>[1] The HHH</p> <p>[2] The HHH's spouse</p> <p>[3] The couple</p> <p>[4] The entire family</p> <p>[5] Someone from outside the family</p> <p>[6] Did not sell to anybody</p> <p>[9] Does not have fields</p>
<p>86. When a family member receives income, who decides how it should be spent?</p> <p>a. If it is the household head <input type="checkbox"/></p> <p>b. If it is the spouse of the household head <input type="checkbox"/></p> <p>c. If it is one of the sons <input type="checkbox"/></p>	<p>[1] The HHH</p> <p>[2] The HHH's spouse</p> <p>[3] The couple</p> <p>[4] The person earning (if it is not the HHH or spouse)</p>

HOUSEHOLD QUESTIONNAIRE

[illegible]

SOCIAL NETWORKS AND RELATIONS WITH THE COMMUNITY

In this section we would like to ask questions on how family members related to the rest of the community.

<p>88. What is the main problem in the community that, in your opinion, needs to be improved?</p> <p> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> </p>	<p>[1] Lack of jobs</p> <p>[2] Theft</p> <p>[3] Land conflicts</p> <p>[4] Water conflicts</p> <p>[8] Other (specify)</p>
<p>89. Who, in your opinion, can help to improve the problem?</p> <p> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> </p>	<p>[1] District administration</p> <p>[2] Head of Post</p> <p>[3] <i>Régulo(Chief)</i></p> <p>[4] Village leader</p> <p>[8] Other (specify)</p>
<p>90. How many family members belong to the following types of association?</p> <p>a. Farmers' association <input type="text"/><input type="text"/><input type="text"/></p> <p>b. Youth association <input type="text"/><input type="text"/><input type="text"/></p> <p>c. Women's association <input type="text"/><input type="text"/><input type="text"/></p> <p>d. Cultural association <input type="text"/><input type="text"/><input type="text"/></p>	

HOUSEHOLD QUESTIONNAIRE

e.	Financial association (e.g. <i>stique</i> group)	_ _
f.	Political association (e.g. party)	_ _
g.	Other type of association (specify)	_ _
	_ _ _ _ _ _ _ _ _ _ _ _ _ _	

PERCEPTIONS OF WELL-BEING

In this section we would like to know what the household thinks of its living conditions and what it thinks these conditions will be like in five years' time, when we return to see the changes.

[illegible]

THANK YOU FOR YOUR TIME!