

# The GAMBIA – SDA – PRIORITY SURVEY II 1994 HOUSEHOLD SURVEY

## ENUMERATORS' MANUAL

### **INTRODUCTION**

#### *Purpose*

This survey is important because it will provide the Gambian Government and other policy makers and planners with necessary socio-economic data. The data will be used to assess the impact of the Government's structural adjustment policies on the wellbeing of the people. This survey will provide a basis on which to :

- develop and maintain a statistical database on the social dimensions of adjustment
- develop appropriate policies on social dimensions of adjustment
- design and follow up economic and social policies and poverty alleviation programs and projects in conjunction with future social structural adjustment.

The primary objectives of the survey are:

- to provide a quick identification of policy target groups
- to provide a mechanism whereby key socio-economic indicators can be easily and regularly produced in order to describe and monitor the wellbeing of different categories of households
- to provide some key data on how the adjustment program affects the availability and quality of social and economic services to households, both as producers and consumers of products.

The data collected includes such topics as income, health, education, employment, nutrition and agriculture.

#### *Coverage*

The survey will have a nation-wide coverage. It will cover both urban and rural areas, taking samples from all Divisions in The Gambia.

### *The duties of an enumerator*

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

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

Each enumerator will carry out his or her work in a Standard Enumeration Area (SEA). A team of enumerators will be led by a supervisor. Your supervisor will provide you with questionnaires and other materials and will be responsible for organising your day to day survey activities. He or she will also explain to you the boundaries of your enumeration area and give you instructions on the order in which you should carry out your work. During your field work you must keep regular contact with your supervisor to enable him or her to make adjustments to the program of your work. If necessary you should also report any problems to him, such as any persons refusing to be interviewed.

### *Equipment and Materials*

Each enumerator will be provided with the following:

1. Survey questionnaires
2. Pencil and rubber
3. Pencil sharpener/razor blade
4. Notebook
5. Survey badge
6. A map of your current work area
7. A letter of introduction
8. Clipboard
9. Weighing scales
10. Measuring board
11. Satchel/bag
12. Torch light
13. Calculator

In addition, each team will be issued with a first aid box.

### *Legal Powers and Confidentiality*

This survey is being carried out under the provisions of the *Statistics Act of 1972*. As such, all persons residing in The Gambia are required to co-operate in providing the necessary information. However willing co-operation is of course most important for a successful survey.

You and other survey officials will be required to maintain the confidentiality of the information you collect.

## *The Enumeration Area*

You will be assigned to various Enumeration Areas in which you will do the enumeration work for the survey. For each Enumeration Area in which you work your supervisor will provide you with a map showing the boundaries and all of the dwellings in the area.

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

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

## **GENERAL INSTRUCTIONS**

### *Layout of the questionnaire*

The questionnaire is divided into ten main sections, covering 17 different topics. There are 178 questions in all, in addition to the details to be recorded on the front cover of the survey. The sections of the survey are as follows:

	Section 00	Household particulars;
	Section 01	Household Roster
	Section 02	Housing and Facilities
		2A Housing Amenities
		2B Access to Facilities
Section 03		Employment of Head and Spouse
Section 04		Migration
Section 05		Agriculture
		5A Livestock and Agricultural Holdings
		5B Crop Production
Section 06		Non-Farm Enterprises
		6A General Information
		6B Business Details
Section 07		Household Expenditure
Section 08		Household Income

Section 09	Household Assets 9A Property and Land 9B Household Assets
Section 10	Anthropometry

*Person to be interviewed*

Generally only one member of the household is supposed to be interviewed. The head of the household or one other person acting on behalf of the head of the household is supposed to be the main respondent. However, some questions can only be answered with the help of some other knowledgeable members of the household. (Eg the person who does the shopping may have the best information about household expenditures). So encourage the head of the household to consult the individual members of the household when providing information from the household in general, or for each member of the household as the case may be.

*Filling in the answers to questions*

For most questions there is a fixed number of categories and codes to record answers. The code referring to the answer given should be put in the appropriate box. Where a code is given, do not write the actual answer in the box - just the code.

Questions which will be coded in the office give some space where you can write down the actual answer given.

For some questions you are supposed to fill in the number of years, the amount of money etc in the box given. Please note that the answer **NONE** should be indicated with a **O** in these boxes. Please write numbers clearly.

Some questions, such as those on crop production, require you to record the units of measurement used (eg bags, bundles) as well as the number. Where possible, try to get the respondent to use standard measurements. In any case, you should try to be clear about the unit of measurement he or she is using, and record this.

It is most important that whatever unit of measurement is used remains consistent for the questions that follow about the same item. (eg harvest of rice was measured in bags this year and bags last year). Do not mix units for the same item.



Respondent: Well, no, but we would have liked to....

Interviewer: Apart from groundnuts then, what was the most important crop you did grow in that time?

4. Follow the "skips" in the questionnaire very carefully. A great deal of time can be wasted filling in parts of the questionnaire unnecessarily. This also wastes the time of the data entry operator. So, only ask the questions you need to ask.
5. Use your calculator for complicated calculations- it is likely to be faster and more accurate.
6. Warn the household head at the beginning of the interview that you will want to weigh and measure the children at the end. That way you won't waste time trying to find them at the end of the interview (unless they go into hiding!)
7. Tell the respondent how long you expect the interview to take. This is simply polite, but will also give him or her an idea of your time constraints.
8. If there is some doubt about the ages of the children ask to see their Clinic cards. For young children this may save some time and discussion.

## **DEFINITION OF A HOUSEHOLD**

### *1. Living and eating together*

A household is a group of people who normally live and eat together; a household may also consist of one person - see 6. below. The members of the household may or may not be related.

### *2. Accepting authority of a head*

The household should have a head and the members should accept the authority of the head of the household.

### *3. Pooling of resources*

In the household members contribute to the common budget for food and other essentials.

The members can contribute to the household budget with money earned and they can contribute in kind as unpaid (family) workers in the household enterprise (e.g. on the household farm).

This excludes people who live and eat with the household as a part of a contractual agreement with the household (e.g. lodgers, servants, laborers).

### *4. Absent members*

The household includes members that are away on a temporary basis. If they are away for less than six months in a year they can be considered to be members of the household.

5. *Exclusion of temporary visitors*

The household does not include visitors who are only staying on a temporary basis. If they are present for less than six months in a year they are not considered to be members of the household.

6. *Single member households*

A household may also consist of just one person, if that person makes independent arrangements for the necessities of daily living, and is not considered, according to the definition above, to be a member of another household.

For example police officers, living in police barracks or Gendarmerie, may be considered as single person households, even though they may eat together in the dining room. Their presence in the Barracks is by reason of their employment contracts rather than by way of recognition of a common household head, and for many other aspects of their lives - private clothing, personal effects etc, they would make independent provision.

7. *Other household members*

Other persons who are a part of the household because they acknowledge the authority of the head of the household and live in the household could include foster and adopted children, children who have come to live in the family for education purposes, but whose presence does not rely on a reciprocal contract - that is they do not pay or offer anything, such as labour, in return. An example might be the child of a relative from a rural area, attending school in Banjul. However, if the child regularly returns to his or her family for more than a total of six months per year, then he or she should be considered a member of his or her parents' household.

8. *Use of Discretion to determine Household Membership*

There may be times when you will need to use your discretion in determining whether someone is or is not a member of the household. One important determinant is whether the head of the household, and other members of the household consider the person as a member.

## **COMPLETING THE DETAILS ON THE FRONT PAGE**

Most of the details on the front page of the survey form will be completed by the supervisor before you are allocated the household. Section B will be completed at the time of data entry. You do not need to complete these details yourself. (Detailed instructions are included in the Supervisors' Manual).

### *Survey Form Number*

The Priority Survey form has space for details for up to 25 household members. Where there are more than twenty-five members in the household a second or third form must be used. In addition, Section 10 (anthropometry) has space for up to nine children aged from 3 months to 60 months. If there are more than five children in the household in this age group, another form will need to be used.

On the front page of the survey form, complete the number of the form, and the total number of forms you have used for each household. For example, when two forms have been used, you should record:

Survey form number 1 / 2 on the first form and

Survey form number 2 / 2 on the second form.

Where more than one form is used, complete most of the questionnaire details on the first form. Only use additional forms to record information for which there is insufficient space on the first form. For example, do not record answers about access to facilities, or housing amenities on second or subsequent forms.

Also complete the time at which you commenced the interview.

## **SECTION 00: HOUSEHOLD PARTICULARS**

The households you interview will have previously been identified from the sampling procedure taken from the household listing in your enumeration area. Check that the household now living in this dwelling is actually the household identified in your list (i.e. check the name). If it is not the same household, but you are at the correct dwelling, as might occur if the previous household had moved and a new one moved in, you should record the new household details at question 2, and proceed to interview this household.

If the household is not available for interview, for any of the reasons listed, record the reason, and refer to your supervisor for a replacement household for interview. To maintain the integrity of the sampling procedure it is important that your supervisor be responsible for the selection of another household - you should not, for example, just go to the house next door, or find your own substitute.

While compliance with the survey is a legal requirement in The Gambia, it is important to have the willing co-operation of the people being interviewed, in order to gain the best possible information. Hence there is little to be gained in trying to force a household head into being interviewed. However you will be provided with a letter of introduction from the Central Statistics Department, which will establish your bona fides, and assure the respondent of confidential handling of his or her responses. You should also reassure the respondent in this respect, and remember to observe the commitment to confidentiality after the interview. **Respect for confidentiality is critical to the success of the interviews.**

If there is no-one at home who could be interviewed, try to visit that household again at a more suitable time. Similarly, if it is not convenient for the head of the household to be interviewed at that time - eg he was just going to work, make a time to come back.

## **SECTION 00: HEAD OF HOUSEHOLD**

This section records details about the person who is considered by the household to be the head of the household. Even if another member of the household is being interviewed, the details required here are for the **head of the household**.

The head of the household is the person who is largely responsible for the day to day and major decision making within the household. He (or sometimes she) is the person who is considered as head by other members of the household as well.

In recording who is the head of the household, remember that he or she must be a **member** of the household. Hence if the person who is nominated has been away for more than six months, then for the purposes of this survey he or she is not a member of the household, and cannot, therefore, be the head. In this case you would have to ask questions about who makes the decisions, and establish in fact the "real" head of the household.

**Question 3 - Is the head of the household present?** Absence here does not mean short term absence, eg, while at work, and returning the same day. In such cases the head of household would be considered to be present. Absence for more than a normal period of daily work could be considered as absence from the household.

At **question 4** record the code corresponding to the length of time the head of the household has been away.

At **question 5** record the name of the person who is responsible for decision making in the absence of the head, in the space provided. After you have completed the list of names for the household (Q. 11), record the I.D. number for this person at question 7 in the code box.

In the absence of the head of the household, this is the person you should try to interview.

## Person Interviewed

At **question 5** record the name of the person you will actually interview. In some cases this may not be the same as the head of the household, or the person who stands in for the head of the household in his or her absence. Code in the I.D. number after completing question 8

At **question 6** record the language used by the respondent, that is the person being interviewed, at the interview. Even if another member of the household was interpreting, record the code for the actual language used by the respondent. If it is other than Mandinka, Wolof or Fula, specify in the space provided what the language was. Coding will be done later.

At **question 7** record whether or not an interpreter was used.

**Question 8 - list of Household Members** It is most important for reference to other parts of this survey that you accurately record the names of members of the household, and that each member has an I.D. number. For ease of reference, start with the head of the household as Number 1. This is the person identified as the head of the household at question 2.

Then record spouse or spouses, then their children in order of age. Whilst this order is not critical (except for the head), it will make it easier for you to later to identify categories of people, such as children under 60 months of age, or people aged 25 and under attending school in other sections of the survey, when you need to refer to this list, and to the I.D. numbers contained in it.

In the case of children not yet named, include them in the list as "Baby" and his or her last name. They can then be allocated an I.D. number.

**Question 9** is a final check that no members of the household have been excluded, perhaps because they are temporarily absent, or because they are not related to other household members (such as foster children). Record the codes against Yes or No, and add their names to the list if Yes. If any strange farmers or boarders/lodgers are named in answer to the last question commence a separate survey form for each. Use the same household number for these and add A or B to the number eg if it was household 16, then the first strange farmer would go in a form numbered 16A.

## **SECTION 01: HOUSEHOLD ROSTER**

To complete this roster you will need to be able to refer readily to the list of household members and I.D. numbers from the previous section. Record for each household member in turn the details in each block of questions. That is, it will be easier if you ask all the questions about person 1, then all the questions about person 2 etc. Do not record details about people who are not members of the household, eg visitors - only for people you have previously determined as household members.

**Age (Question 2).** Some household heads have difficulty remembering the ages of all of the members of the household - in some cases even their own ages. Allow the respondent to consult with other members of the household, or suggest for young children that they might look at their clinic cards.

Almost all persons who have been to school will know their age, while some, especially the illiterate and the very old may not. Ask such a person how long he has been living in this area, about what time in his life he came here, what he did then, and for how long and how old he was when he left his parent's home etc. In this manner you can build a life history.

It may also be possible to determine age by referring to some historical events that the respondent may remember. E.g. you could ask how old the respondent was when The Gambia became a Republic.

If you have already ascertained the age of some other member of the household this may be of considerable help in determining the ages of other members. For example if you have established that the eldest son of the head of the household is 12 years old, you may be able to determine the ages of the other children by finding out how many years elapsed between the births of the different children, or establishing how old one child was when another was born. In case you are only given the year of birth, and not the month, even after probing, calculate the age by subtracting the year of birth from the current year. eg if the person was born in 1960 and this is 1991 the person is  $1991 - 1960 = 31$  years old.

At **question 6** record whether each person is Gambian or another nationality. Nationality refers to the country in which the person holds their citizenship - **not** necessarily where the person was born.

At **question 7** code the ethnicity of each member of the household, if he or she is Mandinka, Wolof, Fula etc. If the person has another ethnicity, write this in the space provided. The coder will code this at the time of data entry.

## *Education*

The questions regarding education (Questions 6-12) are only to be answered for persons aged six years and over. Hence, nursery schools etc are not included.

At **question 8** record whether the person has ever attended school. If the answer is **NO**, and the person is under 25 years of age, skip to question 15. If the answer is **NO** and the person is over 25 years of age, skip to question 16.

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

For example students attending vocational training including teacher training should be considered as attending school; persons attending night school should be considered to be attending school; also people on unpaid study leave to a formal educational institution, and people engaged in correspondence studies with a correspondence school.

At **question 8**, record the kind of school that was attended. A Government school is one which is operated and largely funded by the Education Department, and in which the government employs the teachers.

A private school is one which is approved by the education authorities to operate, but is privately funded and operated. Private schools are nevertheless subject to some control from the government, and use Government curriculum.

An Islamic school is a privately operated school which teaches Arabic and the Koran. Muslim High Schools which follow the government curriculum are not Islamic schools as defined here.

**Question 10: What is the highest grade reached?** In the space provided write the highest grade reached for primary and secondary school for each of the people over the age of six years who have ever attended school. If the person has undertaken post secondary education, simply record this. No highest grade is sought for post secondary education. Note that the highest grade reached does not necessarily mean completed.

**Note:** for people not now attending school you should skip to question 13, which asks the reason for non attendance. Complete the coded response for the reason given. Note that "not appropriate" would include the view that girls do not need to go to school.

**Question 14: Can ... read and write a simple sentence in any language?** This question is designed to provide a simple measure of literacy, and is the same as the question contained in the census questions. The question is asked of people over the age of six years, whether they have been to school or not. Include

here household members who have learned informally, or who have attended a Koranic school.

### *Health* **FOR ALL HOUSEHOLD MEMBERS**

**Question 15** is to be answered for all members of the household. If any household member has not had a health consultation in the past two weeks, enter (0), and proceed to the next person. You need not ask **questions 16 and 17** for these people.

A **health consultation** is one where a person has approached or sought medical advice or attention from any medical person or traditional healer, whether at a public or private institution or merely by calling a medical officer by private arrangement. It would also include a visit to the family home by any of the medical persons/traditional healers mentioned.

**Question 16: Who was the last medical person consulted in the past two weeks?** Some respondents may not know what category of medical person was consulted. Doctors, nurses or health assistants may not be distinguishable to them, especially if they all wear white coats. Try to establish what kind of medical staff are available in your enumeration area so you will have a clearer idea of the possibilities. Ask where the consultation took place in a dispensary or hospital, and ask what the person consulted did. This may provide some clues as to which category of medical person it was.

**Question 17: Cost of treatment** - record the total cost of the treatment, which may include a **consultation fee** and the **cost of drugs or treatments** dispensed. **Payments in kind** should be included. If payment was made in kind - eg chickens or garden produce, ask the respondent to estimate the value of the payment in dalasis.

### *Employment*

#### **FOR HOUSEHOLD MEMBERS OVER SIX YEARS**

Questions 18-20 are to be asked for all members of the household aged 7 years and over.

**Question 18: What was .....s main economic activity during the past 12 months?**

"Main economic activity" refers to the activity at which the person spent most of their productive time during the past 12 months i.e. their occupation, or to their main source of income.

**Self employed** people are those who are not working for others for a wage or salary, but run their own businesses, factories, market stall, workshops, traders, farms etc. Ordinarily such people will have their own place of business and determine their own

hours of work and work program. They may do other people's work by fixing an hourly rate or charging by the job. They could also be engaged in partnerships.

**A Family helper** is a household member who participates directly in the family's income production (eg cash crop production) for no regular cash wage or agreed share of the profits. Caring for children or taking care of the house is not a **direct economic activity** and such family members should not therefore be recorded as a family helper - but as 11 "not in the paid workforce".

**A Wage earner** is a person who is paid in money for the work that he or she does, in either the public or the private sector.

**People who are paid in kind**, such as with board and lodging, may or may not be wage earners. If the payment in kind is fixed and consistent then they may be considered wage earners; otherwise they may be **family helpers** if they are working in family production, or **not in the paid workforce**. You will need to decide in the light of the circumstances.

**Not in the paid workforce** includes children not working and also not attending school, unless they help with household production, in which case they may be considered to be **family helpers**. Also included are household members who are unemployed, who care for children or the home [such as housewives with no other economic activity], retired or old people, people who make their income from begging and those unable to work, such as the disabled or prisoners.

**Other** includes people who are living on rental incomes, past savings, interest, inheritance, gambling income etc.

This completes the household roster section.

## **SECTION 02: HOUSING AND FACILITIES**

### *2A: Housing Amenities*

**Question 1: Did this household exist 12 months ago?** Household membership may have changed slightly over the past 12 months. This question, however, is designed to discover the establishment of new households where that has occurred. If the household head is the same as 12 months ago, and if the majority of household members are the same as 12 months ago, then consider that this household existed 12 months ago.

*Example 1:* If the household head had died and another member took on the role of head, this is still the same household.

*Example 2:* If the household head married a second or third wife, and brought her to live in the household, the household would still be considered to have existed 12 months ago.

**Question 2: How long has this household been living in this dwelling/compound?** A **dwelling** is defined as the building or buildings in which members of the household live. There may be more than one building within the same compound, and one household may occupy a number of buildings, constituting a dwelling. Any structure will be considered to be a dwelling if it is used for living purposes. Free standing **traditional kitchens**, used only for cooking, and not for living or sleeping, would not be considered as dwellings.

Structures such as garages, not intended for habitation, but being used for such a purpose, are considered dwellings.

**Question 6: What is the construction material of the dwelling/compound?** In the case of a single building dwelling, this question may be straightforward. However many buildings are constructed using part modern and part traditional materials. In addition, some compounds have a number of buildings made of different materials - some traditional and some modern. In such cases you should record Code **P**.

If, however, all the buildings are made of concrete blocks, except the kitchen, which is traditional, then record the Code **C** - Concrete Block. Traditional kitchens are not considered to be part of the dwelling for the purpose of this survey.

If you look around the compound on entry, or as you are interviewing, you will probably not need to ask this question- you will simply be able to record the answer.

**Traditional materials** include mud bricks, thatch, logs, stones etc.

**Other** could include modern bricks, galvanised iron, sawmilled timber.

**Questions 7 and 8: Main source of drinking water.** If there is more than one source of drinking water, record the one that is used the most, and the one that was used the most one year ago.

**Question 9: Time fetching water.** Record the total household time -- that is the **number of trips** multiplied by the **length of each trip**. So if it takes 1 hour to fetch water and two people go then the total time is  $1 \times 2 = 2$  hours.

**Questions 10 and 11: Main source of lighting fuel.** Many households will use more than one source of lighting fuel eg candles and kerosene. In such cases record the fuel that is most often used, or if it still not clear, the one that is used by the wife or wives.

**Questions 12 and 13: Main type of cooking fuel.** Again, some households vary the use of cooking fuels. Record the fuel that is used the most by the person or persons who do the cooking. If more than one person cooks, and they use different fuels, you will need to use your discretion about which fuel is used the most eg ask who cooks more, or for longer periods.

**Question 14: Difficulty of firewood collection.** Ask this question only if the household uses collected or purchased firewood

## *2B: Access to Facilities*

This question is designed to gauge accessibility to key facilities for households. Ask questions 1-4 for each facility before moving on to the next facility. That is, ask all the questions about the food market, then all the questions about the primary school etc.

**Question 1:** When asking how long it takes to reach the nearest facility, record the length of time it usually takes household members. For example, if members always travel by foot, record the time it takes by foot - not by car. This information is likely to be more accurate than if the respondent tries to guess how long it would take by car.

**Question 2:** Record the means of transport that the respondent used for answering question 1.

**Question 3:** If members of the household use the facility, record Code **Y** and proceed to the next facility.

**Question 4:** If no member of the household uses a facility, record the reason why. **Not relevant** would include such responses as "no school aged children" for primary or secondary schools, or "have own transport" for bus/taxi services.

### **SECTION 03: EMPLOYMENT OF HEAD AND SPOUSE**

The welfare of a household depends to a large extent on the employment experience of the main income earners. In the Priority Survey, the questions have been limited to two people - the head of the household and the spouse. The assumption is that in most cases these will be the household's main earners. Unfortunately in this survey it is not possible to directly establish who the main earners are, and it is recognised that there may be exceptions, such as where the head of the household is old or infirm, and a son is the major income earner, or where two wives earn the most income. These issues will be picked up in greater detail in the later Integrated Survey

Questions 1-18 ask about the employment of the head of household and spouse. Questions 19-23 are to be answered where one of these parties is unemployed.

Where there is more than one spouse, ask the questions about the spouse who has the most income. At **question 1**, the I.D. number of the head, **1**, is already entered. In the next column, record the I.D. number, from the household list at the front of the survey, of the spouse about whom you are asking the questions.

**Question 2: Current main job.** Space is provided here for you to record the head and spouse's current main job - that is the occupation which provides them with the greatest income. Be as descriptive as you can be -- do not write trader but trader in cloth . Do not write such things as employer -- describe the person as manager or owner of a business, eg owner of a restaurant.

**Occupation codes** are not supplied in the survey, and will be entered later by the person doing the data entry. You must simply write down the occupation, and leave the coding boxes blank. However, for your information, and to help you to be clearer about what you record, Occupation Codes have been included at Appendix 2 in this manual. **Remember: do not code this answer yourself - simply write the occupation.**

Similarly, **industry codes** are not provided on the survey form, and will be entered later. Just record the kind of business in which the person works. For example, if the current main job is enumerator, the business might be "public sector". Industry codes are included in the manual at Appendix 1.

**Question 6: How much is earned from this work?** You will get a more reliable answer if you use the time units that are relevant to the respondent. If the respondent is paid monthly, then record the answer in monthly units etc.

**Question 10: For how long has this person worked in the past year?** will provide an estimate of annual income. Use the same time units as for question 7.

**Question 11:** refers to changes in income from the previous year. The actual previous year's income is not required. Most people will know whether their income has grown or decreased etc over the space of one year.

**Question 12: Secondary job.** The designers of the survey recognise that some heads of household and spouses have more than one job. The Priority Survey has allowed for recording two jobs. The questions here are the same as for the main job.

**Questions 19-23** refer to the previous employment experience of the head and spouse, if either of them is currently unemployed. Questions 21-23 should be skipped if the person has never had a previous main occupation - that is has never been employed.

## **SECTION 04: MIGRATION**

Economic factors are a major determinant of migration, both short and long term, for individuals and for households. The objective of migration questions in this survey is not to provide accurate measures of migration flows, but rather indicators related to the impact of economic conditions. A one year reference period is used because it is a short enough period to ensure a reasonably accurate response. Yet it is long enough to indicate a relatively permanent move.

The second part of this section (questions 3-6) refers to short term migration by individual members of the household for specifically job related reasons. In **question 3**, "been away" means the person was separated from the main household. If noone has been away move directly to the next section

**Questions 5 and 6** identify the total number of people who were away, by their IDs from Section 0, question 11. It is very important to use the correct IDs as this will enable a lot of other information to be provided about which people are moving to seek work, such as their ages and education levels. If not enough spaces are provided, use another form, and record on the front of the form which number it is, and of how many (eg form no. 2/2).

## **SECTION 05: AGRICULTURE**

Agriculture is the mainstay for a great number of Gambian households. In order to measure the impact of adjustment, agricultural data needs to be collected on assets, including land, livestock and equipment; crop production, particularly as it relates to major cash crops, and employment and income. This section focuses specifically on the issues related to operating the agricultural enterprise. The objective is to measure the impact of agriculture on social and economic conditions at the household level.

### *Section 5A*

This collects information on livestock and agricultural holdings. For many farmers, livestock represents their most important asset and is an important measure of economic wellbeing. The questionnaire is not intended to provide a complete inventory of livestock held, but only to cover an indicative set of economically important animals. Three types of animals are listed - cattle, sheep and goats. For the purpose of these questions, the term "kept by" means "owned".

**An agricultural holding** here refers to a unit of land used for agricultural production purposes. If any members of the household operate an agricultural holding (**question 8**), then the total size of all holdings should be recorded at **questions 9 and 10**. First record the total number of holdings operated by household members, then record the total size of holdings - that is add them up. Try to get this information in acres or hectares. If this is not possible, try to gain an estimate of the size of the plots referred to.

### *Section 5B: Crop Production*

This section asks questions about the two major cash crops grown in The Gambia, and which are most sensitive to adjustment strategies - groundnuts and rice. A third column is provided for you to ask about a third crop. This should be the crop which is the next most important to the household in terms of the resources (mainly labour) which were put into its production. It may be a cash crop, but may also be a crop used entirely by the household.

At the top of the third column, write the name of the crop about which the questions are being answered.

**Units of crop measurement** vary, for example from bags to bundles, and even in the size of the units used. Try to get the respondent to use standard measurements (eg kilograms). However whichever unit of measurement is used, be sure that it is used consistently for both the seasons referred to, and for question 8 on the unit price obtained.

In **question 9**, "season" refers to the agricultural season for the particular crop being grown.

**Question 13** is asked whether or not hired labour was used in the current season. If the respondent has answered "No" to question 12 the question 13 should be phrased "Was this less or the same as the previous season".

At **question 18** use the same codes as in question 16 to record why pesticides were not used.

**Question 19** is trying to find out if the farmer used **new seed** [called pure seed ] rather than seed saved from the previous crop. Such new seed would normally come from the Agriculture Department, an NGO or be purchased from an agricultural input supplier. Seed which is borrowed or purchased from another farmer, who has saved it from the previous crop is not to be included here

At **question 21** some farmers may not borrow money specifically for crop production but to run the farm, or purchase fertiliser or seed. Include all of these as "credit for crop production".

The formal sector referred to in **question 22** includes all bank, cooperative or government loans. Informal borrowing refers to village or other moneylenders, or loans obtained from relatives or friends.

## **SECTION 6: NON FARM ENTERPRISES**

Projections of future growth in Africa indicate that the informal sector is likely to have the highest rate of growth in employment (World Bank, 1989). Structural adjustment policies encourage growth in the informal sector where often many tradeables are produced, or could be produced. The purpose of this section is to record changes in the industrial mix of informal enterprises, as well as whether their sales volume, equipment etc is growing in response to the price and other incentives of the adjustment program. It can then be established which groups in society manage to take advantage of the new opportunities.

The first part of this section determines the existence of non-farm enterprises operated by the household. Space is provided for listing the three most important ones operated during the last twelve months. The definition of **most important** should be based on **contribution to household income** although several different criteria such as the length of time spent working on the enterprise, and numbers of persons engaged in the enterprise may influence the judgement you make.

Each of the enterprises is categorised by type of activity. An additional question is asked to identify whether any enterprise has closed down during the last twelve months.

Note that the **Industry Code** is again referred to here. You do not have this code list, and should simply record the direct answers at **questions 2,3,4 and 6**. The codes will be entered later.

## **SECTION 07: HOUSEHOLD EXPENDITURE**

Household expenditure is clearly a key area likely to be profoundly affected by adjustment policies. The Priority Survey does not attempt to obtain an exhaustive estimate of household expenditure, but focuses only on recent expenditures on education, health and key food items. These items were chosen because they represent expenditures on key social services, and are in areas where price changes, as a result of subsidy cuts and/or the imposition of user fees could have important effects on household spending patterns.

The household head or other respondent may need to consult other members of the household to answer these questions accurately. If the respondent does not immediately know how much was spent on a particular item, suggest ways of working it out eg what was the standard school fee for the last term? How many terms were there? How many children attended school?

**The school year** refers to the last completed primary or secondary school year, that is September - July. Do not record expenses for other kinds of education such as vocational or post secondary training.

**School fees** refer to all compulsory fees which the school requires in order to enroll a student. This would include tuition fees and compulsory building fees. A voluntary donation to the building fund or the library, however, would not count as school fees.

**School uniforms** refer to any articles of clothing required for school, including, for example, P.E. shorts.

At **question 10** , primary health care treatment should be included as hospital/health centre.

**Question 11** is seeking the overall impression of the household head about the trend of medical expenses.

**Questions 14 and 15.** Remittances are regular transfers of cash or kind from one household to another. These may include regular cash contributions to the upkeep of an elderly relative or sending a bag of rice on a regular basis. Remittances made in kind should be converted into dalasi value, using the best estimate of the respondent.

**Question 16:** Personal transport means the cost of transport for the entire household, but not including transport associated with income production. For example, include the cost of visiting relatives, but do not include the cost of transporting a crop to market.

## **SECTION 08: HOUSEHOLD INCOME**

Although a key measure of household and individual wellbeing, income is very difficult to measure reliably. Nevertheless, below are some important factors.

- For farms and non farm enterprises operated by households, the estimated income should be the net benefit to the household, including any benefit in kind, but excluding costs. However many respondents may not be able to accurately recall such figures and you should record the gross figure if that is all that can be obtained.
- Where households receive payments in kind, these should be included. Payment in kind can take different forms, including the receipt of produce, services, or rent-free accommodation. You should estimate with the respondent's help the value in dalasis of payments in kind.

You should record amounts in total dalasis.

Do not count unsold livestock or food crops as income. Do not convert the value of livestock or food crops to dalasis unless they have been sold.

For an explanation of remittances, see Questions 14 and 15, Section 7 - household expenditure in the manual.

For each question record in the second column whether this income was more, less or the same as last year. Use "not applicable" if the source of income did not exist in the previous year - for example in the case of a new business which has existed for less than one year.

Question 15 provides space for you to record sources of income not listed. These might include , for example, loans. A loan should be included as income, however, only if the term of the loan is more than one year. Shorter term loans do not affect the overall annual income.

While you are completing the section on household income, check carefully for **consistency** of answers with those given in the sections on employment, crop production and non-farm enterprises.

## **SECTION 09: HOUSEHOLD ASSETS**

The acquisition or loss of assets may be a significant indicator of changing economic conditions. If incomes have declined relative to the cost of basic needs, households may have to sell or not replace assets to maintain minimum living standards. Alternatively, improved conditions are likely to be reflected in the acquisition of additional assets.

This survey is not designed to measure changes in the quality of the assets, and therefore does not account for depreciation of assets etc. However an asset which is inoperative because it is broken should only be considered an existing asset if it is possible for the household to fix it within the next month.

### *Section 9A:*

**Question 1:** Note that this question refers to dwellings, other buildings or urban land. It does not refer to agricultural or rural land. Agricultural land is dealt with at question 5.

**A dwelling** is defined as the building or buildings in which members of the household live. There may be more than one building within the same compound, and one household may occupy a number of buildings, constituting a dwelling. Any structure will be considered to be a dwelling if it is used for living purposes. Free standing traditional kitchens, used only for cooking, and not for living and sleeping, would not be considered dwellings. However, structures such as garages, not intended for habitation, but being used for such a purpose, are considered dwellings.

### *Section 9B:*

In **column A** record the number of each asset that is currently owned, such as **5** oxen or **2** radios.

In **column B** record the number of each asset that was owned 12 months ago. Even if the household currently possesses none of the particular asset still ask how many were owned twelve months ago

## **SECTION 10: ANTHROPOMETRY**

This section is to be completed for all children aged between 3 months and 60 months. The information obtained in this section will give planners an understanding of the physical development of these children compared with their age. For children of this age, growth is closely linked with nutrition - hence this section will provide valuable data on the health and nutritional status of Gambian children. For the information to be useful, it is critical to record the ages of the children correctly, **in months**. From the household list at the beginning of the survey, enter the names, and I.D. numbers of all the children aged less than five years (that is, who have not yet had their fifth birthday). Next, record the month of their birth, and then the year. If the respondent has difficulty supplying this information, ask to see the clinic card, or refer to the table of local events to work out the age. If the date of birth is unknown, try to establish the age of the child in months, but **do not multiply years by 12 in order to do this**. This will cause serious flaws in the data obtained.

There is space on the survey to answer questions about nine children. If there are more than nine children in this age group, you will need to use another survey form. If you do that, remember to record the household name details on the front of both forms, and put the number of the form and how many forms you have used in all for this household.

It will be easier if you answer all of the questions about each child before proceeding to the next child.

At **question 1**, record the I.D. number of the child from the household list.

At **question 5**, record the I.D. number of the natural mother of the child, from the household list. If the natural mother is not a member of the household, eg a foster child, enter **00** as the I.D. number.

At **question 6** record whether or not you have measured the child. If yes, skip to question 8.

**Questions 8 and 9: weight and height.** You will be provided with equipment for weighing and measuring the children in the households you interview. During your training you will be shown by your supervisor how to use this equipment. If you have problems with the use of the equipment, refer to your supervisor.

Record the **weight** of the child to the nearest 0.1 kg. For example, a child weighing 10.29 kg should be recorded as 10.3 kg; a child weighing 10.22 kg should be recorded as 10.2 kg.

Record the **height** of the child to the nearest whole centimetre. For example, a child who is 85.5cms tall should be recorded as 86cms; a child who is 92.3cms should be recorded as 92cms.

If the child is absent or unavailable for measurement, ask if there is a recent clinic record for the child. If the weight and height of the child was recorded on the clinic card within the last month prior to the interview, then record these details as the weight and height of the child.

As your own measurements will provide the most reliable information, however, you should measure the children yourself wherever possible.

## **CONCLUDING THE INTERVIEW**

This completes all of the questions for this household. Before leaving the household, you should take time to check through the questionnaire. Make sure that:

- you have remembered to ask all of the relevant questions;
- you have coded all the responses in the appropriate places;
- you have understood all the answers provided, and not guessed at any of the responses.
- you have recorded the household details and form numbers on all copies of the survey form which you have used for this household.
- you have recorded the time that the interview concluded, on the last page of the survey form.

Then complete the interview by thanking the respondent and other household members present for their time and co-operation. Assure them again that their assistance will provide valuable information on which the government and other agencies may base their planning. Also, further reassure them of the confidential nature of the information they have supplied, and be sure that you respect this confidentiality following the interview.