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Implementation of CBMS in Bukoba Municipality and Muleba District

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RESEARCH PAPER 1

Implementation of CBMS in Bukoba Municipality and Muleba District

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1 Introduction

The review of existing related-monitoring systems, decentralization policies and administration structures at the local level which was conducted by Muro et al (2006) aimed for the development of a comprehensive Municipal information system, that covered municipal, ward and village level, produced a report and analyses that facilitate good planning and decision making. However, the community based monitoring system developed and pilot tested in Dodoma, Tanzania by Muro et al (2006) has not been specific on youth unemployment and the vulnerability likely to be influenced by unemployment. This study intends to replicate the CBMS methodology to other parts (Muleba District Council) of Tanzania, and examine the linkages between youth unemployment and vulnerability using CBMS data.

A community-based monitoring system entails the participation of people in the community to collect process and use data. The system will provide information on the socio-economic welfare conditions of all members of the community. .As the CBMS suggests participatory development planning –information generated by the system is aimed to be utilized in the regular functions of the local government authorities. This approach will facilitate establishing a nationwide statistical system starting at the grassroots level.

The CBMS pilot study conducted in 2006 (Muro et al, 2006) already identified a core set of poverty indicators. The CBMS core indicators were developed based on: (1)

consultation of the stakeholders at the municipal level as well as other lower tiers where the end users are found. (2) the parameters of the main sectors which were benchmarked in the Local Government Reform Programme, that is, education, water, agriculture and livestock, roads and health. (3) the standard national poverty monitoring system in which the indicators are categorized according to the logical framework of the PRSP of Tanzania. (4) the CBMS literature developed in other countries like Philippines and Ghana.

This study is expected to replicate the earlier CBMS implementation in Dodoma (Muro et al, 2006) with some modifications on the CBMS instruments to be adopted specifically to generate additional data that will help examine and analyze issues relating to youth unemployment and vulnerability in the country.

Project Site

This study was conducted in Bukoba municipality which is predominantly urban and Muleba district which is predominantly rural. The 2002 National Population and Housing Census (National Bureau of Statistics, 2004) indicated that Bukoba Municipality (Urban district) is employment-wise dominated by business operations which account for 39% of the total labour force. Other sectors of employment in the municipality and their labour force employment contribution in brackets include office work (12%), agriculture (27%), elementary occupations (14%) and plant operations/assemblies (5%). On the other hand, the census showed that in Muleba district, employment in business operations account for 6% of the total labour force, office work (2%) agriculture (86%),

fishing (1%), elementary occupations (4%) and plant operations/assemblies (5%). The dominance of business operations in Bukoba municipality can be attributed to the fact that it contains Bukoba town which is Kagera Region's headquarters and the largest business centre in the region.

According to Bukoba Municipal council (2011) and Muleba District Council profiles, the estimated number of entrepreneurial activities in Bukoba municipality and Muleba district are 2,231 and 2,328 respectively. The main cash crops include coffee, sugarcane, and tea while the main food crops include bananas, beans, cassava, sorghum and maize. Moreover youth are involved in fishing activities. With regard to business operations, the youth are involved in a range of businesses including banana, fruits and vegetable selling, motorcycle business (passenger transport), running small shops, kiosks, and those in urban wards are dealing with mobile phone-related business such as mobile phones money transfer activities and stationery sales.

1.1 Objectives

The need for database has increased with decentralization where the data are required in the preparation of the area (District, Ward and Village or Mtaa) development plans. The implementation of CBMS will help the village and mtaa to gather information on the minimum basic needs and other information that the community deems necessary for its own planning requirements. The CBMS will generate the data to explain the observed

trends in the welfare status of the youth and the community as a whole. The information gathered from these indicators are expected to serve as inputs to database at Villages, Mitaa, District and Regional levels.

Poor and disadvantaged households especially youth who are underemployed and unemployed are the focus of this study. Some of these vulnerable groups are: (1) Uneducated, (2) Landless agricultural workers; (3) Fishermen (4) Transport whistle blowers (wapigadebe) (5) those employed as small business operators, (6) daily tax collectors (7) Those involved in illegal activities and; (8) rural and urban poor. The proposed monitoring system for data collection can be used to be able to keep track of the impact of government policies and programmes on these groups.

Youth unemployment and vulnerability is noted to have a big relationship with levels of access to basic need in the community. Access to basic needs depend very much on youth employment status. Unemployed youth face difficult in accessing basic needs and therefore become vulnerable. These basic needs include: (1) Demography (2) Education (3) Community Participation (4) Employment (5) Agriculture (6) Livestock (7) Fishing (8) Health and nutrition (9) Shelter (10) Water and sanitation (11) Transportation (12) Resource ownership (13) Crime (Peace and Order)

2 CBMS Core Poverty Indicators

The CBMS is designed to generate a core set of indicators to facilitate poverty monitoring. The identified core poverty indicators generated through the implementation of CBMS cover information on education, economic status, health and nutrition, shelter, water and sanitation and community participation. Details are as follows:

	Indicator
Education	Proportion of children 7-13 years old not enrolled in primary school
	Proportion of children aged 14-17 years old not enrolled in secondary school
	Proportion of population- 19 years and above not enrolled into tertiary education
	Proportion of population walking more than 30 minutes to school
	Proportion of population who do not know to read and write
Economic Status	Proportion of population aged 15 years and above who are neither employed in formal sector nor in informal sector
	Proportion of population without diverse sources of income
	Proportion of households involved in agriculture who do not own land used for agriculture

	Proportion of households involved in fishing who do not own fishing vessels
	Proportion of households who do not own non-agricultural assets
Health and Nutrition	Proportion of deaths among children under 5 years old
	Proportion of women aged (15-49 years) who died due to pregnancy related cause
	Proportion of households / population not getting three meals per day
Shelter	Proportion of households not owning housing units
Water and Sanitation	Proportion of households / population without access to safe water
	Proportion of households / population not getting water within 400 meters
	Proportion of households / population without access to sanitary toilet facility
Community Participation	Proportion of population aged 18 years and above who did not participate in 2015 election

	Proportion of population aged 18 years and above who did not participate in constitution amendment discussion
	Proportion of population aged 18 years old and above who are not registered voters

The information generated through the CBMS can be disaggregated by gender and across sub-locations among others.

Apart from generating necessary data to identify basic needs, CBMS also generated additional data to allow analysis of youth unemployment, entrepreneurship, and vulnerability. These include causes of youth unemployment, characteristics of youth entrepreneurs, and driving factors to for youth to engage in business among others.

3 Methodology

The implementation of CBMS involved the following steps: (a) awareness creation on the community based monitoring study for the stakeholders, (b) designing and Identification of unemployment and vulnerability Indicators, (c) designing of the data collection instruments, (d) pre-testing of survey Instruments and the related results, (e) improvement of the survey instruments and the design of CBMS, (f) training of enumerators, (g) data collection/field survey, (h) data compilation and processing, (i) data analysis, and (j) dissemination

3.1 Data collection

Data was collected through a household census using tablets (through the CBMS APP-Accelerated Poverty Profiling). Three sets of questionnaires were developed and administered in the project sites. These include:

- i) Community questionnaire –administered to village heads/representatives
- ii) Household Profile Questionnaire – collected basic data for all members of the households in the project site/s
- iii) Rider questionnaire – a sub-module administered to youth members of the household- to collect additional information regarding employment and entrepreneurship among the youth

CBMS Project team members in collaboration with two District Statisticians/Officers administered the conduct of field data collection. The enumerators were purposively selected based on their qualifications and experience in conducting census. The CBMS census covered and generated data for a total of 5191 population in the study sites.

During census the Project Team worked closely with the Regional, the district, wards and village leaders. The village and mitaa leaders assigned youths to escort enumerators to the household during the data collection.

To ensure the quality of the data, pre-testing of questionnaire was done before the census. Secrecy of information obtained was also maintained during research and after research work.

3.2 Data Processing

Data collected from the CBMS census are checked, cleaned and validated before use. Data was processed through use of Stata. Descriptive statistics including frequency distributions cross tabulations, logistic regression and content analysis were employed for data analysis.

3.3 Data Validation

Respondents and community members validate the data in the general meeting. Local leaders will approve the data in the Ward Development Committee and there will be a special session with the stakeholders who, in the session, will advise and validate the data. The same data will be validated by the National Bureau of Statistics (NBS).

3.4 Database Management

The data base is proposed to be managed and maintained at the district level in the Department of Community Development in the District Councils and at IRDP in the Cross-Cutting Issues Unit. The principal researchers in collaboration with the Information Technology unit will update the database. The principal researchers will collect data and information direct from the respondents and National Bureau of Statistics (NBS) and those data will be considered in the Database. In order to ensure

that the data are accessible and owned by the community, the project will form a steering committee. This will play the advisory role in the project. The committee will be made up of ward development committee, one representative from the team, representative from the Ministry of Information, Youth, Culture and Sports, Ministry of Labor and Employment and Community Development from the Regional Secretariat (RAS).

Decision and policy makers, development planners at the district level, councilors, Ward Executive Officers (WEOs) and Village Executive Officers (VEOs) will access the database so that they can retrieve information for use in their daily development activities. To enable the local leader's access and understanding of the data, the same will be translated into Kiswahili language which is a national and working language in the country. Other groups that will access the database include lecturers and students at IRDP and other higher learning institutions as they need data and information for training and new research. The accessibility of information will depend on subscription. Those who will be able to subscribe will access the database. Data provided to subscribers will be made anonymous (variables on names of respondents and their household members will be excluded) to ensure confidentiality of information). Also district councils where the data will be will be provided with copies of research document

3.5 Use of Data

The implementation of CBMS provided the data for the examination of issues on youth unemployment and vulnerability and preparation of poverty profile of the study sites.

4 Institutional Arrangements for Implementation of CBMS

4.1 At the National level

At the national level IRDP collaborated with relevant officials at PMO-RALG and the National Bureau of Statistics (NBS) in order to make sure that CBMS project implementation sets the required support.

4.2 At District level

At the district level the project maintained close contact with the District Executive Director (DED) and the district planning officers as they are the custodian of all development activities in the district. The district planning office coordinates all projects which are implemented in the district. Therefore, this project is coordinated under the District/Municipal Planning Office.

4.3 At the ward level

At the ward level the Ward Development Committee which is composed by the Ward Executive officer and “Mtaa” and village chairpersons. Although this is one of the ward development activities, the committee involves the chairperson from the village and “Mtaa” where CBMS project is being implemented. Therefore, four WEOs, and four

councilors from four wards were involved in the project. Figure 1 shows the organization structure for the implementation of the CBMS project in the study area.

4.4 7.4 “Mtaa” and village level

At this level four MEOs and four VEOs, and four “Mitaa” and two village chairpersons were involved in guiding enumerator during the study.

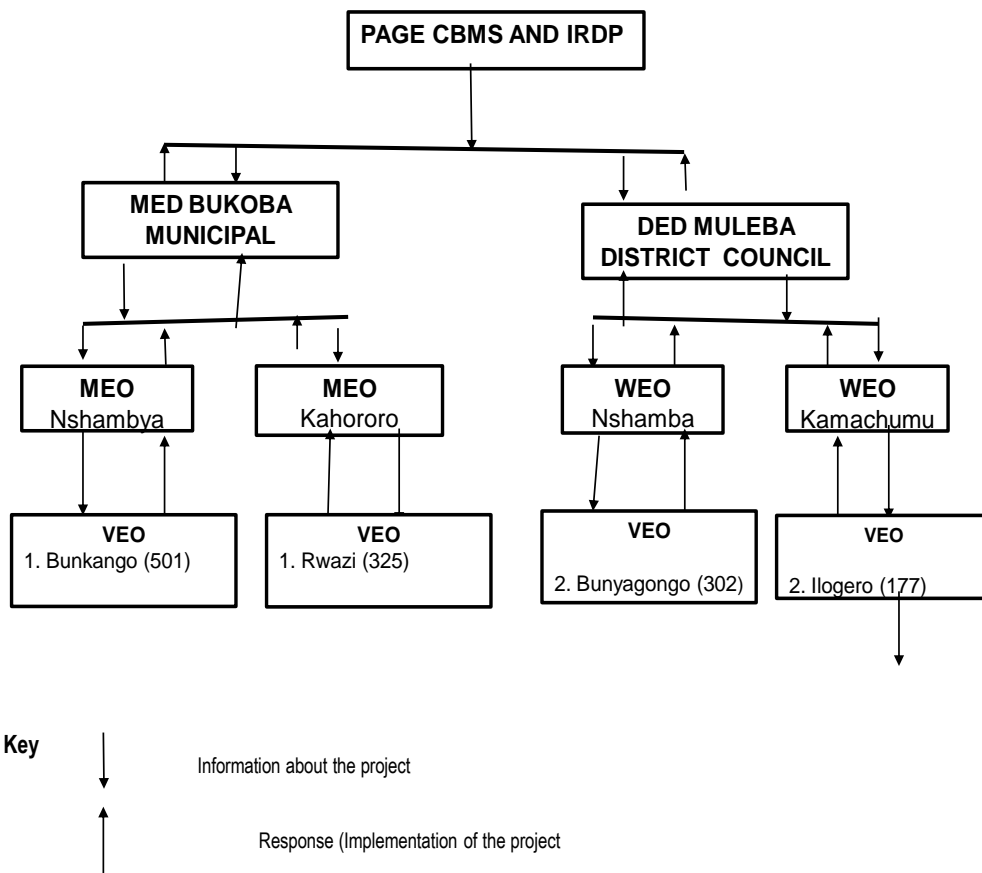


Figure 1: Organization Structure for the implementation of CBMS project in Bukoba Municipality and Muleba District Council

Key:

DED = District Executive officer

WEO = Ward Executive Officer

VEO = Village Executive Officer
Development Officer

DYDO = District Youth

MED Municipal Executive Director

DCDO = District Community
Development Officer

CBMS = Community Based

Management System

Numbers in brackets are number of the interviewed households during census.

5 Annexes

1. CBMS Household Profile Questionnaires and Manual
2. Rider Questionnaire and Manual
3. CBMS Community Questionnaire and manual

IDENTIFICATION NO.....

B. Demography							
SN	B.1	B. 2	B.3	B. 4	B. 5	B. 6	B.7
	List Household members starting with head of Household	How is --- related to the head of the household?	Sex	Age.. At last birthda y Age	Marital status	Does ___ have any disability?	If (1)-Yes in B.6, What type of disability does have?
	Full Name (, First Name Surname)	See codes below	1. Male 2. Female	.years	See codes below		
1							
2							
3							
4							
5							
6							
7							
8							
		B.2 Relationship to head of household 1. Head 2. Spouse 3. Child 4. In Law 5. Grand Child 6. Parent			Status 1. .never married 2. .Married t 3. .Divorced 4.Separated 1. . Widowed 5. Living together 6. Don't	B.6 Disability 1. Yes (Go to B.7) 2. No (Go to B.8)	B.7 Type of disability 1. Albinism 2. Blindness 3. Deafness 4.Amputation 4Deformed limbs 5. Psychiatric illness

		7. Others (Specify)			know		6. Speech and Language Disabilities 7. Chronic illness: Tuberculosis, Depression, Diabetes, Cerebral palsy, Asthma or breathing problems (Autism
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IDENTIFICATION NO.....

B. Demography					C. Education adults		
SN	B. 8	B.9	B.10	B.11	C. 1	C.2	C. 3
	How long has _____ been residing in this village/mtaa? (See codes below)	Where was --'s last place of residence before migrating to this village/mtaa?	What is the reason for migration to this Village/Mtaa?	...registered voter in this village?	Can--- read and write a short sentence in Kiswahili, English, Kiswahili and English or any other language?	Is--- attending school?	Why ... is not attending school?
			See codes below				
1							
2							
3							
4							
5							
6							
7							
8							

B.8 Duration of stay	B.9 Last place of residence	B.10 Reason for migration this area	B.11	C.1	C.2 Attending school	C.3 Reason for not attending school
1-Since birth (Go to B.11)	1. Job transfer	1. Yes 2. No	1. Yes 2. No	1. Yes 2. No	1. Too old
2-Less than a year (Go to B.9)		2. Found job				2. Completed school already
3-Others (specify number of years), (Go to B.9)		3. Looking for a job			If Yes (Go to C4) If No Go to C.3	3. Too far away from nearest school
		4. Attending school/training institution				4. Too expensive/cannot afford education
		5. Family problem/ no parents				5. Is currently working
		6. Other(specify)				6. Find school/education uninteresting
						7- Illness/Disability
						8-Pregnancy
						8- Failed exam
						9-Got married
						10-Others (please specify)

IDENTIFICATION NO.....

C. EDUCATION > 3 YEARS							
SN	C. 4	C.5	C. 6	C. 7	C.8	C.9	C. 10
	Is Regularly attending school? (Write relevant codes below)	Why is ___ only partially attending school? (Write relevant codes below)	What type of school is --- currently attending?	How many minutes does it take forto get to school from his/her place of residence?	What means of transport does..... use to go to school?	What are the problems ---'s at school	What is the highest level of education attained (Write relevant codes below)
1.							
2.							
3.							
4.							
5.							
6.							
7							
8							
	C.4 Attending school 1. YES (Go to C.6) 2. NO (Go to C.5)	C.5 Reasons for partially attending 1- Illness/Disability 2- Had to work to earn a living or help in family finances 3-High cost of transportation going to school	C.6 Type of school 1.Public school 2.Private school	C.7 Minutes to go to school 1. < 15 minutes 2.15- 29 minutes 3.30 - 59 minutes 4.Greater than 1 hour	C.8 Transport to go to school 1 On Foot 2. By bike 3.By Private vehicle/transport 4. Public vehicle/transport	C.9 Problems facing ---'s at school 1. Shortage of teachers 2.Poor buildings 3. Shortage of classrooms 4. Inadequate books	C.10 Highest Level/education Tertiary University.....1 Tertiary Non University..... ...2 Teacher Education/Coll

		<p>4-School too far from place of residence</p> <p>5-Social/political unrest</p> <p>6.Others (Specify)</p>					<p>ege....3</p> <p>Vocational Education.....4</p> <p>Secondary: A-Level.....5</p> <p>Secondary: O-Level.....6</p> <p>Primary Education.....7</p> <p>Non: no education..8</p>
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SN	D. Community Participation (For household members 15 years and above)						
	D.1	D.2	D.3	D.4	D.5	D.6	D.7
	Is..... a member of community-based organization ?	In which type of organization is ____ a member of? (See codes below)	Is... a leader of any of the organizations he/she belongs to?	If yes which position?	Is....a registered voter in this village?	Did ____ participate in the 2015 election?	Has.....participated in the constitution discussion?
1							
2							
3							
4							
5							
6							
7							
8							
	D.1 1. Yes If yes go to D.2 2. No If no go to D.5	D.2Type of Organization 1. SACCOS 2. Farmers' organization. 3. Religious organization. 4. Women organization 5. Ethnic organization 6. Neighbourhood 7-Others (Please specify)	D.3 1. Yes (Go to D.4) 2. No (Go to D.5) 3. Don't Know (Go to D.5)	D.4 Position 1. Chairperson 2. V. Chairperson 3. Secretary 4. Treasurer 5. Others (Please specify)	D.5 1. Yes (Go to D.6) 2. No (Go to D.7) 3. Don't Know (Go to D.7)	D.6 1. Yes 2. No 3. Don't Know	D.7 1. Yes 2. No 3. Don't Know

IDENTIFICATION NO.....

E. Employment (Household members aged 15 years and above)

IDENTIFICATION NO:

S N	E.1	E.2	E.3	E. 4	E.5	E6	E.7	E. 8	E.9
	Is --- employ ed?	In which sector is ___e mploy ed?	What ...primary occupation? is	1. What is the status of ----- employment??	What is term of employment?	If employed, how much income does.... earn per month	If not employed now Is he/she looking for job?	How does Access information about employment?	How longhas been looking for a job?
	Yes (Go to E.2 2. No (Go to E7)		(See codes below)	Codes	See codes below 1.	Tshs.... Give the amount in Tshs	1. Yes (Go to E9 2. No (Go to E10)	See codes below Multiple response is allowed)	1.Mention the number of months
1.									
2.									
3.									
4.									
5.									
6.									
7									
8									

		E.2 Sector 1. Private 2. Public	E.3 Occupation 1. legislator and administrators) 2. Professionals 3. Technician and associate professional 4.office clerk 5.service worker and shop sales worker 6. Agriculture and fishery workers. Employee(private company) 7crafts and related workers 8.plant and machines operator and assembler 9.elementary occupation	E.4 1. 1. ?paid employment 2. Self-employment (outside agric.) 3. Unpaid family employment(outside agric) 4. Traditional agri. Employment?	E.5 1. Temporary 2. Seasonal 3.Contract 4.Permanent 5. Part time			Codes E.8 1. Internet 2. Public notes board 3. Announcement in the church 4. Village meeting 5. Through friends	
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IDENTIFICATION NO:

FOR EMPLOYEMENT

S N	E. 10	E. 11	E.12	E. 14	E.13	E.15		E. 16	E.17	
	Is.....able to work but not working?	What are the reasons for not working?	Has----attended any skill training in business?	Which type of skill is.....trained in?	Is.....Ready to work if job is found?	Does ___ have work experience?	Do you have businesses?	If yes Which factors droveto engage in business?	Did any of the household members have access to the following programs? 1.	
	See codes	See codes		See codes below		See codes below		See codes below	See codes below	
1										
2										
3										
4										
5										
6										
7										
8										
1. Yes 2. No	E.11 Reasons for not working	E..12 1. Yes 2. No 3,. Don't	E.14 Skills 1. Masonry 2.Welding 3.Bricks	E.13 1.Yes 2.No		E.15 1.Yes 2. No	E.16 Factors 1.Self-Motivation	E.17 1.Education Scholarship Program 2.Livelihood Skills		

	1. Schooling 2. Lack of business skills 3. Lack of capital 4. Disability	know	making 4. Tailoring 5. Baking 6. Gardening 7. Others (specify)....				2. Availability of capital 3. Possession of required skills	Training 3. Financial/Credit Program 4. Youth Employment Program 5. Entrepreneurship Program 6. Others (Specify) 7. dont know.	
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IDENTIFICATION NO:

F. AGRICULTURE

F. 1	F. 2	F. 3	F. 4	F. 5	F. 6	F. 7	F. 8	F. 10
-------------	-------------	-------------	-------------	-------------	-------------	-------------	-------------	--------------

Are you involved in cultivation of crops?	If yes, what type of crops is involved	What is the tenure status of the agricultural land being tilled by the household?	What area is cultivated for cash crops by the household?	How much land is used for cultivating food crops by the household?	During the past twelve months, were the food crops harvests adequate to cater for household food needs?	Amount of cash crops produced by household per year?	What are the problems affecting crop cultivated by household?	How does your household preserve your produce?
1. Yes 2. No 3. Don't know	See codes below	See codes below			See codes below	See codes below	See codes below	See codes below
	F.2 Type of crops 1. Maize 2. Beans 3. Coffee 4. Banana	F.3 Tenure status 1. Customary right of occupancy 2. Bought right of occupancy. Rent 3. Leasehold rented from others.- (village) land 4. Borrowed use granted by land owner free of charge 5. Share cropping 6. Other	F.4 Area cultivated for cash crops acres	F.5 Area cultivated for food crop	F.6 food Adequacy 1. Surplus harvest 2. Adequate for only a single season use 3. Not adequate	F.7 Cash crops No of bags/tins (20 kgs) 1. Coffee.... 2. Maize..... 3. Beans.... 4. Banana... 5. cassava	F.8 Problems affecting crops 1. Fungal 2. Pests 3. Drought 4. Low price 5. poor market 6. Poor infrastructure	F. 9 Way to preserve produce 1. In bags with or without pesticides 2. Traditional method (Mtwaro) 3. Elevated crop cache inside the house

IDENTIFICATION NO:

G. Livestock Household				
SN	G.1	G.2	G.3	G.4
	Does your household keep livestock?	What type of livestock does your household keep?	What is the number for each type?	What are the main diseases that affect the livestock? (specify)
	1. Yes 2. No (If no go to H.1)	See codes below	See codes below	See codes below
G.2 Type of livestock 1. Cattle....(total) 2. Sheep.....(total) Chicken....(total) 4. Goat(total)		G.4 Livestock Diseases 1. Ndigana 2. FMD 3. Anthrax 4. Mastitis 5. Cocsidiosis 6. Fowl pox		

IDENTIFICATION NO:

H. Fishing (Men and women aged 15 and above)						
H.1	H.2	H.3	H.4	H.5	H.6	H.7
Are you currently engaged in fish farming? Yes = 1 No = 2 (If No Go to I.1)	Where do you carry out fishing?	Do you own a vessel for fishing 1. Yes 2. No	If not owning a fishing vessel how do you do fishing? See code below	How long have you been involved in fishing?	How many days do you for fishing per week?	How much income do you earn from fishing per month?
	H.2 Fishing place 1.on Lake 2. on River 3.on Pond	H.4 Alternative if not owning 1. Borrow (free charge) 2. Hire	H.5 Duration 1.(years)	H.6 Frequency in fishing 1. 1 per week 2. 3 days per week 3. 5 days	AmountTshs	

IDENTIFICATION NO:

SN	I. Health and Nutrition							
	I.1	I.2	I.3	I.4	I.5	I.6	I.7	I.8
	What are common human diseases in your household in the last 12 months?	Are there any household members who had been sick in the past 12 months?	Has there been any death of children under 5 years old in the past 12 months?	What are the Causes of under five deaths	Is there any female member of the household who died in the past 12 months due to pregnancy-related causes?	If yes when did it happened?	How many full meals did your household get yesterday?	Did you get enough food (a day) for the last 12 months?
	See codes below	1. Yes 2. No	1. Yes 2. No If yes see codes		1. Yes 2. No 3. Don't know If yes go to I.7		See codes below	1. Yes 2. No
	I.1 Common human diseases 1. Malaria 2. Typhoid 3. Cholera 4. Meningitis 5. Trachoma 6. HIV and AIDS 7. Cold and cough			I.4 Causes of death 1. malaria 2. pneumonia 3. Diarrhoea 4. Other causes of death (Specify		I.6 When happened 1. During Pregnancy? 2. Did During Childbirth 3. During the 6 weeks period following the end of pregnancy,		I.8Meals 1. One meal 2. Two meals 3. Three Meals

S N	J. Shelter				K. Main source of drinking Water and sanitation			
	J.1	J.2	J. 3	J. 4	K. 1	K.2	K. 3	K.4
	What kind of materials have been used to construct the walls of your house?	What type of roofing materials for your house?	What is the source of light in your house?	Is ...owning the housing unit and the plot occupied by your household?	These households have access to clean and safe water?	What is your household's main source of drinking water?	Does this household get water within 400 meters from home?	If yes what is the distance
	See codes below	See codes below	See codes below	1. Yes 2. No	1. Yes 2. No	See codes below	1. Yes 2. No	
	J.1Materials for wall construction 1 Poles, branches, grass 2. Mud & poles or stones 3. Mud only 4. Mud bricks 5. Baked or burnt bricks	J. 2 Roofing Materials 1 Roofing materials Iron sheets.....1 Tiles.....2 Concrete.....3 Asbestos4	J.3 Source of Light 1. Electricity 2. Solar 3. Kerosene 4. Gas - biogas 5. Paraffin 6.	J.4 Housing tenure 1. Owned by hh 2. No Rent 3. Inherited 4. Rented by Employer 5. Rented by relative 6. Others (Specify)	(Specify)	K.2 Sources of water 1. Piped 2. Deep well 3. Shallow well . 4. River, Lake and Rain 5. Others		K.4 Distance 1. 100 meters 2. 200 meters 3. 300 meters 4. 400 meters

	6. Concrete, cement, stone 7. Others (Specify)	Grassi Makuti5 Grass and mud....6 Other7.	Candles 7. Firewood 8. Wood/farm residuals 9. Others (Specify)					
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IDENTIFICATION NO:
.....
.....
.....
.....
.....
.....

IDENTIFICATION NO:

L. Means of Transport and communication								
K. 4	K5	K.6	K. 7	L. 1	L. 2	L. 3	L. 4	L. 5
Does this household have access to toilet facility? 1. Yes 2. No	If yes what type of Toilet	Does this household have place for solid waste Disposal? 1. Yes 2. No	If yes where	Is transport available all the time? 1. Yes 2. No	What is the common transport do you use?	What is the distance from home to the main road?	How much is your daily cost of transport?	What means of Communication uses to communicate issues?
See codes below		See codes below			See codes	See codes below	See codes below	See codes below
	K.4 Toilet 1. Bush/no toilet 2. Pit latrine 3. Soak away pit 4. Pour flash		K.5 Garbage disposal 1. In the pit 2. Burning 3. Burying 4. Throwing in the field		L.2 Common used transport 1. On Foot 2. By Motorcycle 3. By Bicycle 4. By Private vehicle 5. By public vehicle	L.3 Distance Mention distance in terms of km.....	L.4 Cost 1. Mention cost in terms of shillings...	L.5 Means of Communic 1. Telephone 2. Internet 3. Radio 4. Meeting

HOUSEHOLD IDENTIFICATION NO:

RESOURCES OWNERSHIP

M.1 Farming Implements

M1 Does the household own any of the following agriculture assets	M2. Does the household use any of the mentioned agricultural assets? 1- YES 2- NO	M.3 How many of the following agricultural assets does the household own?	M4. How much is the estimated value of the following farming implement that the household own? (In TSHS)	M5.How many of the members of the household individually own any of the following assets?
1, Hand hoe				
2. Oxen plough				
3. Power tiller				
4. Tractor				
5. Wheel barrow				
6. Warehouse				
8. Others (Specify)				

Non-agricultural Assets

M6. Does the household own any of the following non-agricultural assets	M7. Does the household use any of the following non-agricultural assets? 3- YES 4- NO	M8. How many of the following non-agricultural assets does the household own?	M9. How much is the estimated value of the following non-agricultural assets that the household own? (In TSHS)	M10. How many of the members of the household privately individually own any of the following non-agricultural assets?
1, House and residential plot				
2. Car				
3. Motorcycle				
Iron				
4. Bicycle				
5. MobilePhone				

6. Television				
7. Others (Specify)				

PART II YOUTH

youth aged 15 years to 24 years.....

Name of Name of Head of Household.....

Household Identification Number,,,,,,,,,,,,,

Telephone number of youth

SECTION N: YOUTH ENGAGEMENT IN ECONOMIC ACTIVITIES

Question N.1 Last **week**, did you do **any** work for (either) pay (or profit)?

1. Yes 2. No

Question N.2 Last **week**, did you do any unpaid work in the family business or farm?

1. Yes 2. No

Question N.3 Last weeks, (in addition to the business) did you have a job, either full or part time?

1. Yes 2. No

Question N.4: Please specify the type of economic activity you are engaged in

1. Self-owned-(economic) activity (self-employed)
2. Paid (economic) activity (paid employment)
3. Family (economic) activity (without payment)

Question N.5: Specifically which activities from the following?

1. Petty business (selling of fruits, vegetables, second hand clothes, shoes in the street mostly during evening times or sometimes during day times)
2. Agriculture
3. Employed
4. Family activity

Question N.6: How long have you been engaged in this activity?

1. Less than a month (specify number of days)
2. Less than 6 months (please specify number of months)
3. 6 months to less than 1 year (specify number of months)
4. At least 1 year (specify actual number of years)

Question N.7: Is your job in line with the one you planned to be your career?

1. Yes 2. No

SECTION O: INCOME FROM BUSINESS

Question O.1 Do you have an existing business?

1. Yes
2. No

If answer is 1, go to question O.2

Question O.2: How many business do you have?

1. Only 1
2. Two
3. More than two (Specify-----)

Question O. 3: What is the nature of your business? Provide coded possible answers?

1. Dressmaking
2. Shoemaking
3. Eatery or Restaurant or Catering (Specify ____)
4. Money lending
5. Retail store
6. Others (specify ____)

Question O.4: How long has your business been operating?

- 1- Less than 1 month (specify number of weeks ____)
2. Less than 6 months (specify number of months ____)
3. 6 months to 1 year (specify number of months ____)
- 4-More than 1 year (specify number of years ____)

Question 0.5: What is the type of your business?

- 1- Single proprietorship
- 2-Partnership
- 3-Corporation?

Question 0. 6. What is the type of your business? Example

- 1- Single proprietorship
- 2-Partnership
- 3-Corporation?

Question 0.7 How many employees do you have in your business? (specify)

1. Permanent 1.1 Male 1.2 Female.....
1.3 Family employee..... 1.4 Male..... 1.5 Female.....
1.6 Hired Employee..... 1.7 Male..... 1.8 Female.....
2. Temporlaly2.1 Male..... 2.2 Female.....
2.3 Family employee..... 2.4 Male... 2.5 Female.....
2.6 Hired Employee.....2.7 Male.... 2.8 Female.....

Question 0.8: Has your business experienced growth in any of the following since the start of the business?

1. Employees
2. Profit
- 3.Market
4. Others (Please specify)

SECTION P: CAPITAL AND SOURCES

Question P.1: What was the Initial Capital Investment of his/her Business?

- 1. Business 1Tshs
- 2. Business 2Tshs
- 3. Business 3Tshs

Question P.2: What was the source of Initial Capital Investment of your Business
Self financed

- 1. Own saving
- 2. Financial institutions such as FINCA, and others (please specify)
- 3. Private money lenders
- 4. relatives
- 5. friends

Question P.3: What is amount of your current operating capital?Tshs

- 1, Less than 50,000
- 2. 50,001 to 100,000
- 3. 100,001 to 150,000
- 4. 150,001 to 200,000
- 5. 200,001 and above

Question P.4: Have you accessed credit from any of the following:

- 1. CRDB bank, NMB bank (domestic commercial banks)
- 2. Government Bank
- 3. Family/Relatives
- 4. Friends
- 5. SUCCOS (Specify name of SACCOS)
- 6. Money lenders
- 7. Others (Specify___)

Question P5: Did any of your loans in question P4 require collateral(s)?

- 1. Yes 2. No

Question P.6 If Yes, what type of collateral(s)?

- a. Land (Certificate of Land Use Right)
- b. House
- c. Equipment capital
- d. Personal belongings (such as car, Furniture, salary, etc.?)
- e. Others (Specify.....)

Question P.7: If never secured loan from financial institution, what was the reason for not securing loan? (More than one answer is acceptable)

- 1. Do not know where to get loan
- 2. Business is small
- 3. Fear to fail in paying back the loan
- 4. Lack of business education
- 5. Lack of collateral

Question P.8: Which sector or organization do you think that can assist you in getting started with business *Circle from the following (more than one answers are acceptable)*

1. Private individuals
2. Non-Governmental Organizations (NGOs)
3. Faith Based Organizations (FBOs)
4. Government

Question P. 9: Which sector or organization do you think that can assist you in getting direct employment? *Circle from the following (more than one answers are acceptable)*

Question P. 9

1. Private individuals
2. Non-Governmental Organizations (NGOs)
3. Faith Based Organizations (FBOs)
4. Government

SECTION Q: JOB SEARCH AND MEANS FOR JOB SEARCH

Question Q.1: Do you use website for job searching?

1. Yes
2. No

Question Q.2: In which website do you have an account?

1. Yahoo
2. Google
3. Blog
4. Twitter
5. Face book
6. whatsapp

Question Q.3: What challenges are you facing establishing business?

(More than one answer is possible)

1. Business Location
2. Bank Account
3. No customer
4. Business license
5. Corruption
6. Bureaucracy
7. Price changes
8. Lack of fertilizer

Question Q.4: What challenges are you facing in finding employment?

(More than one answer is possible)

1. 1. Chronic Diseases
2. 2. Physical Disability
3. 3 Lack of education
2. 4 Lack of required skills
- 5) Corruption
- 6) Bureaucracy

Question Q.5: Which business would you prefer to establish first?

(More than one answer is possible)

1. Dressmaking
2. Shoemaking
3. Eatery or Restaurant or Catering (Specify ____)
4. Money lending
5. Retail store
6. Others (specify ____)

Question Q.6): Do you think local government authorities (LGAs) can assist you in getting economic activity to engage in?

1. Yes
2. No

Question Q.7): If yes which level

1. Kitongoji level
2. Village
3. Mtaa level
4. Ward level
5. District level
6. Municipal level
7. National (Ministry level)

SECTION R: NOT ENGAGED IN ECONOMIC ACTIVITIES, SEEKING FOR EMPLOYMENT

Question R.1: For how long have you been unemployed?

1. Less than 3 months (specify number of days)
2. Less than 6 months (please specify number of months.....)
3. 6 months to less than 1 year (specify number of months.....)
4. At least 1 year (specify actual number of years)

Question R.2: Have you tried to look/seek for economic activity engagement/employment?

1. Yes (Go to R.3)
2. No (Go to S1)

Question R.3 How long have you tried to seek for employment

1. Less than a month (specify number of days.....)
2. Less than 6 months (please specify number of months.....)
3. 6 months to less than 1 year (specify number of months.....)
4. At least 1 year (specify actual number of years.....)

Question R.4: what do you think are the reasons for not succeeding to get one to this time?

Circle from the following (more than one answers are encouraged)

1. Lack of required level education General knowledge
2. Lack of type of technical education required Skills training
3. Lack of experience (please specify) (never employed)
4. Lack of academic and professional certificate require
5. Age too young and too old (15 – More than 60years)
6. Discrimination/gender preference for particular sex

SECTION S: THE LINK BETWEEN UNEMPLOYMENT AND VULNERABILITY

Question S.1:What social problems are you facing that could be attributed to your unemployment problem; you can tick more than one,

1. inability to purchase necessary needs ie food, clothes shelter
2. inability to access health services
3. inability to pursue further education
4. inability to meet education requirements of my children
5. inability to participate in leadership/or raise my opinion in my community
6. Migration problems such as lack of food, shelter, health service, education safety and security
7. Forced to engage in some illegal/immoralbehaviour

Question S.2 Which type of/illegal/ immoral activities/behaviour are you involved??

- 1) Burglary
- 2) Human trafficking (selling young girls to cites where they work)
- 3) Prostitution
- 4) Drug selling/using
- 5) excessive drinking

Question S.3 What are measures/programmes takenby the government to address youth unemployment?

1. Education Scholarship Programme
- 2.Livelihood Skills Training programme
- 3.Financial/Credit Programme
- 4.Youth Employment Programme
5. Entrepreneurship Programme
6. Others (Specify)

Question S.4 Which of the following programs have helped you to find job

1. Education Scholarship Programme
- 2.Livelihood Skills Training programme
- 3.Financial/Credit Programme
- 4.Youth Employment Programme
5. Entrepreneurship Programme
6. Others (Specify)

COMMUNITY-BASED MONITORING SYSTEM



PRESIDENT'S OFFICE

REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT

KAGERA REGIONAL COMMISSIONER'S OFFICE



The Link between Youth Unemployment and Vulnerability in Tanzania: Case Study of Bukoba Municipal Council and Muleba District Council in Tanzania

Data collector's Manual for the Household Profile

Questionnaire

March 2016

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the project.

I. INTRODUCTION

A. Community-Based Monitoring System

The enumerator manual has been developed by the Institute of Rural Development Planning in collaboration with the Community-Based Monitoring System(CBMS) Network in order to provide guidance to the enumerators on “The Link between Youth Unemployment and Vulnerability in Tanzania: Case Study of Bukoba Municipal Council and Muleba District Council in Tanzania” data collection.

Specifically, CBMS research seeks to provide the following:

- i) Implement a CBMS in Bukoba Municipal Council and Muleba district council in Tanzania
- ii) Prepare CBMS poverty profile and maps of the selected sites
- iii) Prepare a paper on the analysis of CBMS data to answer the research issues on youth employment and entrepreneurship
- iv) Explore the available and potential youth employment opportunities
- v) Examine the cause and level of gender specific youth unemployment in the selected LGAs
- vi) Investigate the link between youth employment and vulnerability
- vii) Analyze measures undertaken to address youth unemployment and vulnerability.

A community-based monitoring system entails the participation of people in the community to collect process and use data. The system will provide information on the socio-economic welfare conditions of all members of the community .As the Community-Based Monitoring System (CBMS) suggest participatory development planning –information generated by the system will be utilized in the regular functions of the local government authorities. This approach will facilitate establishing a nationwide statistical system starting at the grassroots level.

Areas to be considered in data collection

The areas to be considered in this study are to be known as basic core poverty

indicators which have been developed from the social and economic aspects. The study on youth unemployment and vulnerability has a big relationship with levels of access to basic need in the community. Access to basic needs depend very much on youth employment status. Unemployed youth face difficult in accessing basic needs and therefore become vulnerable. These basic needs include: (1) Demography (2) Education (3) Community Participation (4) Employment (5) Agriculture (6) Livestock (7) Fishing (8) Health and nutrition (9) Shelter (10) Water and sanitation (11) Transportation (11) (12) Resource ownership (13) Crime (Peace and Order)

Apart from the key areas for data collection, some indicators (variables) have been considered to allow analysis of the relationship between youth unemployment and vulnerability as indicated in Table 1. These will help to explain the observed trends in the welfare status of the youth and the community as a whole. The information gathered from these indicators will serve as inputs to data base at Villages, Mitaa, District and Regional levels.

Poor and disadvantaged households especially youth who are underemployed and unemployed are the focus of the CBMS. Some of these vulnerable groups are:

(1) Uneducated, (2) -Landless agricultural workers; (3) Fishermen (4) Transport whistle blowers (wapigadebe) (5) Those employed as small business operators, (6) Daily tax collectors (7) Those involved in illegal activities eg. Prostitution and; (8) Rural and urban poor. The proposed monitoring system for data collection will be installed in sentinel or index so as to be able to keep track of the impact of government policies and programmes on these groups as far as

employment is concerned.

Table 1: Areas of Data Collection, Related Core Poverty Indicators and corresponding questionnaire

Areas of Data Collection, Related Core Poverty Indicators and corresponding questionnaire			
	Dimension of Poverty	Indicator	Corresponding Question
C	Education	% of children 3-5 years old enrolled into pre- primary school	Isattending school?
		% of children -6-13 years old enrolled in primary school by sex	Isattending school?
		% of children aged14-19 years old enrolled in secondary school by sex	Isattending school?
		% of boys and girls 19 years and above enrolled into tertiary education	Isattending school?
		% of men and women aged 35 and above who know to read and write	Can ...read and write simple message in any language of dialect?
D	Participation	% of household members who participated in	Has participated in constitution

		constitution amendment discussion	amendment discussion
		% of household members who participate in local government meetings	Has...ever participated in local government meeting in the past twelve months?
		% of population who are members of CBOs	Is....a member of community based group?
		% of household members who participate in leadership	Is....a participating in leadership at household level?
		% of household members 18 years old and above who are registered voters	Is....a registered voter in this village?
		% of household members who participated in the constitution discussion	Has....participated in the constitutional discussion?
E	Employment	% of population aged 15 years and above who are employed	Isemployed?
		% of population who are employed in informal sector by sex	What is Main occupation?
		% of population who are	Is ...able to work but not

		able to work but are not working	working?
		% of population who are looking for work	Is ...looking for job?
		% of population who are ready to work if job found	Isready to work if job found?
F	Agriculture	% of household members involved in cultivation of crops	Isinvolved in cultivation of crops?
		% of household members who own land	Isowning land for cultivation?
G	Livestock	% of population who keep livestock in the household	Iskeeping livestock?
H	Fishing	% of household members involved in fishing	Isinvolving in fishing?
		% of population who own fishing boat	Isowning boat?
		% of population who have been economically active during the past twelve months.	Hasbeen economically active during the past twelve months?.
I	Health and Nutrition	% of women who died due to pregnancy related cause	Is there any women who died due to pregnancy related cause in this household in the past twelve months?

		% of under 5 children who are sent to clinic	Has ...been sent to clinic?
		% death of under 5 children	Is there any under 5 child who died in this household in the past twelve months?
		% of households getting 3 meals per day throughout the year	Does this household get 3 meals per day throughout the year?
		% of household experiencing food shortage	Has this household experienced food shortage in the past twelve months?
J	Shelter	% of household per type of material	What kind of materials used for construction of this house (Wall,)?
		% of households owning housing units and plots occupied by households	Is ...owning housing unit and plot occupied by this household?
K	Water and sanitation	% population with access safe water	Has ...access safe drinking water?
		% population getting water within 400 meters	Is ...getting water within 400 meters?
		% of population with access to sanitary toilet facility	Has ...access sanitary toilet facility?
L	Transport	% of household members	Is...using bicycle?

		who use bicycle	
		% of household members	Is....using bike?
		who use motorcycle	
		% of household members	Is....using vehicle?
		who use cars	

Interpretation of Indicators

The interpretation of the indicators will cover three areas of Wealth, Empowerment, Disempowerment and Employment as indicated in Table 2.

a	% of household members who use bicycle	Wealth
b	% of household members who use motorcycle	Wealth
c	% of household members who use cars	Wealth
d	% of household members who participate in the local Government meeting	Empowerment of individual level
e	% of Household members who are registered voters	Civil Empowerment,
f	% of household members experienced GBV/SV	Disempowerment
g	% of members who are members of CBOs	Empowerment (Social Capital)
h	% of hh members involved in cultivating crops	Employment/ Occupation
i	% of hh members who keep livestock	
j	% of hh members involved in fishing	Wealth
k	% of hh members who own livestock	Occupation and wealth

II. The Roles of Data Collectors

In any data gathering activity like the CBMS, the quality and reliability of the data greatly depends on the people who collect information. Therefore, the job of collectors requires dedication and commitment to ensure all data they collect are correct and complete in accordance with the instruction explained in this manual and discussed during the training for data collectors.

A. Duties and Responsibilities of Data collectors

Data collectors are tasked together correct and precise information according to the instructions discussed in this manual. The basic duties of data collectors are as follows:

- a. Attend the required number of days allocated for the training;
- b. Completely interview all households in the assigned area or district
- c. Coordinate with the supervisor for any problems encountered during the actual data collection activity;
- d. Ask assistance from the supervisor for difficulties whose solution cannot be found in this manual; and
- e. Ensure that all accomplished questionnaires are completely accounted for prior to the submission to the supervisor.

Some of the tasks that the data collectors must carry out during the actual collection of data are as follows:

- a. Correctly ask questions as discussed in this manual
- b. Accurately record the information and answers given by the respondent in

the questionnaire and notebook where appropriate

- c. Check each response to see if it is acceptable and consistent with related responses;
- d. Submit all the filled accomplished questionnaires to the supervisor.
- e. To fully carry out these basic duties, the data collectors should perform the following:
 - i) During the training, pay careful attention to gain understanding of the definitions and instructions regarding the conduct of the survey.
 - ii) Always refer to this manual as a reference and guide;
 - iii) Plan travel route in advance to reduce unnecessary loss of time and revisits to the households;
 - iv) Check accomplished questionnaires for completeness, reasonableness, accuracy and legibility. If any information is missing, revisit the household to get the required information;
 - v) Consult and seek the supervisor's advice on how to deal with the problems in the field as often as needed.
 - vi) Completely cover areas of assignment within the specified period;
 - vii) Keep all information collected strictly confidential by not showing the accomplished forms to anybody other than the supervisor.

The major duties and responsibilities of the supervisor in relation to the work of data collector are as follows:

- a. To ensure that the data collectors under his/her supervision are doing the data collection work satisfactorily. He/she plans and organizes the work and sees to it that everything is conducted efficiently and completely within the prescribed time;
- b. She/he is required to check the data collector's work as the data collection proceeds to make sure that data collected are following the standard procedures laid down in this manual and to ensure that they are doing their work properly.
- c. The supervisor may visit the data collection areas to see if all eligible households have been completely covered, such that, no household was omitted
- d. The supervisor will serve as a link between the data collectors and the higher officials of the district. The supervisor should be informed of any problems or difficulty experienced by the data collectors.
- e. To ensure the success of this undertaking, the data collectors should pay attention and follow all the duties and tasks specified in this manual.

III. FIELD HOUSEHOLD QUESTIONNAIRES AND PROCESS

A. Basic Questionnaire

The Household Profile Questionnaire was designed to be the basic survey form for the Community- Based Monitoring System. The tool was designed to capture the Poverty indicators as defined by the CBMS-PAGE Project. Other indicators are included in the questionnaire to generate additional information needed for the study on the Link between youth unemployment and vulnerability in Bukoba Municipal and Muleba District Councils.

The questionnaire is composed of twelve (12) pages including the cover page. Pages 2 -5, 7, 8 9 and 11of the questionnaire consist of questions that require information for each household member. Page 6, 10 and 12 would require information pertaining to the household as a whole.

B. General Instructions

1. Whom to Interview

Interview any responsible adult member who can provide accurate answers to the questions and who can give information for the household. The head of the household or the spouse would be the most qualified respondent.

2. How to Conduct an Interview

The primary objective of any data gathering activity is to get accurate and complete information. It is to the advantage of the enumerator if she/he can create a friendly atmosphere to enable her/him to establish a good impression to the respondent at the beginning of the interview. This can be done by being polite at all times; have a presentable appearance with fine manner when data collector

introduce her/himself in order to win the trust and confidence of the respondent.

The techniques to ensure a successful interview include:

- 1) Being polite. Each respondent will react to data collectors differently. However, she/he must remain cordial and polite.
- 2) Always try to smile. Be prepared for all types of questions and give honest answers.
- 3) Be presentable. Some people judge others by what they wear and may not respond for someone who appears messy and untidy. Make a good impression by dressing appropriately and neatly.
- 4) Data collectors should introduce themselves and the CBMS research on survey. Your introduction is important. As an introduction, the data collectors may say the following:

"Good morning /afternoon. I am (data collector's name), (also a resident of this Kitongoji). We are conducting the community-based monitoring system survey. Please be assured that all your answers will be treated confidentially."

- 5) Data collectors should explain the importance of the survey. It is necessary to explain the objectives to gain cooperation from the respondents. Explain to the respondent the objectives and importance of the CBMS survey.

An example is:

- Implement a CBMS in Bukoba Municipal Council and Muleba district council in Tanzania

- Prepare CBMS poverty profile and maps of the selected sites
 - Prepare a paper on the analysis of CBMS data to answer the research issues on youth employment and entrepreneurship
 - Explore the available and potential youth employment opportunities
 - Examine the cause and level of gender specific youth unemployment in the selected LGAs
 - Investigate the link between youth employment and vulnerability
 - Analyze measures undertaken to address youth unemployment and vulnerability.
- 6) Be neutral throughout the interview. You should avoid unnecessary discussions or issues which may antagonize your respondent
- 7) Ask all the questions in the questionnaire. Ask all questions in the questionnaire even if you think you already know the answer to it. What you think may not be the right answer.
- 8) Never suggest answers to the respondent. Occasionally a person's answer may be confusing or unclear. If you find that the person's answer is not satisfactory, you should probe for more information.
- 9) Do not change the word in or sequence of the questions
- .
- 10) Thank the respondent(s) for cooperating. Always try to leave the respondent with good feeling toward this activity. Remember that this activity will be undertaken regularly. Thus, after an interview, express your appreciation for the person's cooperation. For example:

"Thank you very much for your time in answering the questions".

3. How to Record the Answers

- a) Use a pencil in making entries in the questionnaires. Do not use any other colored pencil or ball pen when writing entries in the form.
- b) Write legibly.
- c) Do not read to the respondents the pre-printed categories/answers in the questionnaire. Let the respondent give you the answer to the questions.
- d) Do not accept multiple answers, unless noted in a particular question. If the respondent gave multiple answers, ask him/her to prioritize the answers, and then get the first one.
- e) Do not read to the respondent the words, phrases and statements which are written in *bold, italics and in capital letters*. These instructions are intended to guide you in the progress of the interview and, hence, should be read silently.
- f) There are *go to* instructions in the questionnaire which will guide you as to which questions should be asked next or which section to proceed to.
- g) The responses to the question should be recorded as follows:
 - i. For coded responses, the appropriate code should be entered in

the space.

- ii. For open-ended responses/write-in entries, the appropriate responses/entries should be entered in the space or space provided.

4. How to Correct Mistakes

It is very important to record all answers neatly. Here are some reminders to avoid usual mistakes in recording responses in the questionnaire.

- a. For pre-coded responses, be sure to enter the code of the correct responses carefully.
- b. For open-ended responses. Write legibly so that it can be read easily by your supervisor or somebody who will process the data.
- c. There should only be one response to a particular question unless the question allows for multiple responses.
- d. In case of a mistake in writing down the respondent's answer, or a change in the respondent's reply, make sure to erase completely the incorrect response before entering the right answer. Thus, it is important to use a pencil in recording responses in the questionnaire.

5. How to Check the Completed Questionnaire

A thorough review of the questionnaire before you leave the household should always be done so that if you need to ask further questions to the respondents, he/she will be available. You must review the questionnaire by carefully checking the answer to each question. If necessary, you may correct your

handwriting or clarify answers. You should write any comment about the interview which you feel would clarify the answers or may be of help to your supervisor to clarify issues, if there are any.

6. How to Handle Data Collection Problems

In the conduct of the data collection process, you may encounter some problems along the way. If you encounter such difficulties not covered here or any part of the manual, do not hesitate to contact your supervisor for assistance.

- a. In the absence of qualified respondent is at home, or the entire household is away.

If at the time of the first visit no responsible respondent is at home or the entire household is away, make a re-visit or call back. Inquire from children or neighbors about the soonest day and time for a callback.

- b. Refusal to participate in the survey

If the respondent refuses to cooperate in the survey, stress the importance of the survey. Explain to the respondent that the information to be collected will be used confidentially, and will be used as a basis for identifying social programs that would benefit the community. If everything else fails, ask the assistance of the supervisor.

7. Submitting Completed Questionnaire

At the end of the field work, accomplished questionnaires should be submitted to the supervisor. But before the submission of the accomplished questionnaires, thoroughly review and check the questionnaires for inconsistencies. The

supervisor shall likewise review the accomplished questionnaires for completeness and consistencies of the entries. The supervisor should make sure that all households are properly accounted for, and instructions in this manual were properly followed. If there are inconsistencies in the questionnaire, or the questionnaire is not complete, reserve the next fieldwork as a callback(s) for that household to complete the questionnaire.

IV. HOW TO FILL THE QUESTIONNAIRE

C. Procedures in Filling-up the Household Profile Questionnaire

(A) IDENTIFICATION

The first thing the Data collector will do is to fill-up the information needed on the cover page of the form. This is to enable identification of the location being surveyed.

I. Identification Number.....

The number of Households will be assigned by the project team members. In case where more than one questionnaire are needed by one household enumerator should use the following identification number and Location: Determine if the area is classified as urban or rural. Enter the appropriate code: 1- for Rural and for urban. Obtain this information from your supervisor.

II.

1. Location	1. Rural	2. Urban
-------------	----------	----------

III. Identification of Location: Write the name of the Region, district,

ward and village to identify the place being studied.

IV. Identification of Location

Example:

a. Region	Kagera
b. District	Bukoba and Muleba
c. Ward	Kamachumu/Nshambya
d. Village	Ilogero/ migera

III. Household Questionnaire Number is a number uniquely assigned to a particular household. This will help in the identification and control of every household. The data collectors should make sure that each of the questionnaires handed out by the supervisor has a special ID number before the conduct of the survey. In addition, always put the ID number at each page of the questionnaire. Write the ID number at the space provided at the top right of each page of the questionnaire. This would be very important in cases where the pages of the questionnaire happen to get separated.

Example Household Identification Number: 006= (ID No.)

IV. Name of Data collector: As the Data collector, write down your name on the line provided.

V. Name of Respondent: Ask for the complete name (first name, middle name and surname) of your respondent and write down the name on the line provided.

VI. Household Address: Write the complete address (house number and name of street) of the household on the line provided. If there is no house number or street that would identify the house, write any landmark nearest to the household, e.g. name of market, church, school or prominent person-forest, bridge, river and lake that would help in locating the household.

VII. How long has the house hold been staying in the village? Write the year when the household settled in the village in the space provided

VIII. Date of Interview: Write down the date the interview was conducted using the format:

Month, day and year. Example: December 17th, 2013

IX. Time Started: Before starting the interview, write down the current time. Indicate your time with a.m. if the interview was conducted in the morning or p.m. if it was conducted in the afternoon.

X. Time finished: Write the finishing time. Indicate your time with a.m. if the interview was finished in the morning or p.m. if it was finished in the afternoon.

Example

IV. Name of data collector: Joyce John Kamala

V. Name of Respondent: Mariam Haji Hamisi

VI. Household Address: Katanga/ near Mangeni Primary school

VIII. Date of Interview: December17, 2013

IX. Time Started: 9:00am

X. Time Finished 9:45am

(B)DEMOGRAPHY

Column 1: is SN:

Every questionnaire is provided with eight (8) lines or rows. You will write in this row the names of all members of the household. Each row has a corresponding number assigned to it. This is referred as the row Number. The row number will help you to identify each of the members of the household.

Household and Household Membership

Household is an aggregate of persons, generally but not necessarily bound by ties of kinship that sleep in the same house and have common arrangements for the preparation and consumption of food¹.

¹ National Bureau of Statistics (NBS) (Tanzania) 2012. Tanzania Manual for Business Register Tanzania Mainland. Dar es Salaam, Tanzania: NBS

Household refers to people who live together and share income and also basic needs. In other words, residents of a household share the same centre of production and consume from that centre²

According to this definition of household, a person who lives alone is considered a household; also a person who rents bed space but makes arrangements for his/her own food is also a household. However, a group of persons who share or take their meals together but live in separate but adjacent living quarters for convenience is considered one household.

A family (also called a nuclear family), on the other hand, is defined as a group of persons usually living together and composed of the head and other persons related to the head by blood, marriage and adoption. For the purpose of the CBMS, the "extended" family concept is followed. A person living alone is also considered as one family.

An extended family is composed of a nuclear family as defined above together with relatives like son-in-law, daughter-in-law, grandson, granddaughter, father, mother and other relative. However, the presence of a boarder and domestic helper will not change the household type.

Considered as members of a household are:

- ✓ Persons present at the time of visit whose usual place of residence (or the place where the person usually resides) is the household,

regardless of their length or frequency of stay in the household;

- ✓ Persons present at the time of the visit whose usual place of residence is outside the household but have stayed temporarily with the household for atleast30days;
- ✓ Persons present at the time of visit whose usual place of residence is outside the household and have stayed with the household even for less than 30 days provided that they have been away from their usual place of residence for 30days or more; and
- ✓ Persons not present at the time of visit but are expected to return within 30 days from date of departure to their usual place of residence which is the household.

Not considered as members of a household are:

Person or family member who are inmate off institutions such as home for the aged, orphanages, mental institutions, tuberculosis sanitaria and leprosaria and who are not expected to return within 30 days from date of departure

Member of the army forces of Tanzania, if they have been away from the household for more than 30 days from date of departure.

Encircle the number from the line number column that corresponds to the number of household members. This would guide you to the household size as the interview progresses.

Pages 2 and 3 of the CBMS questionnaire can only accommodate information for a maximum of eight (8) persons.

Do not forget to change the pre-printed line number from "1" to "13"; "2" to "13" and soon in the additional form. Then proceed in asking the questions for each of the household members listed.

Column SN. Refer to number of household Member

Column B. 1-List and Names of each Household Member

By now, you are ready to list all the household members.

Question: "Who is the head of the household?"

Head of Household as adopted from NBS, 2014 in the Household Budget Survey report, head of household is a member of the household who holds the role of decision maker in that household. Other residents normally recognize this individual as their head. In most cases the household head should take part in the economy, control the welfare of the household in general.

"Who are the other members of the household?"

Determine first who the head of the household is. The house hold head should always be the first one to be listed in Column B1, and then followed by the other household members. In listing the names of the members, follow the order below:

i) Head of Household

- ii) Spouse
- iii) Unmarried children from oldest to youngest, regardless of sex
- iv) Ever-married children and family (son or son-in-law first)
- v) Parents, grandparents, brothers, sisters, parents-in-laws and Domestic helpers (including relatives employed as domestic helper
- vi) Non-relatives, boarders (including relatives who are merely boarders)

The household head is a male or female adult member of the household who is responsible for the care and organization of the household, or the one who is regarded as such by the members of the household.

When writing the name of a member of the household, write the first name, a comma then the surname or last name. If the surname of a member is the same as that of the immediately preceding one, simply draw a horizontal line and a comma (-----,) in place of his surname, and write his surname.

After listing all members of the household in Column B1, ask the respondent the question, "Just to make sure that you have a completed listing, say that I have listed (Supply number listed) people. Is this correct?" If the answer is Yes, draw a diagonal line in column B1, after the name of the last household member. Otherwise make the appropriate corrections.

Column B.2-Relationship to Head of Household

Question: "How is related to the head of the household?"

Enter the appropriate code from the provided space in the Household questionnaire

Remember that the person whose name appears so in the first line of the list is the household head. All should be related to him in some way. These codes indicating possible answers are provided below the column. Note that only the designated code of the respondent's answer must be entered in the questionnaire. If the respondent's answer is not found in the list of possible answers, write the answers in the space provided.

Note that if a married son, together with the members of his family, is a member of the household of his parents with whom he lives, he should not be reported as head of his own family but as son, his wife as daughter-in-law, and his children as grand children.

Column B.3-Sex

The sex of the person should be accurately recorded using the appropriate codes provided below the column, i.e., 1-Male, 2-Female. Do not base the sex of the household members with their given name. Some names can be used for both sexes. Do not hesitate to ask for the sex of the member if you are not sure about it.

Table 2: Example of filling the questionnaire

S	B.1	B	B	B
N		.	.	4
		2	3	
N	Who is the head of the household?		Sex	Age
	Who are the other members?		1. Male	
			2. Female	
	Full name: First Name follow surname			
1	Donatus Bashemera	1	1	2
				1
2	Domitilla Rwezaula	2	2	5
				7
3	Expedita Bashemera	3	2	2
				4
4	Eleonora Bashemera	3	2	2
				2
5	Asteria Seipirian	7	2	1

				5
6	Sarah Rwezaula	8	2	1 4

Column B.4 Question: "What was the age of at the last last birthday?"

Ask head of household the age ofat his/her last birthday.

For this survey, the age of a person should refer to the number of past birthdays, that is, the household member’s age as of last birthday.

For infants less than 1 year on the day of visit, enter the number of months and the word “mo.” to indicate that the entry is for infants. The range of answer is “0 months to “11 months”. If the respondent estimates the age of a person in multiples of 5 and 0 as for example, around 70 or 85, try to ascertain as much as possible the nearest estimate.

Column B.5 Question: What is the marital status of

This question aims at exploring whether a responsible person is in union or separation or divorced. This question is important as it enable the study to capture level of marriage stability which may influence development in one way or another

Marital status

According to the NBS, 2014 in Household Budget Survey, the marital status is recorded as follows:

a) Never Married

A person living alone who does not qualified to the definition “a)” above or children, classified as single and hence never married.

b)Married

“Married” referred to two people, male and female married traditionally, Government or Religious. Also this definition included those men and women who have decided to live together as husband and wife or they often meet sexually (living together).

c) Divorce/Separated

A person was regarded as divorced only if a divorce has been obtained legally from any court of law (divorced).

c) Separated

A person who has obtained a judicial or legal separation in a court of law was classified as separated (separated legally). On the other hand if a person had been voluntarily separated without obtaining a court order then such persons fall into the same category as separated (separated not legally).

d) Widowed

If one of the spouses was no longer living and the person did not re-marry, then such persons were classified as widowed)

e) Living together

Refer to men and women who live together without official marriage

(Cohabiting)³

Ask head of household the marital status of

Circle the appropriate code from the list of codes provided in the Household Profile Questionnaire

The appropriate codes are as follows:

1. *Single* -a person who has never been married,
2. *Married* –a person who has been united with another person of opposite sex in a religious or civil ceremony, or who lives together consensually with another as husband or wife. To be considered married, the couple should still be living together or if living apart from each other, the separation must only be temporary.

3. *Widow/er* -a married person whose spouse died and who has not re-married up to the time of the visit.

Separated –a person who is permanently separated for his/her spouse, legally or through mutual consent. This also refers to a person whose marriage has been annulled and can therefore re marry.

4 *Others, specify* -marital status not covered by any of the above classifications or marital status

unknown to the respondent

Column B.6 Question: Doeshave any disability?

This question aims at knowing if there is any household member with disability.

Ask head of household ifhas any disability.

Circle “1” for YES and “2” for NO in the provided space in the Household questionnaire. If YES go to If NO go to B.

B.7. For those with no answers go to Column B.8

“Disability refers to any restriction or lack of ability (resulting from an impairment) to perform an activity in the manner or within the range considered normal for a human being. Impairments associated with disabilities may be physical, mental, or sensory motor, such as partial or total blindness, low vision, partial or total deafness, oral defect, having only one hand/no hands, one leg/no legs, mild or severe cerebral palsy, mental illness, mental retardation, and multiple impairments⁴.

Column B.7 Question: What type of Disability does has?

Ask head of household the type of disabilityhas

Enter the appropriate code from the list of codes provided in the Household Profile Questionnaire

1. Albinism
2. Blindness (Problem of seeing)
3. Deafness (Problem of hearing) 4. Amputation (Loss of part of the body)

⁴ Philippines CBMS House Profile Questionnaire

5. Psychiatric disabilities (Mental disability)
6. Speech and language disabilities
7. Chronic illness (Tuberculosis, Depression, Diabetes, Cerebral palsy, Asthma or breathing problem)
8. Autism

1. **Albino** means a person with pale skin, light hair, pinkish eyes, and visual abnormalities resulting from a hereditary inability to produce the pigment melanin.

2. Problem of seeing (**Blindness**) is a state of not seeing as a result of not seeing a blind person has to be helped by a person who is seeing or walking by special stick

3. Problem of hearing (**Deafness**) means partially or completely lacking in the sense of hearing

4. Autism is a disorder in which a young child can't develop normal relationships, behaves in compulsive and ritualistic ways, and usually fails to develop normal intelligence⁵

Column B.8 Question: How long has..... has been residing in this village/Mtaa?

It is important to ask this question because some people tend to migrate. This

⁵ Berkow, R., Beer, H. M., Bogin, R. M., Fretcher, A. J. (1997) The Merck Manual of Medical Information. West Point, United States of America.

information will be useful to the duration of stay in the area and determine the level of participation in the development activities.

Ask head of household the duration for which which..... has been residing in this village/mtaa. Circle the appropriate codes from the list of codes provided in the Household Profile Questionnaire.

Column B.9 Question: Where waslast place of residence before migrating in this village/Mtaa?”.

The last place of residence entails migration which is geographical movement from one place to another for seeking temporary or permanent place. Information on movement is important as are used as a base to establish the important social and economic activities.

Ask head of household on the’ last place of residence before migrating to this village/Mtaa. Enter the appropriate name of village/name in the provided space in the

Household Profile Questionnaire

Column B.10 Question: What was the main reasons for... .. residing in this village/mtaa?

This question seeks to know the pull and push factors which make people to move from one place to another. In most cases the reasons are based on looking for good pastures and problems.

For example, looking for employment opportunities and running away from bad culture

Ask head of household on the reason for... .. residing in this Village or Mtaa

Cycle the appropriate code from the list of codes provided in the Household Profile Questionnaire

.

1. Job Transfer
2. Found Job
3. Looking for a job
4. Attending school/Training Institution
5. Family problem/No parents

Column B.11 Question: Is.... Registered voter in this Mtaa/Village?

It is important to know if household members aged 15 years and above they qualify for voting. This information in order to know if adults know what is required in order to participate in election of their leaders.

Ask head of household if ... he/she is a registered voter on the village or mtaa
Circle code "1" for YES and "2" for NO from the provided codes in the Household Profile Questionnaire

Column C Education

It is important to get education related information because education is a key determinant of the lifestyle and status an individual enjoys in a society⁶ official age for entry into the primary level is age 7

Column C.1 Question:..... Can---read and write in Kiswahili, English, Kiswahili and English or any other language? Can---read and write in Kiswahili,

⁶ Adopted from the National Bureau of Statistics (NBS) [Tanzania] and ICF Macro. 2011. Tanzania Demographic and Health Survey 2010. Dar es Salaam, Tanzania: NBS and ICF Macro.

English, Kiswahili and English or any other language?⁷ Circle code “1” for YES and “2” for NO

Literacy is the ability to read and write a simple message. A person who is capable of both reading and writing a simple message in any language or dialectic is considered literate. A person is considered illiterate if one; (a) is only capable of reading and writing only his own name or numbers; (b) can read but not write; and (c) can write but not read

Column C.2 **Question: is.....attending school?** “School attendance means attendance in any educational institution, public or private, for formal academic education at the elementary, high school, college, or university level. Attendance in any of these schools leads to a higher grade and, ultimately, to an academic title/degree.

This section also includes attendance in open universities. Include school attendance that is leading to a high school diploma in vocational high school, such as school of arts and trades or technical high schools, and rural or agricultural high schools. Include also attendance in post-secondary vocational/technical schools, which are within the regular system of education, such as universities⁸

Ask Head of household ifis attending school. Circle code “1” if YES and “2” if NO. For those who are still studying (with YES answer) proceed to question C3. For those who stopped (with NO answer) proceed to question C2.

⁷ Adopted from NBS Short questionnaire for 2012 Household Census

⁸ CBMS Handbook: CBMS household Profile Questionnaire (Enumerator’s Manual).

Column C.3 Question: Why is not attending school?

This question will only be asked for family members who are 5 – 34 years old and who answered NO “2” in column C.1

Attending school is a situation of one studying in registered school where he/she has to graduate to the advanced level

Ask Head of household on the reason for not attending school. Circle “1” for YES and “2” for NO as provided in the Household Profile Questionnaire.

Circle the appropriate codes from the list of codes are indicated below

Ask Head of household on the reason for not attending school. Circle “1” for YES and “2” for NO as provided in the Household Profile Questionnaire.

Circle the appropriate codes from the list of codes are indicated below

C.3 Reason for not attending

1. Too old.
2. Completed: Completion means that a person may decide not to continue with training when he/she reach a certain level. For example standard seven or form four, or form six or certificate or diploma or degree and or Masters level.
3. Too far away: The location of the school is far from his/her residence.
4. Too expensive: Parents and relatives cannot afford /cannot afford.

5. Is currently working: Depending on the family e status some people at the age of going to school are employed as Keeper taking siblings.
6. School uninteresting: The performance of school, approaches in teaching may discourage learners
7. Illness/ pregnancy: Falling sick made him/her to fail to go to school and sometimes may make him/her to drop
from school pregnant like illness makes women not to be effective in studying a situation which makes them to drop from school.
8. Failed Exam: Failing exam occur when a man or a woman fail to attain the required minimum marks as per Predetermined standard stop studying.
9. Got married: Getting married means increasing family responsibilities which make him/her to fail to continue with school.

Column C.4 Question: Isattending regularly school? This question intends to capture frequency at which he/she attend school. To know if there is any experience of truancy

Ask head of Household ifis attending school.

Circle the appropriate code from the list provided in the household profile questionnaire

1. Fully attending.
2. Partially attending.

Column C.6 Question: What type of schoolcurrently attending?

Ask head of household the type of school.....is currently attending.

Circle code “1” for private and “2” for public.

Private school refers to a school that does not get money from the government and that is run by a group of private individuals. Public refer to the state or government owned school. A free tax-supported school controlled by a local governmental authority.

Column C.7 Question: How many minutes it takes for to go to school?

Ask head of household the time taken by.....to go to school.

Enter the answer in the provided space in the Household Profile Questionnaire

Column C.8 Question: What means of transport doesuse to go to school?

Ask Head of household the mean of transport.....use to go to school.

Circle the appropriate code from the list of codes provided in the Household Profile Questionnaire.

C.8 Transport to go to school

- 1 On Foot
2. By bike
- 3.By Private transport
4. Public transport

Column C.9 Question: What are the problems facing.....‘s at school?

Ask head of household the problems facingat school.

Circle the appropriate code from the list of codes provided in the Household Profile Questionnaire

C.9 Problems facing ---‘s school

1. Shortage of teachers
2. Poor buildings
3. Shortage of classrooms
4. Inadequate books

Column C.10: Question: What is the highest level of education attained?

Educational Attainment

According to NBS, 2015 education attainment refers to the highest level of educational attainment. Ask head of household on the highest educational attainment⁹. Education is a key determinant of the lifestyle and status an individual enjoys in a society. Studies have consistently shown that educational

⁹ National Bureau of statistics (2015) Population and Housing Census 2012. Manual for enumerators. Long Questionnaire. (Sensa ya watu na makazi 2012 Mwongozo wa karani wa sense. Dodoso refu) Dar es Salaam

attainment has a strong effect on reproductive behavior, contraceptive use, fertility, infant and child mortality, morbidity, and attitudes and awareness related to family health and hygiene¹⁰.

Moreover, This industry includes education at any level or for any profession, oral or written as well as by radio and television or other means of communication. It includes education by different institutions in the regular school system at its different levels as well as adult education, literacy programmes etc. Also included are military schools and academies, prison schools etc. at their respective levels. The industry includes public as well as private education. For each level of initial education, the classes include special education for physically or mentally handicapped pupils¹¹.

The question is applicable to all household members with school going age.

Ask head of household the highest level of education Has attained.

Circle the appropriate code from the list of codes provided in the Household Profile Questionnaire as indicated below.

C. 10 Highest level of Education

1. Tertiary University
2. Tertiary Non University
3. Teacher Education/College

¹⁰ NBS 2015

¹¹ Adopted from National Bureau of Statistics (NBS) (Tanzania) 2015. Formal Sector employment and Earnings Survey 2014, Tanzania Mainland Household Budget Survey 2011/12. Dar es Salaam, Tanzania: NBS

4. Vocational Education
5. Secondary A level
6. Secondary O level
7. Primary Education
8. Non

Column D: Participation (For Household members aged 15 years and above)

The question is applicable only to household members 15 years old and above. If not applicable to the household member, mark the spaces provided for the answer with "-----", then proceed to column 11.

Column D.1 Question: "Is.....a member of Community Based Organization?"

Ask respondent ifis a member of a Community Organization.

If the answer in column D. is yes Circle code "1"(Yes), if is no write code "2"

Involvement in a community organization means membership and participation in a locally recognized organization undertaking programs, projects and activities for community development. Involvement may lead to improved living conditions and development of the community in general. Examples of these are cooperatives, association of farmers, fishermen, vendors, irrigators, religious, sports, etc.

Column D.2 Question: If yes "Which type of the Community Based

Oorganization?"

Ask head of household the name and type of Community Based Organization.

Circle the appropriate code from the list of codes provided in the Household Profile Questionnaire as indicated below.

Column D.2

1. SACCOS
2. Farmers Organization
3. Religious Organization
4. Women Organization
5. Ethnic Organization
6. Neighborhood

Column D.3 Question: Is... a leader of any of the organization he/she belongs to? Ask head of household if.....is a leader of any of the organization he/she belongs to Circle the appropriate code from the list of codes provided in the Household Profile Questionnaire.

If Yes go to D.4, If No go to D.5. Don't know go to D.5

Column D.4 Question: If yes, which position does she/he possess?

Ask head of household the position does he/she possess. .

Circle code "1" for Yes and code "2" if the answer is No

Column D.5 Question: "Isa registered voter in the village?"

Ask the head of household ifis a registered voter.

Circle code "1" for YES and "2" for NO from the provided codes in the

Household Profile Questionnaire

If Yes go to D. If No go to 5. Don't know go to 5

Column D.6 Question: Did.....participate in the 2015 National election?

Ask the head of household if participate in the 2015 National election

Circle code "1" for YES and "2" for NO from the codes provided in the Household Profile Questionnaire

Column D.7 Question: Did.....participate in the discussion of the Tanzania Constitution? Ask the head of household if participated in the discussion of the proposed Tanzania constitution.

Circle code "1" for YES and "2" for NO from the codes provided in the Household Profile Questionnaire

Column E. Employment (Household members aged 15 years and above)

Column E.1 Question: Is.....employed?

Employment in view of the vision of the Tanzania employment policy, employment will encompass: Legally accepted activities, which are within the national accounts production boundary. Activities aiming at attaining decent work goals. Activities yielding an income at least equivalent to the set sectoral minimum wage¹².

¹² United Republic of Tanzania (2008) National employment Policy. Dar es Salaam, Tanzania

Moreover, *Employment means A situation in which all available labor resources are being used in the most economically efficient way. Full employment embodies the highest amount of skilled and unskilled labor that could be employed within an economy at any given time*¹³

Ask the head of household if there are household members who are employed. Circle code “1” for YES and “2” for NO on the provided space in the Household questionnaire.

In which sector.....is employed? Public 2. Private
4 if NO go to E2

Column E.2 Question: In which Sector Is employed?

Ask head of household the sector whichhas been employed
Circle “1” if employed in the private sector or “2” if employed in the Public sector from the codes provided in the Household Profile Questionnaire

Column E.3 Question: What is‘s primary occupation?

E. 3 Occupation

1. Legislator and administrator
2. Professional
3. Technician and associate professional
4. Office clerk

¹³ Adopted from United Republic of Tanzania (2008) National employment Policy. Dar es Salaam, Tanzania

5. Service worker and shop sales worker
6. Agriculture and fishery workers
7. Crafts and related workers
8. Plant and machines operator
9. Elementary occupation

Circle the appropriate code from the list of codes provided in the Household Profile Questionnaire.

Definitions

1. Registrator and administrator
2. Professional:
3. Technician and associate professional
4. Office clerk
5. Service worker and shop sales worker

1. Agriculture refer to the science, art, or practice of cultivating the soil,

producing crops, and raising livestock and in varying degrees the preparation and marketing of the resulting products. Agricultural sector is comprised of the crops, livestock, fisheries, forestry and hunting sub sectors¹⁴

2. Fishing refers to the Sport of catching fish—freshwater or saltwater—typically with rod, line, and hook. Fishing is the activity of trying to catch fish. Fishing sometimes takes place in the wild. Techniques for catching fish include hand gathering, spearing, netting, angling and trapping¹⁵.

7. Crafts and related workers

8. Plant and machines operator

9. Elementary occupation

Column E.4 Question: What is the status of’s employment?

Status in Employment The indicator of status in employment distinguishes between four categories of the total employment, i.e. (a) Wage and salaried workers (also known as paid employees); (b) Self- employed workers (non agriculture) (c) Contributing family workers (also known as unpaid family workers) and (d) Traditional Agriculture (only applicable in Tanzania)¹⁶. Ask the head of household if,s employment is wage employment or self employment. Circle the appropriate code from the list of codes provided in the Household Profile Questionnaire

¹⁴ Adopted from United Republic of Tanzania (2013) National agricultural Policy. Ministry of Agriculture food security and cooperative. Dar es Salaam

¹⁵ Adopted from [https://:en Wikipedia.org.wiki.Fishing](https://en.wikipedia.org/wiki/Fishing) accessed 7th October, 2015

¹⁶ Adopted from Key indicators of the labour market from integrated labour force survey ILFS 2006 and 2014

Column E.5 Question: what is the terms of employed

Ask the head of household the terms of ,s employment

Circle the appropriate code from the list of codes provided in Household Profile Questionnaire

1. Temporary 2. Seasonal 3. Contract 4. Permanent 5. Part time.

1. Temporary is an employment is a situation where an employee is expected to remain in a position only for a certain period of time. Example employment under construction

2. Season employment is a situation where a person is engaged in activities at a certain period of time. Employment that does not continue year-round but usually recurs. Many positions are only necessary during certain times of year so workers will only be employed during that time. For example employees at Tanganyika wine production company, the company engage more workers during the harvesting season by that time is when there is grape wine collection, processing packaging and labeling and Housing construction work are performed during dry season Example farming

3. Permanently refer to regular full-time employment of an individual which is guaranteed throughout the employee's working life and includes benefits, such as paid time off, health insurance and retirement savings plans. Permanent employment in the private sector is rare but it is common in the public sector, where profit and loss is not as important.

Column E.6 Question: Is..... looking for a job?

Column E.7 Question: How does.....access information about employment?

This question aims at identifying the ways the employed members of household got information on employment. Circle the appropriate code from the list of codes in the provided in the Household Profile Questionnaire shown below

E.7 Ways of getting information on Employment

1. Internet
2. Public Notes board
3. Announcement in the church/mosque
4. Village meeting
5. Through Friends

Column E.8 Question: How long hasbeen looking for a job?

Ask head the time used by In looking for a job

Write the months in the provided space in the household profile questionnaire

Column E9: Question: If employed, how much income does he/she earn per week?

Tshs.....

Enumerator is required to write the figure in the provided space in the rider questionnaire

1. Engaged in less productive activities
2. Lack of income to meet basic needs
3. Unable to access social services
4. Others Specify....

Examples of less productive activities includes house made, somebody's shop selling, bar made, local brew selling, food and vegetable vending

Column E.10 Question: Is....able to work but not working?

Ask head of household if household member is able to work but not working. Circle code "1" for yes response and enter "2" for no response

Employed Persons" The employed persons comprise all persons above the age of 14 years, who during a specified reference period are either at work performing some legal work for (i) wage or salary, in cash or in kind, or, (ii) in self employment and performing some work for profit or family gain, in cash or in kind, including those with jobs but not at work (temporarily not at work), earning a minimum income equivalent to the minimum wage in the wage employment¹⁷

Column E.11 Question: What is the reason for ---not working?

Ask head of household the reason for a household member not working while he/she is able to work. Circle the appropriate code from the list provided in the

¹⁷ United Republic of Tanzania (2008) National employment Policy. Dar es Salaam, Tanzania

Household Profile Questionnaire

1. Schooling 2. Lack of business skills 3. Lack of capital 4. Disability

Business skills refer to a general ability to perform professionally within an organization. They include an ability to lead, work well with others, communicate your thoughts clearly, negotiate business deals, mentor others, manage time well, display a professional image, interact well with clients, solve problems and employ relevant mathematical reasoning. Basic communication skills, such as the ability to write and speak effectively, are also vital.

Depending on your role in an organization, you might also benefit from marketing and sales skills¹⁸.

For the purpose of this study capital means financial resources needed to undertake business. Does not cover physical support; however capital can be used to secure the physical capital ie to purchase land.

Column E.12 Question: Hasattended business training?

Ask head of household ifhas attended business skill training

Circle code “1” for yes response and enter code “2” for no response

The definition of the Youth varies considerably according to national conditions and definitions. While the usual international definition refers to

¹⁸ Adopted from Mack Stan (2015) The difference between Technical skill and Business skills. Houston Taxes. HEART newspaper.

persons aged between 15 and 24 years, in Tanzania, the Youth refers to persons aged between 15 and 35 years¹⁹ (UTR, 2008).

Entrepreneurial s training means the process of imparting entrepreneurs with knowledge and skill to enable them to be creative, innovative and risk taking, and has an ability to translate ‘ideas into action’²⁰

Examples of business skill are Management, Marketing, Costing and pricing record keeping and business plan as applicable in the local context are tailoring, poultry keeping, horticulture, carpentry, welding, hair prettying, local burns making, bricks making.

Entrepreneurs play a key role in any economy. These are the people who have the skills and initiative necessary to take good new ideas to market and make the right decisions to make the idea profitable. The reward for the risks taken is the potential economic profits the entrepreneur could earn.

Column E.13 Question: Is.....ready to work if job found?

Ask head of household if household member is ready to work if job found. Enter code “1” for yes response and circle code “2” for no response. If YES go to Column E.12 then go to Column E.14

Column E.14 Question: Which type skills is he/she trained in?

Ask head of household the type of skills household member has been trained in.

¹⁹ United Republic of Tanzania (2008) National employment Policy. Dar es Salaam, Tanzania

²² , (Volkman et al 2009, p. 18). Dana (2001, p. 405

Circle the appropriate code from the provided list in the Household questionnaire

Skills more than one response are allowed.

1. Masonry 2. Welding 3. Bricks-making 4. Tailorin 5. Baking 6. Gardening

Column E.15 Question: Does Have work experience?

Ask head of household the if **Have work experience** Circle the appropriate code from list of codes provided in the Household Profile Questionnaire

Column E.16 Question: Which factors drove to engage into business?

Ask head of household the factors drove to engage into business

Circle the appropriate code from the provided list in the Household Profile Questionnaire

1. Self motivation 2. Availability of capital 3. Possession of required skills

Column E.17 Question: Is anty of household memder had access to the following program?

Ask head of Household if there was any of household memder had access to the following program

Circle the appropriate code from the provided list in the Household Profile Questionnaire

F.17 Programm

1. Education Scholarship Program

2. Livelihood Skills Training
3. Financial/Credit Program
4. Youth Employment Program

Column E.18 Question Was the programs attended government/Non Government/private

Ask head of Household if there was any of household member had access to the following program

Circle the appropriate code from the provided list in the Household Profile Questionnaire

E. 18 Programs attended

1. Government
2. Non Government
3. Private
4. Don't Know

Column F. Agriculture

Column F.1 Question: Is involved in cultivation of crops?

Ask head of household if household member is involved in cultivation of crops.

Circle code "1" for yes response and enter code "2" for no response

If No go to G

Column F.2 Question: If yes what type of crops is involved in?

Ask the head of household to list the the crop he/she is involved in.

Circle the appropriate code from the list of codes provided in the Household Profile Questionnaire.

Multiple responses are allowed from the list below

1. Maize;
2. Beans;
3. Coffee;
4. Banana
5. Others specify.....

Column F.3 Question: “What is the tenure status of the agricultural land being tilled by the household?”. Ask the tenure status of the agricultural land being tilled by the household.

Circle the appropriate code from the list of codes provided in the Household Profile Questionnaire as indicated below:

1. Customary right of occupancy
2. Bought right of occupancy
3. Leasehold rented from others (Village land)
4. Borrowed Land
5. Granted by land owner free of charge
6. Share cropping

Share cropping this system which the same peaces of land shared by two different crops where the owner get some produce or money from the borrower based on the agreement agreed conditions..

Column F.4 Question: what area is cultivated for cash crops by the

household?

Ask the head of household what is the area cultivated for cash crops by the household

Circle the appropriate code from the list of codes provided in the Household Profile Questionnaire

Cash crop means crops produced for selling

Column F.5 Question: “How much land is used for cultivating food crops by the household?” Ask the head of household that how much land is used for cultivating food crops by the household. Circle appropriate codes from the list of codes provided in the Household Profile Questionnaire

Column F.6 Question: “During the past twelve months, were the food crops harvested adequate to cater for household food needs?” Ask head of household if during the past twelve months, were the food crops harvested adequate to cater for household needs. Circle “1” for YES and “2” for No response in the provided space in the Household Profile Questionnaire

Column F Volume of Cash Crops Harvested

Column F.7 Question: “During the past twelve months, how much did you harvest?”

Ask head of household the volume of crops harvested. Enter the appropriate

code based on the list below as provided space in the Household questionnaire

1. Coffee....2. Maize.....3. Beans....4. Banana 5. Cassava
4. Others, specify

Get the volume of crops harvested per crop during the past twelve months. The measurement should be in kilograms. If the measurement is not in kilograms, estimate them in terms of kilograms with the help of the respondent.

Column F.8 Question: what are the problems affecting crops cultivated by household?

Ask head of household on the problems affecting crops cultivated by household

Circle the appropriate code from the provided list in the Household Profile Questionnaire

1. Fungal; 2. Pests; 3. Drought; 4. Poor market 5. Low price 6. Poor Infrastructure 6. Others, specify.....

Definitions

1. Fungal these are diseases which affects crops like banana, coffee and cassava
2. Pests refer to insect or animal that destroys plant or food (rat, monkeys)
3. Dryness this is a type of disease which has affected banana trees as well as banana fruit. The symptoms include leaves drying up and banana fruits to get ripe before they are grown up.

Column F.9 Question: How does your household preserve the produce?

Ask head of household the ways the household preserve their produce.

Circle the appropriate code from the list of codes provided list in the Household

Profile Questionnaire

1. In bags with or without pesticides
2. Traditional Methods (Mtwaro)
3. Elevated crop cache inside the house

Definitions:

1. **Pesticides** are substances meant for attracting, seducing, destroying, or mitigating any pest. They are a class of biocide. The most common use of pesticides is as plant protection products (also known as crop protection products), which in general protect plants from damaging influences
2. “Mtwaro” refer to the local (Haya tribe) practices of preserving crops by using grasses and banana ropes and hanged on the roof.

Column G: Livestock

Livestock mean the animals which are kept in small or large scale

Column G.1 Question: Do you keep livestock?

Ask the head of household if he/she keeps livestock.

Circle code “1” for yes response and code “2” for no response

Column G.2 Question: What type of livestock do you keep?

Ask the head of household the type of livestock kept by household members.

Circle the appropriate code from the provided list in the Household Profile Questionnaire as shown below:

G.2 Type of livestock

1. Cattle
2. Sheep
3. Chicken
4. Goat

Column G.3 Question: What is the number for each type?

Ask the head of household the number for each. Circle the appropriate code in the provided space in the household questionnaire. Multiple response are allowed.

G.3 Type of livestock and Quantity

1. Cattle 2. Sheep 3. Chicken 4. Goat

Column G.4: Question: What are the main diseases that affect livestock?

This question intends to identify which disease is damaging cattle and it is important because these diseases are costly to livestock producers.

Ask head of household the main Diseases that affect livestock

Circle the appropriate code from the provided list in the Household Profile Questionnaire as shown below

G.4 Livestock Diseases

1. Ndigana 2. FMD 3. Anthrax 4. Mastitis 5. Cocsidiosis 6. Fowl pox

Column H. Fishing

Column H.1 Question: Is there any member of this household who is currently engaged in fish farming?²¹

Ask the head of household if there is any household member who is involved in fishing.

Circle “1” for yes response and 2 for No response from the list of codes provided in the

²¹ Adopted from NBS Short questionnaire for 2012 Household Census

Household Profile Questionnaire

Column H.2 Question: Where does.... Carry fishing?

Ask the head of household where the household do fishing. circle the appropriate code from the provided list in the Household Profile Questionnaire

1. Lake; 2. River; 3. Pond; 4. Other, specify

Column H.3 Question: Does...own a vessels for fishing

Ask the head of household ifown fishing boat.

Circle the appropriate code from the provided list in the Household Profile Questionnaire

Column H.4 Question: Ifdoes not own fishing vessel how does he/she do fishing?

Ask head of household that Ifdoes not own **fishing vessel** how does he do fishing

Enter the appropriate code in the provided space in the Household Profile Questionnaire

Column H.5 Question: How long have you been involved in fishing?

Ask the head of household the duration has been involved in fishing.

Circle the appropriate code from the provided list in the Household Profile Questionnaire

Column H.6 Question: How many days do... she/he use for fishing per week?

Ask the head of household the number of days per weekuse for fishing

Circle the appropriate code from the provided list in the Household Profile Questionnaire

1. Once per week
2. Three days per week
3. Five days
4. Others, specify

Column H.7 Question: How much does he/she earn from fishing in Thshs.....?

Ask the head of household the amount of money ...he/she earn from fishing

Circle the appropriate code in the provided space in the Household Profile Questionnaire

Column I. Health and Nutrition

Get the nutritional status of children 0-5 years old from the district health worker

Column I .1 Question: What are the common human diseases?

Ask the head of household to mention the top five human diseases in the household.

Circle the appropriate code from the provided list in the Household Profile Questionnaire as shown below

I.1 Common human diseases

1. Malaria
2. Typhoid
3. Cholera
4. Meningitis

5. Trachoma
6. HIV and AIDS
7. Cold and cough

Column I.2 Question: Are there any household members who have been sick in the past twelve months? Ask the head of household to mention if there is any household member who has been sick in the past 12 months. Circle “1” for YES and “2” for NO in the from the list of codes provided in the Household Profile Questionnaire

Column I.3 Question: Has been any death of *children* under 5 years old in *the past twelve months in this household?* Ask the head of household if there has been death of *children* under 5 years old in *the past twelve months*. Circle “1” for YES and “2” for NO in the provided codes in the Household Profile Questionnaire

Column I.4 Question: Is there any female member of the household who died in the past 12 months due to pregnancy-related causes?²²

Maternal death means a woman who died within 42 days after giving birth

Ask the head of household if there has been any female member of the household who died in the past 12 months due to pregnancy-related causes

²² Adopted from NBS Short questionnaire for 2012 Household Census

Circle the appropriate code from the list of codes provided in the Household Profile Questionnaire

If yes go to I.7

Column I.5 If yes when did it happened?

Ask head of Household when female member of the household died in the past 12 months due to pregnancy-related causes

Column I.5 When happened

1. Death occurred during Pregnancy
2. The death occur during Childbirth
3. The death occur during the 6 weeks period following the end of pregnancy,²³

Column I.6 Question: How many full meals did your household eat yesterday?

Ask the head of household the number of times the household eat full meals yesterday.

Circle the appropriate code from the list of codes provided in the Household Profile

Questionnaire

For the purpose of this study full meal mean a combination of three groups of food.

²³ Adopted from NBS Short questionnaire for 2012 Household Census

- Food that build the body example meat, fish, eggs, beans and other non-dairy sources of protein
- some milk and dairy foods
- Food which protect the body for example fruit and vegetables
- Food which provide energy for example starchy foods, such as bread, rice, potatoes and pasta

Column I.7 Question: Did you get enough food (3 meals a day) during the past twelve months?

Ask the head of household if he/she got enough food (3 meals a day) during the past twelve months

Circle the appropriate code from the list of codes provided in the Household Profile Questionnaire

Column J: Shelter

Column J.1 Question: What kind of construction materials used on the wall of the house?

Ask the head of household the materials used to construct the walls of their house

Circle the appropriate code in the provided space which indicates the type of construction material the wall of the house is made of. You need not ask this question any more if you can classify the construction materials used in the house roof by observation.

For example, if the wall is made of a combination of construction materials, multiple responses is allowed

Column J.2 Question: What type of Roofing materials for your house

Ask the head of household the material used for roofing his/her house.

Circle the appropriate code from the list of codes provided in the Household Profile Questionnaire

J. 2 Roofing Materials

1. Iron sheets
2. Tiles
3. Concrete
4. Asbestos sheets
5. Glass
6. Glass and mud

In case of combination of roofing materials, multiple responses is allowed

Column J.3 Question: What is the Source of light in your house?

Ask respondents the source of light in his/her household.

Circle the appropriate code from the list of codes provided in the Household Profile Questionnaire as shown below:

J.3 Source of Light

1. Electricity;
2. Solar
3. Kerosene

4. Gas - biogas
5. Paraffin
6. Candles
7. Firewood
8. Wood/farm residuals

Column J.4 Question: Is ... Owning the housing unit and the plot occupied by your household?

Ask the head of household if ...is owning the housing unit and the plot occupied by the household.

Circle the appropriate code from the list of codes provided in the Household Profile Questionnaire

Column K:Main source of drinking water

Column K.1 Question: "This house hold has access to clean and safe water?"

Ask the head of household the main source of drinking water

Circle "1" for YES and "2" for NO in the provided codes in the Household Profile Questionnaire

The answer to this question provides the information whether a household has access to a water source. Possible answers with their corresponding codes are:

1. **Pipe water:** Own use, tap, and community water system –the household gets its water supply from a tape inside the house/yard directly connected to a water pipeline from the local water system. If a

tap is connected to a deep well and used solely by the household, it should be reported as tubed /piped well, own use.

2. Shared, tape, community water system –the household gets its water supply fromthe tap for public use or taken from a tap of another household, establishment, or office, which is connected to the community water system.
3. Shallow well: Own use, dug/shallow well-the house hold gets its water supply from a well which may be provided with a protective device against contamination or pollution use solely by the household or households in the same building or compound.
4. Lake, river, rain, etc.-the household gets its water supply from natural bodies of water, or water accumulated from rainfall.

Column K.3 Question: Does this household get water within 400 meters from home? Ask the head of household if the household get water within 400 meters

Circle “1” for YES and “2” for NO in the provided codes in the Household Profile Questionnaire

Column K.4 Question: Does this household have access to toilet facility?

Ask the head of household if the household have access to toilet facility

Circle “1” for YES and “2” for NO in the provided codes in the Household

Profile Questionnaire

Column K.5 Question: What kind of toilet facility does the household use?

Ask head of household the kind of toilet used by household members.

Circle the appropriate code from the list of codes provided in the Household Profile Questionnaire as shown below

K.5 Toilet

1. Bush/no toilet
2. Pit latrine
3. Soak away pit
4. Pour flash

Column K.6 Question: Does this household have place for solid waste Disposal?

Ask head of household if the household has place for solid waste Disposal?

Circle “1” for YES and “2” for NO in the provided codes in the Household Profile Questionnaire

Column K.7 Question: If yes where

Ask head of household the place where they dispose solid waste.

Circle the appropriate code from the list of codes provided in the Household questionnaire as shown below

K.5 Garbage disposal

1. In the pit

2. Burning
3. Burying
4. Throwing in the field

Column L. Transport

Column L.1 Question: Is transport available to the neighborhood all the time?

Ask head of household if transport is available to the neighborhood all the time
Circle code "1" for Yes and code "2" if the answer is No from codes provided in the Household Profile Questionnaire

Column L.2 Question: What type of transport do you use?

Ask head of household on type of transport used
Circle the appropriate code from the list of codes provided in the Household Profile Questionnaire as shown below

L.2 Common used transport

1. On Foot
2. By Motorcycle
3. By Bicycle
4. By Private vehicle
5. By public vehicle

Column L.3 Question: How far are you from home to the main road where you can get transport? Ask respondents on the distance of transport from main road

Circle the appropriate code from the list of codes provided in the Household Profile Questionnaire

Column L.4 Question: How much is your daily cost of transport?

Ask head of household on amount of money spent for transport

Circle the appropriate code from the list of codes provided in the Household Profile Questionnaire

Column L.5 Question: What means of communication does the household use to communicate issues

Ask head of household the means of communication the household use to communicate issues

Circle the appropriate code from the list of codes provided in the Household Profile Questionnaire as shown below

L.5 Means of Communication

1. Telephone
2. Internet
3. Radio
4. Meeting

Column M: Resources ownership (Head of Household)

Column M.1 Question: Does this household own any of the following agricultural assets?

Ask head of household if the household own farm implement

Circle code “1” for YES and “2” for NO in the provided space in the Household Profile Questionnaire.

1. Hand hoe 2. Oxen plough 3. Power tiller 4. Tractor 5. Wheel barrow

Column M.2 Question: Does the household use any of the mentioned agricultural assets??

Ask head of household if the household use any of the mentioned agricultural Assets. Circle the appropriate code from the list of codes provided in the Household Profile Questionnaire

Column M. 3 Question: How many of the following agricultural assets does the household own?

Ask head of Household the number agricultural assets the household own.

Write the appropriate number in space provided in the Household Profile Questionnaire

Column M.4 Question: How much is the estimated value of the following agricultural assets that the household own?

Ask head of household the estimated value of the following agricultural assets that the household own

Ask head of household to mention the estimated value of the agricultural assets that the household own

Write the value on the corresponding agricultural assets as shown in the the Household Profile Questionnaire

Column M.5 Question: How many the members of the household individually own any of the following assets?

Ask head of household the number of members of the household who

individually own any of the following assets

Write the response on the space provided in the Household Profile Questionnaire

Column M.6 Question: Does the household own any of the following non agricultural assets?

Ask head of household if the household own any of the following non agricultural assests

Circle code “1” for YES and “2” for NO in the provided codes in the Household Profile Questionnaire as indicated below:

1. House and residential plot
2. Car
3. Motorcycle
4. Bicycle
5. Mobile Phone
6. Television
7. Iron
8. Others, specify

Column M.7 Question: Does the household use any of the following non agricultural assets

Ask head of household if the household use any of the following non agricultural assets

Circle code “1” for YES and “2” for NO in the provided codes in the Household

Profile Questionnaire as indicated in question M.6.

Column M. 8 Question: How many of the following non agricultural assets does the household own?

Ask head of Household the number of non agricultural assets the household own.

Write the appropriate number in space provided in the Household Profile Questionnaire as indicated in question M.6.

Column M.9 Question: How much is the estimated value of the following non agricultural assets that the household own in Tshs?

Ask head of household to mention the estimated value of the non agricultural assets that the household own.

Write the response on the space provided in the Household Profile Questionnaire as shown in question M.6.

Column M.10 Question: How many the members of the household individually own any of the following non agricultural assets?

Ask head of household the number of members of the household who individually own any of the following assets.

Write the response on the space provided in the Household Profile Questionnaire as shown in question M.6.

PART II YOUTH

This part should be answered by only one youth member in the household

Name of youth.....

Household Identification Number,,,,,,,,,,,,,

Telephone number of youth (if owned).....

SECTION N: ENGAGEMENT IN ECONOMIC ACTIVITIES

Economic activities are those efforts which are undertaken by man to earn income, money, wealth for his life and to secure maximum satisfaction of wants with limited and scarce means.

Question N.1 Last week, did you do any work for (either) pay (or profit)?

Ask youth if last **week**, she/he performed **any** work for (either) pay (or profit)?

Circle code “1” for YES and “2” for NO in the provided codes in the Household

Profile Questionnaire

Question N.2 Last week, did you do any unpaid work in the family business or farm?

Ask youth if last **week**, she/he performed **any** unpaid work in the family business farm

Circle code “1” for YES and “2” for NO in the provided codes in the Household

Profile Questionnaire

Question N.3 Last weeks, (in addition to the business) did you have a job, either full or part time?

Ask youth if last **week** (in addition to the business), she/he performed either full or part time job

Circle code “1” for YES and “2” for NO in the provided codes in the Household

Profile Questionnaire

Question N.4: What nature of economic activities (job) have you been involved for the past twelve months?

Ask the youth on the nature of economic activities he/she has been involved in for the period of twelve months. The enumerator is required to Circle the economic activities from the following (more than one answers are encouraged)

1. Formal
2. Informal
3. Don't Know

Question N.5: Specifically which activities from the following?

Ask respondent the formal/informal activity she/he is involved in

Circle the appropriate code from the list of code provided in the questionnaire as shown below. from the following (more than one answers are encouraged)

- 1) Petty Business selling

1.1 fruits, 1.2 vegetables, 1.3 second hand clothes, 1.4 shoes (in the street mostly during evening times or sometimes during day times)

2) Agriculture

3) Employed

3. Family activity

Question N.6: How long have you been engaged in this activity?

Ask youth a period he/she has been involved in the economic activities.

Circle the appropriate code from the list of codes provided in the Rider Questionnaire

1. Less than a month (specify number of days.....)
2. Less than 6 months (please specify number of months.....)
3. 6 months to less than 1 year (specify number of months....)
4. At least 1 year (specify actual number of years.....)

Question N.8: Is your job in line with the one you planned to be your career?

As unemployment affect both educated and those who are not educated, the study aimed at exploring the employment mismatch with profession a situation which makes youth to feel not being employed.

Ask youth if his/her your job is in line with the one she/he planned to be his/her career

Circle code “1” for YES and “2” for NO in the provided codes in the Household Profile Questionnaire

Question N.9: How long have you been engaged in this activity?

1. Less than a month (specify number of days)

2. Less than 6 months (please specify number of months)
- 3.6 months to less than 1 year (specify number of months)
4. At least 1 year (specify actual number of years)

Question N.10: Is your job in line with the one you planned to be your career?

1. Yes 2. No

SECTION O: INCOME FROM BUSINESSES

Business refers to enterprise which may be incorporated or un incorporated owned by the household. It may or may not employ paid labour and activities can be carried inside or outside owners home where all or at least some of the goods or services are to be produced for sale²⁴.

SECTION O: INCOME FROM BUSINESS

Question O.1 Do you have an existing business?

Ask youth if have an existing business

Circle code “1” for YES and “2” for NO in the provided codes in the rider

²⁴ Bureau of Statistics (NBS) (Tanzania) 2012. Integrated Business Survey 2010, Technical Report. Dar es Salaam, Tanzania: NBS.

Questionnaire

1. Yes
2. No

If answer is 1, go to question O.2

Question O.2 How many business do you have?

Ask youth the number of business has

Circle the appropriate code from the provided codes on the questionnaire

- 1. Only 1**
- 2. Two**
- 3. More than two (Specify-----)**

Question O.3. What is the nature of your business?

Ask youth What is the nature of your business

Circle the appropriate code from the provided codes on the questionnaire

Question O.3

1. Dressmaking
2. Shoemaking
3. Eatery or Restaurant or Catering (Specify ____)
4. Money lending
5. Retail store
6. Others (specify ____)

Question O.4 How long has your business been operating?

Ask youth the period his/her business has been operating

Circle the appropriate code from the provided codes on the questionnaire

1. Less than 1 month (specify number of weeks ___)
2. Less than 6 months (specify number of months ___)
3. 6 months to 1 year (specify number of months ___)
- 4-More than 1 year (specify number of years ___)

Question 0.5 What is the type of your business?

Ask youth the type of his/her business

Circle the appropriate code from the list of codes provided in on the rider questionnaire

- 1- Single proprietorship
- 2-Partnership
- 3-Corporation?

Question 0.6 How many employees do you have in your business? (specify)

Ask youth the number of employees in his/her business

Write number of employee in the provided space in the rider questionnaire

1. Permanent 1.1 Male 1.2 Female.....1.3 Family employee.....
1.4 Male..... 1.5 Female..... 1.6 Hired Employee..... 1.7 Male.....

- 1.8 Female.....
- 2. Temporlrly2.1 Male..... 2.2 Female..... 2.3 Family employee.....
- 2.4 Male... 2.5 Female..... 2.6 HiredEmployee.....2.7 Male....
- 2.8 Female.....

Question 0.7 Has your business experienced growth in any of the following since the start of the business?

Ask youth if his/her business has experienced growth in any of the following since the start of the business

Circle the appropriate code from the list of codes provided in on the rider questionnaire

Question 0.7

- 1. Employees 2. Profit
- 3. Market 4. Others (Please specify)

SECTION P: CAPITAL AND SOURCES

Question P.1: What was the Initial Capital Investment of your Business?

Ask youth the amount of the Initial Capital Investment of all his/her Businesses

Write the amount in the provided space in the rider questionnaire

Example.

- 1. Business 1.....Tshs 2. . Business 2 Tshs

3. Business 3Tshs

Capital Investment: Refers to money invested in a business with the understanding that the money will be used to purchase fixed assets, rather than used to cover the business' day-to-day operating expenses²⁵

The enumerator will need to collect information on the size of capital investment of each establishment. The enumerator needs to ask the owner of the business to provide information on their initial capital. The enumerator will be required to write the mentioned amount in the space provided in the rider questionnaire

Question P.2: What is the source of Initial Capital Investment of your Business

Apart from providing initial capital investment, the respondent will be asked information on where they accessed their initial capital investment for their business. An established business may have more than one source of initial capital investment therefore; more than one answer is possible.

1. Self financed Own saving
2. Private money lenders
3. Relative
4. Financial institutions such as FINCA,
5. Friends

²⁵ National Bureau of Statistics (NBS) (Tanzania) 2014. Tanzania Household Budget Survey 2011/12. Dar es Salaam, Tanzania: NBS.

Ask youth on the source of Initial Capital Investment of their Business

Circle the appropriate code from the list of codes provided in the Rider Questionnaire

Question P .3: What is your current operating capital?

Ask youth the current operating capital

Circle the appropriate code from the codes provided in the rider questionnaire

- 1, Less than 50,000
2. 50,001 to 100,000
3. 100,001 to 150,000
4. 150,001 to 200,000
5. 200,001 and above

Question P.4: Have accessed credit from any of the following ?

Ask the youth if access **credit from any of the following**

Circle code “1” for YES and “2” for NO in the provided codes in the Rider Questionnaire as shown below:

1. CRDB. NMB Bank (Domestic Commercial Banks)
2. Government Bank 3. Family/Relatives
4. Friends
5. SACCOSS
6. Money lenders
7. Others (Specify.....)

Question P.5: Did any of your Loan in question P.4 require collateral?

Ask youth if the acquired loan required any collateral

Circle code “1” for YES and “2” for NO in the provided codes in the Rider Questionnaire as shown below:

- 1 Yes
2. No

Question P.6: If yes what type of collaterals

Ask youth the type of collateral.

Circle code “1” for YES and “2” for NO in the provided codes in the Rider Questionnaire as shown below:

Question P.6

1. Land
2. Certificate of land use right
3. House
4. Equipment capital
5. Person belongings such as car, salary

Question P.7: If never secured loan from financial institution explain reason why?

Ask youth to explain the reason for not secured loan from financial institution.

Circle all appropriate answers from the provided list in the rider question

- 1) Do not know where to get loan
- 2) Business is small
- 3) Fear to fail in paying back the loan
- 4) Lack of business education
- 5) Lack of collateral

Question P.8: Which sector or organization do you think that can assist you in getting economic activity (employment) to engage in?

Ask youth about his/her expectation in getting assistance from sector or organization to get activity to be engaged in.

- 1) Private individuals
- 2) Non-Governmental Organizations (NGOs)
- 3) Faith Based Organizations (FBOs)
- 4) Government

Circle the appropriate code from the list of codes provided in the Rider Questionnaire

Explanation of the two to the respondent as follows:

*A non-governmental organization (NGO) is any non-profit, voluntary citizens' group which is organized on a local, national or international level. It is task-oriented and driven by people with a common interest, NGOs perform a variety of service and humanitarian functions, bring citizen concerns to Governments, advocate and monitor policies and encourage political participation through provision of information. Some are organized around specific issues, such as human rights, environment or health.*²⁶

Community based organizations (CBO's) are nonprofit groups that work at a local level to improve life for residents. The focus is to build equality across society in all streams - health care, environment, quality of education, access to technology, access to spaces and information for the disabled, to name but a few²⁷.

Question P.9: Which sector or organization do you think that can assist you in getting direct employment?

²⁶ Kofi Annan (1997) DPI NGO Working together, making a difference. Department of public information Non-Governmental organization

²⁷ Tangui, J. K. (2014) The Role Of Community Based Organizations in the Conservation of the Environment in Kenya. A Case of Kapcherop Division, Elgeyo Marakwet County

Ask youth the sector or organization which can assist him in getting direct employment?
Circle the appropriate code from the the provided in rider questionnaire (more than one answers are acceptable)

Question P.9:

- 5) Private individuals
- 6) Non-Governmental Organizations (NGOs)
- 7) Faith Based Organizations (FBOs)
- 8) Government

SECTION Q: JOB SEARCH AND MEANS FOR JOB SEARCH

Question Q.1: Do you use website for job searching?

Ask youth if they use website for job searching

Circle code “1” for YES and “2” for NO in the provided codes in the Rider Questionnaire

Question Q.2 (a): In which website do you have an account?

Website facility provides quick and current information on the development issues. Therefore this question intend to know the web site which youth are registered and are likely to get information on employment and productive information related business.

Ask youth the website in which they have account

Circle the appropriate code from the list of codes provided in the Rider Questionnaire (More than one website is possible)

Website youth are likely to have an account

- 1) Yahoo
- 2) Google
- 3) Blog
- 4) Twitter
- 5) Face book
- 6) What is up

Question Q.3: What challenges are you facing in seeking employment...

There are many challenges facing youth in economic activities. Therefore more than one

answer is possible

Ask youth the challenges faced in the economic activities

Circle the appropriate code from the list below in the provided in the questionnaire

Example:

1. Chronic Diseases
2. Physical Disability
- 3 Lack of education
- 4 Lack of required skills
- 5) Corruption
- 6) Bureaucracy
- 7)

Question Q4: What challenges are you facing in establishing business..

Ask youth the challenges faced in the economic activities

Circle the appropriate codes from the list below in the provided in the questionnaire.

(More than one answer is possible)

Question Q4:

1. Business Location
2. Bank Account
3. No customer
4. Business license
5. Corruption
6. Bureaucracy
7. Price changes
8. Lack of fertilizer

Question Q.5: Which business would you prefer to establish first?

Ask youth the business would he/she prefer to establish first

Circle the appropriate codes from the list the provided in the questionnaire

(More than one answer is possible)

Question Q.5

1. Dressmaking
2. Shoemaking
3. Eatery or Restaurant or Catering (Specify ___)
4. Money lending
5. Retail store
6. Others (specify ___)

Question Q.6: Do you think local government authorities (LGAs) can assist you in getting economic activity to engage in?

This question intends to get the feelings of youth if they think that the local government can assist youth in getting economic activity.

Ask the youth on their expectations of getting economic activities to be engaged in by the local government Authority

Circle “1” for YES and “2” for NO as provided in the questionnaire

Question Q.7 If yes, which Level?

This question aims at knowing the level of local government.

Ask respondent the administrative level which he/she can get assistance

Circle the appropriate code from the list below in the provided in the questionnaire

- 1) Kitongoji level 2) Village 3) Mtaa level 4) Ward level
- 5) District level 6) Municipal level 7) National (Ministry level)

SECTION R: NOT ENGAGED IN ECONOMIC ACTIVITIES SEEKING FOR EMPLOYMENT

Question R.1 for how long have you been un employed?

Ask youth the duration he/she has stayed in the unemployment situation

ireCircle the appropriate codes . And write number in the provided space in the Rider
Questionnaire

For example

1. Less than 3 months (specify number of days)
2. Less than 6 months (please specify number of months.....)
- 3.6 months to less than 1 year (specify number of months.....)
4. At least 1 year (specify actual number of years.....)

Question R.2: Have you ever tried to look/seek for economic activity engagement/employment?

Ask youth if have tried to look for economic activities employment

Write the response in the provided space in the questionnaire

Question R.2 How long have you tried to seek for development

Ask youth the period used to look for employment

Circle the appropriate codes and write number in the provided space in the Rider
Questionnaire

1. Less than a month (specify number of days.....)
2. Less than 6 months (please specify number of months.....)
- 3.6 months to less than 1 year (specify number of months.....)
4. At least 1 year (specify actual number of years.....)

Question R.3: If you have been seeking for economic activity, what do you think are the reasons for not succeeding to get employment?

Ask the youth the reason for not getting employment

1. Lack of required level education General knowledge
2. Lack of type of technical education required Skills training
3. Lack of experience (please specify) (never employed)
4. Lack of academic and professional certificate require
5. Age too young and too old (15 – More than 60years)
6. Discrimination/gender preference for particular sex

Column S: Events of crime

Crime is an action of breaking the country law which can make a performer to be punished according to the country law. In this section examine if there are actions of breaking the law for the past twelve months. Crime may be associated with bad actions against people or destruction of property. Crime or offence against a person may be killing, raping and injuring. Examples for property damage may include theft robbery etc.

Column S.1 Question: Has ___ been a victim of crime during the past 12 months?

Ask the head of household if Has been a victim of crime during the past 12 months

Circle code “1” for YES and “2” for NO in the provided codes in the Household

Profile Questionnaire

Circle code “1” if answer is “Yes” or code “2” if answer is “No”

Column S .2 Question: What crime/s was..... a victim of.....?

Ask head of household that what crime/s..... a victim was of.

Write the crime/s in the provided space in the Household questionnaire

SECTION S: THE LINK BETWEEN UNEMPLOYMENT AND VULNERABILITY

In Tanzania where a significant amount of the people can earn a living only by working for others; being unable to find a job is a serious problem. Unemployment or Lack of work makes a person feel deprived and rejected by society. The Unemployment rate is thus the percentage of the unemployed relative to the total labour force²⁸ .

Question S.1: What social problems are you facing that could be attributed to your unemployment problem?

This question intends to know if unemployed youth experience any social problem

A **social problem** refers to a condition that at least some people in a community view as being undesirable. Everyone would agree about some **social problems**, such as unemployment, discrimination, exclusion, segregation alienation, extreme deprivation, stigmatization murders and traffic deaths. Other **social problems** may be viewed as such by certain groups of people

²⁸ United Republic of Tanzania (2008) National employment Policy. Dar es Salaam, Tanzania

Ask the youth the social problem they face which could be attributed unemployment problem?

Circle the response from the list below in the provided space in the rider questionnaire
(More than one response are possible)

1. inability to purchase necessary needs ie food, clothes shelter
2. inability to access health services
3. inability to pursue further education
4. inability to meet education requirements of my children
5. inability to participate in leadership/or raise my opinion in my community
6. Migration problems such as lack of food, shelter, health service, education safety and security
7. Forced to engage in some illegal/immoral behaviour

Type of illegal/immoral activities/behavior

illegal/immoral activities/behavior such as prostitution, burglary, human trafficking

This question aims at exploring type of unacceptable behaviors resulted from youth unemployment which are threatening peace of the community

Ask the youth on the type of illegal/immoral/behaviour

Circle the response from the list below in the provided space in the questionnaire.

1. Burglary
2. Human trafficking (selling young girls to cities where they work)
3. Prostitution
4. Drug selling/using
5. excessive drinking

Question S.3 What are measures/programs taken by the government to address youth unemployment?

1. Education scholarship program
2. Livelihood skills training Program
3. Financial/credit program

4. Youth Employment program
5. Entrepreneurship program

Question S.4 Which of the following programs have helped you to find job

Ask youth the program which have helped them to find job

1. Education Scholarship Programme
2. Livelihood Skills Training programme
3. Financial/Credit Programme
4. Youth Employment Programme
5. Entrepreneurship Programme
6. Others (Specify)

GLOSSARY

Operational definitions for the codes provided for this item.

Callback: Are visit to the house hold to obtain desired information.

Economically active means the fraction of a population that is either employed or actively seeking employment.

(<http://www.businessdictionary.com/definition/economically-active-population>).

Economically active means the fraction of a population that is either employed or actively seeking employment. Read more:

<http://www.businessdictionary.com/definition/economically-active-opulation>.

Entrepreneurial skills training means the process of imparting entrepreneurs with knowledge and skill to enable them to be creative, innovative and risk taking, and has an ability to translate ‘ideas into action’ (Volkman et al 2009, p. 18). Dana (2001, p. 405)

Entrepreneurial skills training means the process of imparting entrepreneurs with knowledge and skill to enable them to be creative, innovative and risk taking, and has an ability to translate ‘ideas into action’ (Volkman et al 2009, p. 18). Dana (2001, p. 405)

Enumeration: Interviewing persons to obtain information, and then recording

Housing unit: A structurally separate and independent place of abode

Primary economic activity is referred as an economic activity which the performers spend most of hours. Also is called main activity (NBS, TGNP and MLEVD, 2006).

Questionnaire: A form in which questions is read to a respondent and respondents Answers are recorded the information on questionnaires and other survey forms.

Respondent: Any responsible member of the household who provides answers to

The economically active population comprises all persons of either sex who furnish the supply of labour for the production of goods and services during a specified time-reference period (ILO. 2010)

The **informal sector** or **informal economy** is that part of an economy that is not taxed, monitored by any form of government or included in any gross national product (GNP), unlike the formal economy.

Village: The smallest administrative unit in the country which, by the way it has been constructed, converted, or arranged is intended for habitation by one household.

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COMMUNITY-BASED MONITORING SYSTEM

PAGE – CBMS Project Tanzania

**TITLE: THE LINK BETWEEN YOUTH UNEMPLOYMENT AND VULNERABILITY IN
TANZANIA: THE CASE STUDY OF BUKOBA MUNICIPAL COUNCIL AND MULEBA
DISTRICT COUNCIL IN TANZANIA**

COMMUNITY PROFILE QUESTIONNAIRE

IDENTIFICATION.....

Location: 1. Rural 2. Urban

Region -----

District -----

Ward -----

Village-----

Village boundaries:

Village Area:.....

Name of Data Collector -----

Name of Respondent -----

Name of Department -----

Date of Interview -----

Time Started -----

Time Finished -----

Households:

SN	Village / Mtaa	Head of Households by sex			Number of people able to work			Number of people not able to work			Number of People in the Village/Mtaa		
		Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
1													
2													
3													
4													
5													
6													
7													
8													
	Total												

SN	Name of Villages	Social Services							Economic Services						
		School	Dispensary ^[A1]	Number of hh with		Mosque	Church	Cattle Dip	Number of Mac hine			Sunday Market	Auction	Market	
				Tap	Well				Milling	Oil	Coffee				
		1. Yes 2. No	1. Yes 2. No			1. Yes 2. No	1. Yes 2. No				1. Yes 2. No	1. Yes 2. No	1. Yes 2. No		
1															
2															
3															
4															
5															
6															
7															
8															
	Total														

1. PHYSICAL AND DEMOGRAPHIC CHARACTERISTICS

1.1 ADMINISTRATION

1. Name of Ward.....GPS.....
2. Name of Village/Mtaa.....GPS.....
3. Area of Mtaa.....
4. Number of Hamlets.....
5. Sex of Village Council Member Male..... Female.....
9. Number of Ward Development Committee members Male.....Female.....

1.2 POPULATIONS

	Male	Female	Total
Population			
Abletework			
Children 0-4			
Children 5-14			
People age 15-49			
People age 50-64			
People age 65 +			
Orphans			
People with Disability			
Widow/Widower			
Streetchildren			

**2. PROXIMITY OF COMMUNITY LOCATION TO SERVICES AND
SERVICE INSTITUTIONS**

2.1 PRIMARY EDUCATION:

	Boys	Girls	Total
Population of school aged children (7-13) who are supposed to be in school			
Number of pupils registered in school(s):			
Number of children who dropped out of school (average of last three years, if possible)			
Number of 7 year old children registered (average of last three years, if possible)			
Attendance rate (average of last three years, if possible)			
Primary school completion rate (average of last three years, if possible)			
Pass rate (average of last three years, if possible)			
Number of people who know to read and write			

2.2 EDUCATION FACILITIES

Number of pupils per classroom	
Number of streams	
Pupil desk ratio	
Pupil textbook ratio	
Ratio of pupil pit-holes:	
Number of primary schools	
Secondary schools	
Colleges	

	Needed	Available	Deficit
Classroom			
Pit latrine -hole			
Numberof teacher'shouse			
Desk			
Textbook			
Numberof pre-school available			

2.3HEALTH:

- **Common/principle diseases:**

Disease.....No.of patient.....

Disease.....No.of patients.....

Disease.....No.of patients.....

Disease.....No.of patients.....

Disease.....No.of patients.....

Sporadicdiseaseswhich occurred overthepast1year:

Disease.....No.of patients.....

Disease.....No.of patients.....

Disease.....No.of patients.....

Disease.....No.of patients.....

Disease.....No.of patients.....

- **Communicable diseases:1)Under5year**

Disease.....No.of patients.....

Disease.....No.of patients.....

Disease.....No.of patients.....

Disease.....No.ofpatients.....

Disease.....No.of patients.....

2)Above5years

Disease.....No.of patients.....

Disease.....No.of patients.....

Disease.....No.of patients.....

Disease.....No.of patients.....

Disease.....No.of patients.....

Health services available:

	Name of health facility	Status	Owner	distance from the Community
	Ndorage	1	2	5 km
1				
2				
3				
4				
5				
		1. Hospital 2. Health center	1. Government 2. Private Individual 3. Religious	

		3. Dispensary	organization	
--	--	---------------	--------------	--

- Number of permanent latrines.....
- Active health Committees.....
- Availability of Village Health Workers.....
- How Village Health Days are organized in the Village:.....
- Availability of home visits:.....

3.1 QUALITY SERVICES OF REPRODUCTIVE HEALTH:

- Number of children below one year of age:.....
- Number of children under five years of age:
- Nutrition status of under five years of age:
- Number of severely malnourished children:.....
- Number of moderately malnourished children:
- Immunization status of children under one year:
 - BCG:.....
 - Polio3:.....
 - DPT-HB3:.....
 - Measles:.....
 - Vitamin 'A':.....
- Number of children born with low birth weight (below 2-5 kgs) (past 1 year):.....
- Number of premature births (past 1 year):.....
- Number of stillbirths (past 1 year):.....
- Number of maternal deaths (past 1 year):.....

- Number of childbearing age women (19–45 years):
- Number of women who gave birth below 20 years and above 35 years (past 1 year):.....
- Number of women immunized against TT1 and above (past 1 year):.....
- Number of available reproductive health services:.....
- Number of family planning users:.....
- Number of trained Reproductive health service providers:
 - During pregnancy:
 - During delivery:.....
 - After delivery:.....

3.2 HIV/AIDS:

- Number of deaths caused by HIV/AIDS (past 1 year, or 3 years): M.....F.....
- Number of people affected by HIV/AIDS: M.....F.....
- Rate of HIV/AIDS transmission:.....

4. AVAILABILITY OF CLEAN WATER:

Name of Wells	distance from the Community
1.
2.
3.
Number of piped water	distance from the Community
1.
2.
3.

Number of households with access to clean water.....

Existence of water Committee: Number of meeting of water committee.....

Amount of Household contribution to water fund:.....

5. ECONOMIC STATUS:

- Yearly average income per:
 - Person:.....
 - Household:.....
 - Mtaa.....
 - Village:.....
 - Ward:.....
- Local unemployment rate.....%
- Major economic activities:
- Available institutions in the Village/ward:.....
- Employment policy exists.....

5.1 ECONOMIC SERVICES:

- Road: length of road.....km
- Power sources
- Communication services and access to information
 - Mobile phone service providers:.....
 - Postal services:
 - Fixed line telephone, fax, internet, etc.:.....
 - Radio:
 - Television:.....
- Crop market:
- Marketplace:.....
- Public transport services:.....

6. PRIVATE SECTOR:

- Vocational Training centres/workshops:.....
- Small industries:.....
- Hotels/Restaurants:.....
- Shops:.....
- Pharmacies:.....
- Fuel petrol stations:.....
- Economic groups:.....
- Non-Governmental Organizations:

7. AGRICULTURE

- Potential Agricultural land (ha or acre):.....
- Land under cultivation (by crop type):.....
- Major food crops:.....
- Average yield per hectare (sacks):
- Major cash crops (name):
- Availability of farming implements:.....
- Number of farmers' cooperative unions:
- Number of agriculture extension officers:.....
- Number of small industries :
- Crop storage facilities:.....

8. LIVESTOCK

- Number of headers:.....
- Number of livestock:.....
- Type of livestock:
- Land area used for livestock (ha):
- Livestock diseases:.....
- Number of existing animal dips:.....; and used
- Availability of livestock implements Types
- Livestock Dip.....

Veterinary services.....

Livestock slaughtering center.....

- Number of farmers' cooperative unions:
- Number of livestock extension officers: M.....F.....
- Number of small industries for processing livestock products:
.....

9. ENVIRONMENT

- Forest area in ha:.....
- Number of planted trees:.....
- Number of tree nurseries:.....

10. COMMUNICATION

Common transport in this area.....
 Common radio in this ward.....
 Common network for mobile phone

Common television in this area

11. INFRASTRUCTURE AND ENERGY

Types of energy

Institutions supplying energy.....

Cost of accessing energy.....

Coverage of energy from various sources.....

12. PEACE AND ORDER

Are there any crimes for the past twelve months?

What are those crimes?

a)b).....c).....d).....

13. COMMUNITY SPOT MAP

Do you have spot map for this village? Yes.....No.....

If yes show the spot map

Community -Based Monitoring System



PAGE CBMS Tanzania Project

The Link between Youth Unemployment and Vulnerability in Tanzania: Case Study of Bukoba Municipal Council and Muleba District Council in Tanzania

Data collector's Manual for the Community Profile Questionnaire

March, 2016

Acknowledgement

This work was carried out by the Institute for Rural Development Planning with financial support from the International Development Research Centre (IDRC) and the United Kingdom Department for International Development (DFID)

A. Community-Based Monitoring System

The enumerator manual has been developed by the Institute of Rural Development Planning in collaboration with the Community-Based Monitoring System(CBMS) Network in order to provide guidance to the enumerators on “The Link between Youth Unemployment and Vulnerability in Tanzania: Case Study of Bukoba Municipal Council and Muleba District Council in Tanzania” data collection.

Specifically, CBMS research seeks to provide the following:

- i) Implement a CBMS in Bukoba Municipal Council and Muleba district council in Tanzania
- ii) Prepare CBMS poverty profile and maps of the selected sites
- iii) Prepare a paper on the analysis of CBMS data to answer the research issues on youth employment and entrepreneurship
- iv) Explore the available and potential youth employment opportunities
- v) Examine the cause and level of gender specific youth unemployment in the selected LGAs
- vi) Investigate the link between youth employment and vulnerability
- vii) Analyze measures undertaken to address youth unemployment and vulnerability.

A community based monitoring system entails the participation of people in the community to collect process and use data. The system will provide information on the socio-economic welfare conditions of all members of the community .As the Community-Based Monitoring System (CBMS) suggest participatory development planning information generated by the system will be utilized in the regular functions of the local government authorities. This approach will facilitate establishing a nationwide statistical system starting at the grassroots level.

Who is an interviewer by using community questionnaire?

The district PAGE CBMS Tanzania Project team members and will interview using the household questionnaire

Who are to be interviewed by the Community questionnaire?

The heads of departments will be interviewed using Community questionnaire. They include Education, Health, Water, Trade and business, Community development, agriculture, livestock and security officer.

Areas to be considered in data collection

The study on youth unemployment and vulnerability has a big relationship with –levels of access to basic need in the community. Access to basic needs depend very much on youth employment status. Unemployed youth face difficult in accessing basic needs and therefore become vulnerable. These basic needs depend very much on: (1) Administration (2) Demography (3) Education (4) Quality of reproductive health (5) Economic status (6) Private sector (7) Agriculture (8) Livestock (9) Environment (10) Communication (11) Infrastructure and energy (12) Peace and Order (13) Community Spot map

The community questionnaire is divided into five parts including General survey information, Physical and Demographic characteristics, Proximity of Community location to services and service institutions, Peace and order and Community spot map.

General survey information

This section of the questionnaire contains identification. The study location, area, Collects information on the name of the enumerators and respondent, the position of the respondent, data and time of survey are collected.

Name of Ward, Mtaa or Village Write the GPS.

Ask the respondent to answer questions on the first page of the questionnaire

Write the response on the provided space in the first page of the questionnaire

Area: Information about the household

Ask the respondent on the summary of the information about the household.

Write the response on the provided space on the community questionnaire (checklist)

Area: Social and Economic Services

Ask respondent to provide information on social and economic services

Write the response on the provided space on the community questionnaire (checklist)

Physical and Demographic characteristics

This section of the questionnaire collect information on the characteristics of the wards, village and Mtaa, its geographical location, its classification if ward is rural or urban ward, the general description physical geography of the ward, village and or Mtaa and its boundaries by referring the neighboring objects both natural and manmade. This section also contains information on the basic demographic characteristics of the community. It collects information on the population (male, female and total, registered voters, and number of community workers in the ward) Answers from this section can come from existing record, and sources of data. There are portions in this sections that asks for the reference period of the information as well as the sources of data

Area: Administration

Ask respondent question one to nine in the community questionnaire or checklist respectively

Write answers for question one two nine on the provided space in the questionnaire/checklist respectively

Area: Population

Ask respondent to provide number of people by age and sex as indicated in the checklist respectively

Write the provided answers in the provided space in the questionnaire/checklist respectively

Proximity of Community location to services and service institutions

In this section, information is collected on the proximity and availability of services and service institutions in the questionnaire. This section asks for the presence of the proximity of educational institutions (informal, pre-primary, primary, secondary and college). In this section, also collects information on the presence or proximity of health facilities (medical clinics, hospitals, health centers, medical stores). Moreover, it collects information on the service facilities example, post offices, police stations, banks, market, and multipurpose hall. The section also collects information on public transport and number of routes. Questions on the availability of credit institutions, road networks, water systems, waste management systems and electricity are also collected:

Area: Primary education

Ask respondent on school enrolment, attendance, completion, performance and education facilities

Write the provided answers in the provided space in the questionnaire/checklist respectively

Area: Health

Area: common diseases in the Mtaa/village

Ask respondents the common diseases in the Mtaa/village

Write the provided answers in the provided space in the questionnaire/checklist respectively

Area: sporadic diseases which occurred over the past 1 year

Ask respondents the sporadic diseases which occurred over the past 1 year

Write the provided answers in the provided space in the questionnaire/checklist respectively

Area: communicable diseases to under 5 years

Ask respondents the communicable diseases to under 5 years

Write the provided answers in the provided space in the questionnaire/checklist respectively

Area: communicable diseases to above 5 years

Ask respondents the communicable diseases to above 5 years

Write the provided answers in the provided space in the questionnaire/checklist respectively

Sub area: Health services available

Ask respondents the common diseases in the Mtaa/village

Write the provided answers in the provided space in the questionnaire/checklist respectively

Area: Quality service of reproductive health

Ask respondent on the quality of reproductive health service

Write the provided answers in the provided space in the questionnaire/checklist respectively

Area: HIV and AIDS

Ask respondent on HIV and AIDS

Write the provided answers in the provided space in the questionnaire/checklist respectively

Area: Availability of clean water

Ask respondent on the availability of clean water

Write the provided answers in the provided space in the questionnaire/checklist respectively

What are the possible employment opportunities from the population sectors?

Area: Economic status

a) Ask respondent on the economic status

Write the provided answers in the provided space in the questionnaire/checklist respectively

b) Ask respondent on the employment rate

Write the provided answer (%) in the provided space in the questionnaire/checklist respectively

c) Ask respondent on the availability of employment policy
Write the provided answers in the provided space in the questionnaire/checklist respectively

Area: Economic services

Ask respondent on the economic status

Write the provided answers in the provided space in the questionnaire/checklist respectively

Area: Private Sector

Ask respondent on the economic status

Write the provided answers in the provided space in the questionnaire/checklist respectively

Area: Agriculture

Ask respondent on agricultural area, food crop, agricultural small industries

Write the answers on the provided space in the questionnaire/checklist respectively

What are the possible employment opportunities from the Agricultural sector?

Ask respondent on the possible employment opportunities from the agricultural population sector

Write the answers on the provided space in the questionnaire/checklist respectively

Area: Livestock

Ask respondents on the livestock number, header, type, area and service related respectively

Write the answers on the provided space in the questionnaire/checklist respectively

What are the possible employment opportunities from the livestock sector?

Ask respondent the possible employment opportunities from the livestock sector

Write the answers on the provided space in the questionnaire/checklist respectively

Area: Environment

Ask respondents on the environment interims of forest, number of trees and nurseries respectively

Write the answers on the provided space in the questionnaire/checklist respectively

What are the possible employment opportunities from the population sectors?

COMMUNICATION

Common transport in this area

Ask respondent the available common transport, Common radio, Common network for mobile phone and Common television in the area respectively

Write the answers on the provided space in the questionnaire/checklist respectively

Peace and order

Also the community profile questionnaire contains information on the peace and order situation in the area. It logs the number of reported case of crimes against person’s property, domestic violence and other crime that have been reports in the past twelve months.

Area: Crime happened in the past twelve month

Ask respondent if there is any crime happened in the past twelve months?

Write the answers on the provided space in the questionnaire/checklist respectively

Area: Type of crime

Ask respondent to mention types of crimes

Write the provided answers in the provided space in the questionnaire/checklist respectively

Community spot map

A spot map is like a picture of an area taken from the top view perspective

Considers administrative boundaries, Natural boundaries, manmade infrastructure Facilities and Household location

Spot map

All villages and Mitaa prepare spot maps of their respective areas. The spot map will be used to locate households during the conduct of the survey, serve as guide in planning the survey operations and digitized in order to be used during validation exercises. If there are already existing spot map with updated locations of household and facilities it can be used. Spot maps with northing and reference points would also be good to use as basis for spot maps

Area: This village has spot map?

Ask respondent if a village has spot map

Write the provided answers in the provided space in the questionnaire/checklist respectively

If yes ask them to show the spot map. Please show a spot map of this village

If no ask the Village Development Committee to prepare the spot map.

Please draw a spot map of this village.....