

E. Berge, D. Kambewa, S. Khaila, A. Munthali, H. Wiig

**MALAWIAN LAND TENURE
AND
SOCIAL CAPITAL**

Documentation



View from the Zomba Plateau, 5 August 2007

© Erling Berge

**Department of Sociology and Political Science,
Norwegian University of Science and Technology
2009**

Technical documentation of data collection for the Malawian Land Tenure
and Social Capital project

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Preface and acknowledgements

The present report documents instruments and procedures used by the Malawian Land Tenure and Social Capital project to provide baseline data for a future study of land tenure reform, and for studying social capital and trust in contemporary Malawian society.

The project started with discussions around the pending land reforms in Malawi. What consequences would a land reform entail? The Norwegian Embassy in Lilongwe became interested, and Øystein Botillen became an important facilitator for development of the project. The pending National Census of Agriculture and Livestock was brought into the discussions. Recording the current status of land tenure was seen as vital for future assessments of the impact of a land reform. The National Statistical Office of Malawi responded positively to the possibility for adding a module on land tenure to the NACAL, although resources and time were limited.

Norway had by early 2006 committed to funding the NACAL survey in 2007 so inclusion of new questions was on a tight schedule. Statistics Norway was contracted to supervise the NACAL, and Stanley Khaila, Henrik Wiig and Erling Berge were mandated to provide proposals for a NACAL questionnaire module on Land Tenure and Social Capital. The topic of social capital had been added to make possible a study of relations between economic development and trust. To fund the actual research work an application was sent to the Norwegian Research Council.

The team was expanded to include Pauline E. Peters from Harvard University who in 2006 was conducting research in Zomba district, Paul A.K. Kishindo from Chancellors College, and Daimon Kambewa from Bunda College. Peters and Kishindo were recognized experts on customary land tenure in Malawi, and Kambewa had recently completed a study of land tenure in the Lake Chilwa Basin, Zomba district. The design of questions started in earnest. By September 2006 a proposal was presented to NSO and Statistics Norway. The proposal did not easily fit into the rapidly developing plans for NACAL. After several rounds of revisions and discussions it ended up, not as a separate module, but distributed over most of the 9 modules that in the end comprised NACAL. Most of our questions were included in some form even if more briefly in some instances.

The application to the Norwegian Research Council was successful and stipulated not only studies of the NACAL data, but also, to facilitate their interpretation, in-depth interviews of households on the same topics as the Land Tenure and Social Capital questions included in NACAL.

By the beginning of 2007 Pauline E. Peters was back at Harvard and Paul A. K. Kishindo had become engaged in studies of the resettlements of farmers being organized by the Malawian Government and the World Bank. Thus they did not have time for close involvement on the MLTSC research. As a replacement, Alister Munthali from the Center for Social Research, Chancellor College, agreed to join the research team. Thus, in June 2007, we entered the field with 3 research groups led by Stanley Khaila, Daimon Kambewa, and Alister Munthali, each one supervising a team of 3 research assistants. Munthali, a native speaker of Chitumbuka, took his team to the north. Khaila worked in the central region, and Kambewa took his team to the southern region.

The research assistants and translators were subject to training at Bunda College during the period 28 May – 1 June.

By mid June, Berge arrived from Norway with 4 master's degree students, Marie Ervik Smette, Ragnhild Haugli Bråten, Sverre Bjørnstad, and Tomas Moe Skjølvold. After an introductory course on Malawian society at Bunda conducted by Samu Samu, Bråten and Smette went south to work with supervision from Daimon Kambewa. Bjørnstad and Skjølvold went with Berge to work in the central region with guidance from Stanley Khaila. By mid August the students had finished their data collection and went back to Norway. The results of their work (Bjørnstad 2008; Bråten 2008; Skjølvold 2008; Smette 2008) can be accessed at <http://nacal.nibr.no/>. Without participating in the fieldwork Jørgen Stag (2008) used part of the trust data in his MA thesis in economics.

The field work went well. At the end of the first period, before changing districts, the team met in plenum at Kambiri Lodge on Lake Malawi. Exchange of experiences and clarification of unclear points in the instruments were very helpful. After completing the field work at the end of August the data were brought partly to Bunda College and partly to the Center for Social Research, Chancellors College to be prepared for analysis. More details on all of this are presented below.

Acknowledgements

Our interest in land tenure, land reforms, and related questions could not have been followed up without the funding provided by the Norwegian Research Council (Grant no 178757), and the initial grant from NORAD to develop Land Tenure and Social Capital questions for the National Census of Agricultural and Livestock (NACAL) in Malawi.

Neither would we have achieved any results without the exemplary services provided by our research assistants: Ellen Nkosinathi Harazi, Ockens Chipeta, Robson Malichi Gama, James Amani, Alinafe Chibwana, Andrew Joabe, Nitta Kalonga, Noel Mbuluma, Davison Chimwaza, and Chancy Mulima. Both the Norwegian students and researchers had excellent service from the translators William Chimombo, Allan Dyles, White Mwambo, Moses Munthali, and Charles Chigwe. We also appreciate the efforts of Charity Chonde, Bunda College, who served as substitute for Stanley Khaila on crucial occasions.

We want to thank our contacts in Statistics Norway and the National Statistical Office of Malawi for both sound opposition to some of our strange questions and for advice and assistance during the preparation of the project.

Erling Berge, Daimon Kambewa, Stanley Khaila, Alister Munthali, Henrik Wiig

Postscript

The sad postscript to this story is that, as we write this in November 2009, the NACAL data have not yet been released for public access. The data we expected by mid 2008 are locked up as some kind of state secret. Our interests in hard data on land tenure, social capital, and related questions as outlined in the Malawian Land Tenure and Social Capital project had to be put on hold. We have so far had to be satisfied with reporting from our own investigations during the summer of 2007.

November 2009,
Erling Berge

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MALAWIAN LAND TENURE AND SOCIAL CAPITAL

Technical Documentation Report

Questions Prepared for Inclusion in the National Census of Agriculture and Livestock (NACAL), Malawi 2007

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**With funding from
NORAD (Norwegian Agency for Development Cooperation)**

¹ Khaila, and Kishindo, University of Malawi; Wiig, Norwegian Institute for Urban and Regional Research; Peters, Harvard University; Berge, Norwegian University of Science and Technology.

Preface

The present report documents the preparation and testing of questions for inclusion into the National Census of Agriculture and Livestock (NACAL) conducted in Malawi during 2007. The preparations, including field testing, occurred mainly during the period January to August. The proposals were delivered to NSO for the stakeholder meeting on 28 September 2006. Later involvements were in exchanges with Statistics Norway directed at cutting down on the number of questions. From January 2007 this became part of the Malawian Land Tenure and Social Capital project.

The project started with discussions between Stanley Khaila and Henrik Wiig around the pending land reforms in Malawi. What consequences would a land reform entail? Øystein Botillen from the Norwegian Embassy in Lilongwe became interested, and he soon became an important facilitator for development of the project. Erling Berge who at the time (2005-2006) was staying in Zomba was invited to join. The pending National Census of Agriculture and Livestock was brought into the discussions. The idea was that recording the current status of land tenure would be vital for future assessments of the impact of a land reform. The National Statistical Office of Malawi was asked about the possibilities for adding a module on land tenure to the NACAL with positive result. Given time and funding there was no problem. But resources were limited and time scarce.

Norway had by then committed to funding the NACAL survey in 2007. The inclusion of new questions was on a tight schedule, not easily achieved. Statistics Norway was contracted to supervise the NACAL, and the Khaila/ Wiig group were mandated to provide proposals for a questionnaire module on Land Tenure and Social Capital. The topic of social capital had been added to make it possible to study certain relations between economic development and trust. To fund the actual research work an application was sent to the Norwegian Research Council.

The team was expanded to include Pauline E. Peters from Harvard University who in 2006 was on sabbatical in Zomba, Paul A. K. Kishindo from Chancellors College, and Daimon Kambewa from Bunda College. Peters and Kishindo are recognized experts on customary land tenure in Malawi. The design of questions started in earnest. The first draft was completed by 10 June 2006.

This draft was translated into Chichewa by the Centre for Language Studies, Chancellors College, University of Malawi, Zomba. In July it was taken into field testing by Peters and Kishindo. Their experiences were reported in an e-mail from 25 of July. A general advice was to cut down on the length. If all questions were to go into one household module to be completed in one session it was too much. Also they noted that some questions would properly belong in other NACAL modules than the household and village questionnaires. In particular questions pertaining to individual fields or plots would be awkward in a household module.

The revised questions both for the village level (to be answered by the village head) and the household level were ready by September 13 and presented to NSO in Malawi and Statistics Norway. The proposal did not easily fit into the rapidly developing plans for NACAL. After several rounds of revisions and discussions it ended up, not as separate modules, but distributed over nearly all the 9 modules that in the end comprised NACAL. The bulk of our questions were included in some form even if stunted.

Our interest in land tenure, land reforms, and related questions as outlined in the Malawian Land Tenure and Social Capital project would not have materialized without the initial funding provided by the grant from NORAD to develop Land Tenure and Social Capital questions for the National Census of Agricultural and Livestock (NACAL) in Malawi. And the result would have been far less relevant with input from the experience and insights of Pauline Peters, and Paul Kishindo.

The sad postscript to this story is that as we write this in October 2009 the NACAL data have not yet been released for public access. Our interests in hard data on land tenure, social capital, and related questions as outlined in the Malawian Land Tenure and Social Capital project have to be satisfied in the future. So far we have only been able to report from our own investigations during the summer of 2007. These investigations are subsequently documented in this report.

Thanks to all.

Oslo, October 20, 2009

Erling Berge, Henrik Wiig, Stanley Khaila,

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**NACAL Land tenure questionnaire proposals 20060609 with translation to Chichewa
Village headman questionnaire**

<p>Questions to the village headman: The enumerator is asked to record on GPS the perimeter of the non-arable lands (forests, pastures, etc) of the village by walking around the non-arable lands with a knowledgeable villager, if possible separately for unallocated lands (reserves) and lands allocated to lineages</p> <p>Borderlands of the village</p> <ol style="list-style-type: none"> 1) Do the lands of this village border on <ol style="list-style-type: none"> a) One or more villages: How many _____ b) Estate lands c) Government lands <ol style="list-style-type: none"> i) forest reserve ii) national park iii) wildlife reserve iv) game reserve v) controlled area (for hunting) vi) agricultural scheme vii) If there is a government project, what is it? <ol style="list-style-type: none"> (1) Rice Irrigation (2) Cotton growing (3) Livestock (4) MYP (Malawian Young Pioneers) Training (5) MYP (Malawian Young Pioneers) Farms (6) Research station (7) Settlement 	<p>Mafunso ofunsa a nyakwawa: Wofunsa mafunso alembere pa GPS kukula kwa malo amene ndi nkhalango, podya ziweto ndi ena amene salimidwa amene azungulira mudzi poyenda mozungulira mudziwo mothandizidwa ndi munthu wodziwa bwino za mudziwo, ndipo ngati ndikotheka alembere padera zamalo amene alibe mwini wake (nkhalango) ndi malo amene anaperekedwa kwa anthu malinga ndi pamtundu pawo</p> <p>Malo a m'malire a mudzi</p> <ol style="list-style-type: none"> 1) Kodi malo a mudzi uno achita malire ndi <ol style="list-style-type: none"> a) Mudzi umodzi kapena ingapo: Ingati _____ b) Malo a maesiteti c) Malo a boma <ol style="list-style-type: none"> i) Nkhalango ii) Malo osungirako zinthu zakuthengo iii) Malo osungirako zachilengedwe iv) Malo osungirako nyama zam'tchire v) Malo otetezedwa (osakako nyama) vi) Sikimu ya malimidwe vii) Ngati pali polojekiti yaboma, ndipolorejeki yanji? <ol style="list-style-type: none"> (1) Ulimi wampunga (2) Ulimi wa thonje (3) Ziweto (4) Malo ophunzitsirako apayoniya (5) Minda ya apayoniya (6) Malo ochitirako za kafukufuku (7) Malo okhalako anthu
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- (8) Tea
- (9) Tobacco
- (10) Training
- (11) Water
- (12) Rice growing
- (13) Drainage
- (14) Other

Size and age of village lands and population

- 2) What is the approximate size of the village
 - a) Number of lineages _____
 - b) Number of hamlets _____
 - c) Number of families (banja) _____
- 3) What is the approximate age of the village
 - a) Do you know the approximate time this village was first settled?
 - i) After the referendum?
 - ii) During Banda years?
 - iii) Before independence (1964)?
 - iv) Before Second World War?
 - v) Before the Chilembe uprising?
 - vi) Before the Europeans came?
 - b) Do you know the name of the family that first settled here? _____

Peoples of the village

- 4) How many different linguistic groups do we find in this village? _____
- 5) What are they?
 - a) Chewa

- (8) Tiyi
- (9) Fodya
- (10) Maphunziro
- (11) Madzi
- (12) Ulimi wa mpunga
- (13) Ngalande za madzi
- (14) Zina

Kukula kwa minda ndi zaka za mudzi komanso chiwerengero cha anthu ake

- 2) Mudzi uno ndi waukulu bwanji?
 - a) Chiwerengero cha Mabere _____
 - b) Timidzi tating'onoting'ono _____
 - c) Mabanja _____
- 3) Mudzi uno uli ndi zaka zingati?
 - a) Mukudziwa nthawi imene mudzi uno unayamba?
 - i) Chitachitika chisankho chomva maganizo a anthu cha referendum?
 - ii) Nthawi ya ulamuliro wa Kamuzu?
 - iii) Tisanalandire ufulu (1964)?
 - iv) Isanayambe nkondo yachiwiri yapadziko lapansi?
 - v) Isanafike nthawi imene Chilembwe anaukira atsamunda?
 - vi) Azungu asanadze kuno?
 - b) Mukudziwa dzina la banja limene linayamba kukhazikika pano? _____

Anthu a m'mudzi uno

- 4) Kodi m'mudzi muno muli anthu oyankhula ziyankhulo zingati? _____
- 5) Ndi ayani?
 - a) Chewa

<p>b) Lambya c) Lomwe d) Mang'anja e) Matengo f) Misuku g) Mtumba h) Ngonde (Nkhonde in NSO) i) Ngoni j) Ntarire k) Nyanja l) Nyakyusa m) Poka n) Sena o) Tonga p) Tumbuka q) Yao r) Wenya</p> <p>6) How many languages are spoken in this village? _____ 7) What are the languages spoken? a) Chichewa/ chinyanja b) Chiyao c) Chitumbuka d) Other _____</p> <p>8) How many settled stranger families with land use rights are there in this village? _____ 9) How many settled strangers without land rights are there in this village? _____</p> <p>Village lands 10) What kinds of land do we find in this village a) Land allocated to lineages in the village</p>	<p>b) Lambya c) Lomwe d) Mang'anja e) Matengo f) Misuku (Sukwa/Ndali) g) Mtumba h) Ngonde (Nkhonde in NSO) i) Ngoni j) Ntharire k) Nyanja l) Nyakyusa m) Poka n) Sena o) Tonga p) Tumbuka q) Yawo r) Wenya</p> <p>6) M'mudzi muno mumayankhulidwa ziyankhulo zingati? _____ 7) Ziyankhulo zake ndi ziti? a) Chichewa/ chinyanja b) Chiyawo c) Chitumbuka d) Zina _____</p> <p>8) Ndi anthu angati ongobwera amene ali ndi ufulu wogwiritsa ntchito malo m'mudzi muno? _____ 9) Ndi anthu angati ongobwera amene alibe ufulu wogwiritsa ntchito malo m'mudzi muno? _____</p> <p>Malo a Mudzi 10) M'mudzi muno muli malo anji? a) Malo amene anaperekedwa kumtundu (bere lilolonse) m'mudzimo</p>
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- b) Land for the common usage of the villagers (dambo, forest, hills)
 - i) If there is a village commons is any of the land
 - (1) leased to estates
 - (2) leased to persons outside the village
 - (3) used by agricultural schemes?
 - (4) other: specify _____
 - ii) If there are no commons land: Why?
 - (1) Taken by government
 - (2) Allocated to new households
 - (3) other _____
- c) Land for burials (graveyards)?
- d) Land for roads, and other public purposes
- e) Unallocated lands, reserve lands
- f) Other _____

When people leave the village

- 11) What happens to the lands of an ordinary villager leaving the village
- a) For a few years?
 - i) The land is kept in trust by the family
 - ii) The lands are used by other household members
 - iii) The person will loan the lands to a relative
 - iv) It will be loaned to other co-villagers members of the village, not relatives
 - v) Nothing
 - b) Completely?
 - i) Redistributed within the family
 - ii) Taken back by the headman
 - iii) Sold

- b) Malo ogwiritsa ntchito anthu onse a m'mudzimo (dambo, nkhalango mapiri)
 - i) Ngati pali malo ena ogwiritsidwa ntchito ndi anthu onse m'mudzi muno, kodi alipo mwa malo amenewa amene
 - (1) Anachitidwa lizi ku maesiteti?
 - (2) Anachitidwa lizi kwa anthu akumudzi wina?
 - (3) Akugwiritsidwa ntchito ndi sikimu yaulimi?
 - (4) Ena: tchulani _____
 - ii) Ngati palibe malo ogwiritsidwa ntchito ndi anthu onse m'mudzi muno, ndi chifukwa chiyani?
 - (1) Anatengedwa ndi boma
 - (2) Anapatsidwa kumabanja ena
 - (3) Zina _____
- c) Malo oyikako maliro (manda)?
- d) Malo amisewu, ndi ntchito zina zaboma
- e) Malo opanda eni ake, malo otetezdwa
- f) Ena _____

Anthu akachoka m'mudzi

- 11) Chimachitika ndi chiyani kumalo munthu wamba akachoka m'mudzi muno
- a) Kwa zaka zochepa?
 - i) Malowo amasungidwa ndi banja lake
 - ii) Malowo amagwiritsidwa ntchito ndi abale ena apabanjapo
 - iii) Munthuyo amabwereketsa kwa wachibale
 - iv) Malowo amabwereketsedwa kwa anthu ena a m'mudzimo, omwe siachibale
 - v) Palibe chimene chimachitika
 - b) Akachokeratu?
 - i) Amagawidwa kwa anthu apabanjapo
 - ii) Anyakwawa amatenga malowo
 - iii) Amagulitsidwa

<p>c) For a long time</p> <ol style="list-style-type: none"> i) The land is kept in trust by the family ii) To the lineage iii) The land goes back to the one that allocated the land <p>12) What happens to the lands of an “obwera” –immigrant- to the village/ leaving the village</p> <ol style="list-style-type: none"> a) For a few years? <ol style="list-style-type: none"> i) The land is kept in trust by the family ii) The lands are used by other household members iii) The person will loan the lands to a relative iv) It will be loaned to other co-villagers members of the village, not relatives v) Nothing b) Completely? <ol style="list-style-type: none"> i) Redistributed within the family ii) Taken back by the headman iii) Sold c) For a long time <ol style="list-style-type: none"> i) The land is kept in trust by the family ii) To the lineage iii) The land goes back to the one that allocated the land <p>The land management</p> <p>13) Have you leased or sold any land from the reserve or village commons?</p> <ol style="list-style-type: none"> a) No b) Yes leased: If yes leased <ol style="list-style-type: none"> i) Number of fields _____ ii) Length of lease in years? _____ c) Yes sold: If yes sold <ol style="list-style-type: none"> i) Number of fields _____ ii) Price? _____ 	<p>c) Kwa nthawi yaitali</p> <ol style="list-style-type: none"> i) Malowo amasungidwa ndi abale apabanjapo ii) Malowo amaperekedwa kwa a pamtundupo iii) Malowo amapita kwa amene anapereka malowo <p>12) Chimachitika ndi chiyani kumalo a anthu obwera m’ mudzimo akachokamo</p> <ol style="list-style-type: none"> a) Kwa zaka zochepa? <ol style="list-style-type: none"> i) Malowo amasungidwa ndi banja ii) Malowo amagwiritsidwa ntchito ndi abale ena apabanjapo iii) Munthuyoi amabwereketsa kwa wachibale iv) Malowo amabwereketsedwa kwa anthu ena a m’ mudzimo, omwe siachobale v) Palibe chimene chimachitika b) Akachokeratu? <ol style="list-style-type: none"> i) Amagawidwa kwa anthu apabanjapo ii) Anyakwawa amatenga malowo iii) Amagulitsidwa c) Kwa nthawi yaitali <ol style="list-style-type: none"> i) Malowo amasungidwa ndi abale apabanjapo ii) To the lineage iii) Malowo amapita kwa amene anapereka malowo <p>Kagwiritsidwe ntchito ka malo</p> <p>13) Munayamba mwagulitsapo kapena kuchititsa lizi malo otetezedwa kapena amene amagwiritsidwa ntchito ndi anthu onse?</p> <ol style="list-style-type: none"> a) Ayi b) Eya, tinachititsa lizi <ol style="list-style-type: none"> i) Kuchuluka kwa minda _____ ii) Kuchuluka kwa zaka za lizi? _____ c) Eya tinagulitsapo: Ngati munagulitsa <ol style="list-style-type: none"> i) Kuchuluka kwa minda _____ ii) Mtengo? _____
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<p>14) Have you given immigrants “obwera” use rights to any land from the reserve or village commons?</p> <p>a) No b) Yes</p> <p> i) Number of fields _____ ii) For how long _____</p> <p>15) During the last 10 years has any land been converted to state lands and leased to estates?</p> <p>a) No b) Yes converted and leased: If yes converted and leased</p> <p> i) Number of fields _____ ii) Length of lease in years? _____</p> <p>Land conflicts</p> <p>16) Is there any quarrel or dispute between your village and any of your neighbouring villages? (if many, what is the frequency and method of resolution)</p> <p>a) No b) Yes, some conflicts but nothing serious c) Yes, many and long lasting conflicts</p> <p>The near landless</p> <p>17) Does the village have any households that are nearly without any land (or say 0.1 ha land)</p> <p>a) No b) Yes If yes: i) How many? _____</p> <p>Usage of reserve lands</p> <p>18) Does the TA have any reserve lands anywhere in the TA area not allocated to villages?</p> <p>a) NO b) YES, If Yes i) Are any of the reserve lands close to the village?</p>	<p>14) Munayamba mwaperekako kwa obwera ufulu wogwiritsa ntchito malo ottezedwa kapena malo amene amagwiritsidwa ntchito ndi anthu onse?</p> <p>a) Ayi b) Eya</p> <p> i) Kuchuluka kwa minda _____ ii) Kwa nthawi yayitali bwanji _____</p> <p>15) M’zaka khumi zapitazi alipo malo amene anasithindwa kukhala esiteti kapena kuchitidwa lizi ku maesiteti?</p> <p>a) Ayi b) Eya ansinthidwa ndikuchitidwa lizi: Ngati zimenezi zinachitika</p> <p> i) Kuchuluka kwa minda _____ ii) Kuchuluka kwa zaka za lizi? _____</p> <p>Mikangano yokhudza malo</p> <p>16) Pali mkangano ulionse pakati pamudzi wanu ndi woyandikana nawo (Ngati ilipo yambiri, imachitika mwakangatikangati ndipo mumayithetsa bwanji)</p> <p>a) Ayi b) Eya, ilipo koma osati yaikulu c) Eya, ilipo yambiri ndiponso yakalekale</p> <p>Anthu opanda malo</p> <p>17) Kodi m’ mudzi muno muli anthu amene alibiretu malo (mwachitsanzo 0.1 ha)</p> <p>a) Ayi b) Eya. Ngati alipo: i) Ndi angati? _____</p> <p>Kagwiritsidwe ntchito ka malo apadera (otetezedwa)</p> <p>18) Kodi a TA ali ndi malo otetezedwa amene sanapatsidwe ku midzi ina iliyonse</p> <p>a) Ayi b) Eya, Ngati alipo i) Kodi mwa malo amenewa alipo amene ali pafupi ndi mudzi?</p>
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- (1) NO
 - (2) YES, If yes can villagers get more land from this reserve?
 - (a) YES
 - (b) NO: If no: Why?
- ii) _____
- Can strangers get allocated land from the reserve?
 - (1) NO
 - (2) YES, If yes what are the conditions
 - (a) No conditions
 - (b) Pay tribute to the TA
 - (c) Have to pay rent
 - (d) Have to buy it

Access to land for strangers

19) Can strangers get land from other people than the chief?

- a) No
- b) Yes: If yes: How do they go about it
 - i) No requirements
 - ii) Renting
 - iii) Buying

The village commons and its resources

20) Is there one area for common use or are there several?

- a) There is just one area
- b) There are is a total of _____ areas for common use
 - i) If many areas: does each lineage have its own commons?
 - (1) NO
 - (2) YES

- (1) Ayi
- (2) EYA, Ngati alipo anthu angapezeke malo ena kuchokera kumalowa?
 - (a) EYA
 - (b) AYI, Ngati sangapeze, ndi chifukwa chiyani?

ii) _____

Kodi anthu ongobwera angapatsidwe ena mwa malo otetezedwawa?

- (1) Ayi
- (2) Eya, Ngati angapatsidwe amayenera kuchita chiyani
 - (a) Sayenera kuchita china chilichonse
 - (b) Kukathokoza a TA
 - (c) Kulipira lendi
 - (d) Kugula

Kapezedwe ka malo kwa alendo ongobwera

19) Kodi anthu ongobwera angathe kupeza malo kuchokera kwa munthu wina aliyense kupatula amfumu?

- a) Ayi
- b) Eya: Ngati angapeze: Amayenera kuchita chiyani
 - i) Sayenera kuchita china chilichonse
 - ii) Kuchita lendi
 - iii) Kugula

Malo ogwiritsidwa ntchito ndi anthu onse a m'mudzi ndi zinthu zimene zikupezeke m'malowa

20) Kodi muli ndi malo amodzi kapena angapo amene anthu onse amatha kuwagwiritsa ntchito?

- a) Alipo malo amodzi okha
- b) Pali malo okwana _____
 - i) Ngati alipo ambiri: kodi bere lililonse lili ndi malo akekake?
 - (1) AYI
 - (2) EYA

<p>21) Who manages the commons:?</p> <ul style="list-style-type: none"> a) The lineage elders b) The village headman, c) Other _____ <p>22) Can non-villagers get access to the village commons or reserve lands?</p> <ul style="list-style-type: none"> a) No b) YES: If yes: For what purpose? <ul style="list-style-type: none"> i) livestock grazing, ii) firewood collection, iii) building materials, iv) Other? _____ c) YES: What are the conditions for access, what gives them legitimate access? <ul style="list-style-type: none"> i) No conditions, it is customary ii) Permission by the Village Headman iii) Gifts iv) Payments <p>23) What is your village commons used for? What do people get from it?</p> <ul style="list-style-type: none"> a) Right of way b) Grass for thatching c) Pasture d) Firewood e) Stones, soil, mud for building materials f) Cut and remove branches of wild trees g) Water h) Hunting game i) Sand and gravel from riverbeds j) Medicinal herbs and roots k) Honey l) Mushrooms 	<p>21) Kodi amayang'anira malowa ndani:?</p> <ul style="list-style-type: none"> a) Aakukuakulu a pamtundupo b) Anyakwawa, c) Ena _____ <p>22) Kodi anthu ongobwera angathe kugwiritsa nawo ntchito malo amene anthu onse amagwiritsa ntchito kapena malo otetedwa?</p> <ul style="list-style-type: none"> a) Ayi b) Eya: Ngati angathe kugwiritsa ntchito: Ntchito zake ndi ziti? <ul style="list-style-type: none"> i) Kudyetsa ziweto, ii) Kutolera nkhuni, iii) Zipangizo zomangira nyumba, iv) Zina? _____ c) EYA: Kuti athe kupeza zinthu zimenezi amayenera kuchita chiyani, chimawayenereza ndi chiyani kuti azitha kukapezako zinthu? <ul style="list-style-type: none"> i) Sayenera kuchita chilichonse ii) Chilolezo chochokera kwa anyakwawa iii) Mphatso iv) Kulipira <p>23) Kodi malo ogwiritsidwa ntchito ndi anthu onse mumagwiritsa ntchito yanji? Anthu amapezako chiyani kuchokera kumalowa?</p> <ul style="list-style-type: none"> a) Kudutsamo b) Udzu wofololera c) Zakudya za ziweto d) Nkhuni e) Miyala, dothi, matope omangira nyumba f) Kudula ndi kusadza nthambi za mitengo yachilengedwe g) Madzi h) Kusakamo nyama i) Mchenga ndi lubwe (gelevulo) kuchokera m'mitsinje j) Mankhwala a zitsamba k) Uchi l) Bowa
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<p>m) Caterpillar n) Mice</p> <p>24) Do persons from this village collect such items from</p> <p>a) The lands belonging to other villages?</p> <p>i) No ii) Yes, if yes On what basis do they do so? (1) No conditions, it is permissible (2) Permission by the Village Headman (3) Gifts (4) Payments (5) No permission but we just use them</p> <p>b) Estate lands</p> <p>i) No ii) Yes, if yes On what basis do they do so? (1) No conditions, it is permissible (2) Permission by the Village Headman (3) Gifts (4) Payments (5) No permission but we just use them</p> <p>c) Neighbouring state lands (forest reserves, national parks, wildlife reserves, game reserves, agricultural schemes)</p> <p>i) No ii) Yes, if yes On what basis do they do so? (1) No conditions, it is permissible (2) Permission by the Village Headman (3) Gifts (4) Payments (5) No permission but we just use them</p> <p>d) Individually owned gardens</p> <p>i) No ii) Yes, if yes On what basis do they do so?</p>	<p>m) Tizirombo todyedwa monga matondo, mphalabungu ndi tina n) Mbewa</p> <p>24) Kodi anthu am'mudzi uno amatha kupeza zinthu zimenezi kuchokera</p> <p>a) Malo a midzi ina?</p> <p>i) Ayi ii) Eya, ngati zimatheka, zimatheka bwanji? (1) Sayenera kuchita china chilichonse – ndikololedwa kutero (2) Chilolezo chochoka kwa anyakwawa (3) Mphatso (4) Kulipira (5) Sipafunika chilolezo, timangogwiritsa ntchito</p> <p>b) Malo a maesiteti</p> <p>i) Ayi ii) Eya, ngati zimatheka, zimatheka bwanji? (1) Sayenera kuchita china chilichonse – ndikololedwa kutero (2) Chilolezo chochoka kwa anyakwawa (3) Mphatso (4) Kulipira (5) Sipafunika chilolezo, timangogwiritsa ntchito</p> <p>c) Malo aboma oyandikira (nkhalango, malo osungiurako nyama zakutchire ndi zinthu zachilengedwe, malo achitukuko chaulimi/masikimu)</p> <p>i) Ayi ii) Eya, ngati zimatheka, zimatheka bwanji? (1) Sayenera kuchita china chilichonse – ndikololedwa kutero (2) Chilolezo chochoka kwa anyakwawa (3) Mphatso (4) Kulipira (5) Sipafunika chilolezo, timangogwiritsa ntchito</p> <p>d) Minda ya anthu</p> <p>i) Ayi ii) Eya, ngati zimatheka, zimatheka bwanji?</p>
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<p>(1) No conditions, it is permissible (2) Permission by the Village Headman (3) Gifts (4) Payments (5) No permission but we just use them</p> <p>25) Do villagers keep livestock</p> <p>a) No b) Yes, If Yes</p> <p>i) Are there any restrictions on numbers? (1) NO (2) YES, If Yes what are they? _____</p> <p>ii) Where do they find pasture? (1) Village commons (2) Reserve lands (3) Lineage lands (4) Household lands/ Their own lands (5) Public lands (roadsides etc)</p> <p>iii) Grazing on individually owned fields by other than the field owner, does it occur? If yes under what conditions can it occur? (1) After harvest time (2) randomly (3) all the time</p> <p>26) Where do villagers get firewood from?</p> <p>a) Village commons b) Unallocated lands c) Forest reserve d) National park e) Wildlife reserve f) Agricultural scheme lands g) Estate lands h) Lineage lands</p>	<p>(1) Sayenera kuchita china chilichonse – ndikololedwa kutero (2) Chilolezo chochoka kwa anyakwawa (3) Mphatso (4) Kulipira (5) Sipafunika chilolezo, timangogwiritsa ntchito</p> <p>25) Kodi anthu a m'mudzi muno amaweta zifuyo</p> <p>a) Ayi b) Eya, Ngati amaweta</p> <p>i) Pali mlingo wa chiwerengero cha ziweto zoyenera kuweta? (1) AYI (2) EYA, Ngati ulipo, ndi wotani? _____</p> <p>ii) Msipu wodyetsa ziweto amapeza kuti? (1) Malo a mudzi ogwiritsidwa ntchito ndi anthu onse (2) Malo otetezedwa (3) Malo a pamtundu (4) Malo awo (5) Malo aboma (m'mbali mwa msewu)</p> <p>iii) Kodi zimachitika kuti anthu ena azidyetsapo ziweto pamalo a munthu wina? Ngati zimachitika, zimachitika motani? (1) Akakolola (2) Nthawi ndi nthawi/mwa apo ndi apo (3) Nthawi zonse</p> <p>26) Kodi anthu am'mudzi muno amapeza kuti nkhuini?</p> <p>a) Malo amudzi ogwiritsidwa ntchito ndi anthu onse b) Malo amene alibe mwini c) Nkhalango d) Malo osungirako zinthu zachilengedwe e) Malo osungirako nyama zakutchire f) Masikimu a malimidwe g) Malo a maesiteti h) Malo apamtundu</p>
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<p>i) Family lands j) Their own land k) Other?</p> <p>27) Where do villagers find building material (stone, soil, mud, sand, grass, etc)?</p> <p>a) Village commons b) Unallocated lands c) Forest reserve d) National park e) Wildlife reserve f) Agricultural scheme lands g) Estate lands h) Lineage lands i) Family lands j) Their own land k) Other?</p> <p>28) Do villagers produce charcoal?</p> <p>a) No b) Yes if Yes do they take the wood</p> <p>i) Village commons ii) Unallocated lands iii) Forest reserve iv) National park v) Wildlife reserve vi) Agricultural scheme lands vii) Estate lands viii) Lineage lands ix) Family lands x) Their own land xi) Other?</p> <p>c) Yes, if yes do they sell any of it? i) No</p>	<p>i) Malo abanja j) Malo awo k) Ena?</p> <p>27) Kodi anthu am'mudzi uno amapeza kuti zipangizo zomangira nyumba (miyala, dothi, mchenga, matope, udzu ndi zina)?</p> <p>a) Malo amudzi ogwiritsidwa ntchito ndi anthu onse b) Malo amene alibe mwini c) Nkhalango d) Malo osungirako zinthu zachilengedwe e) Malo osungirako nyama zakutchire f) Masikimu a malimidwe g) Malo a maesiteti h) Malo apamtundu i) Malo abanja j) Malo awo k) Ena</p> <p>28) Kodi anthu a mudzi uno amawotcha makala?</p> <p>a) Ayi b) Eya, ngati amawotcha, nkhuni amazitenga kuti?</p> <p>i) Malo amudzi ogwiritsidwa ntchito ndi anthu onse ii) Malo amene alibe mwini iii) Nkhalango iv) Malo osungirako zinthu zachilengedwe v) Malo osungirako nyama zakutchire vi) Masikimu a malimidwe vii) Malo a maesiteti viii) Malo apamtundu ix) Malo abanja x) Malo awo xi) Ena?</p> <p>c) Ngati amawotcha, ena amagulitsako? i) Ayi</p>
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ii) Yes

Conflicts about lands

- 29) Have people from neighbouring villages sometimes used or taken lands that rightfully belonged to this village?
- NO
 - YES
- 30) Have neighbouring estates sometimes used or taken lands that rightfully belonged to this village?
- NO
 - YES
- 31) Is there a state of conflict over lands/ boundaries with
- Other villages
 - NO
 - YES If Yes:
 - why
 - do not agree about boundaries
 - rerouting water channels
 - using too much water from rivers
 - stray cattle
 - using our resources grasses, trees, pastures, sand
 - other _____
 - how is it usually solved
 - Fail to resolve it
 - We settle the dispute between us
 - Village/ Group village headman
 - Traditional Authority
 - District commissioner
 - Local Party Official;
 - Ward councillor
 - Magistrate court

ii) Eya

Mikangano ya malo

- 29) Kodi anthu a midzi yoyandikana nanu nthawi zina amagwiritsa ntchito kapena kutenga malo amene kale anali a mudzi uno?
- AYI
 - EYA
- 30) Kodi maesiteti amene mwayandikana nawo nthawi zina anagwiritsako kapena kutenga malo amene ndi amudzi uno?
- AYI
 - EYA
- 31) Kodi pali mikangano yokhudza malo kapena malire pakati pa inu ndi
- Midzi ina
 - AYI
 - EYA, Ngati ilipo:
 - Ndichifukwa chiyani
 - Sitigwirizana za malire
 - Kukhotetsa njira za madzi
 - Kugwiritsa ntchito kwambiri madzi a mumtsinje
 - Ng'ombe zolowerera
 - Kugwiritsa ntchito zinthu zathu, (udzu, mitengo, msipu, mchenga)
 - Zina _____
 - Mikanganoyi mumayithetsa bwanji
 - Timalephera kuyithetsa
 - Timayithetsa patokha
 - Agulupu/Anyakwawa
 - A TA
 - A DC
 - Atsogoleri achipani;
 - Akhansalala
 - Bwalo la majisitireti

<p>(i) Other (specify). _____</p> <p>b) Estates</p> <p>i) NO</p> <p>ii) YES If Yes:</p> <p>(1) why</p> <p>(a) do not agree about boundaries</p> <p>(b) rerouting water channels</p> <p>(c) using too much water from rivers</p> <p>(d) stray cattle</p> <p>(e) using our resources grasses, trees, pastures, sand</p> <p>(f) other _____</p> <p>(2) how is it usually solved</p> <p>(a) Fail to resolve it</p> <p>(b) We settle the dispute between us</p> <p>(c) Village/ Group village headman</p> <p>(d) Traditional Authority</p> <p>(e) District commissioner</p> <p>(f) Local Party Official;</p> <p>(g) Ward councillor</p> <p>(h) Magistrate court</p> <p>(i) Other (specify) _____</p> <p>32) Is there within the village a state of conflict over lands or boundaries between</p> <p>a) Lineages or family groups?</p> <p>i) NO</p> <p>ii) YES If yes:</p> <p>(1) why:</p> <p>(a) do not agree about boundaries</p> <p>(b) rerouting water channels</p> <p>(c) stray cattle</p> <p>(d) other _____</p>	<p>(i) Ena (atchuleni). _____</p> <p>b) Maesiteti</p> <p>i) AYI</p> <p>ii) EYA, ngati ilipo:</p> <p>(1) Ndi chifukwa chiyani</p> <p>(a) Sitigwirizana za malire</p> <p>(b) Kukhotetsa njira za madzi</p> <p>(c) Kugwiritsa ntchito kwambiri madzi a mumtsinje</p> <p>(d) Ng'ombe zolowerera</p> <p>(e) Kugwiritsa ntchito zinthu zathu, (udzu, mitengo, msipu, mchenga)</p> <p>(f) Zina _____</p> <p>(2) Mikanganoyi mumayithetsa bwanji</p> <p>(a) Timalephera kuyithetsa</p> <p>(b) Timayithetsa patokha</p> <p>(c) Agulupu/Anyakwawa</p> <p>(d) A TA</p> <p>(e) A DC</p> <p>(f) Atsogoleri achipani;</p> <p>(g) Akhansalala</p> <p>(h) Bwalo la majisitireti</p> <p>(i) Ena (atchuleni). _____</p> <p>32) Kodi m'mudzi muno muli mikangano ya malo kapena malire a malo pakati pa</p> <p>a) Mabere osiyanasiyana?</p> <p>i) AYI</p> <p>ii) EYA: Ngati ilipo</p> <p>(1) Ndichifukwa chiyani:</p> <p>(a) Sitigwirizana za malire</p> <p>(b) Kukhotetsa njira za madzi</p> <p>(c) Ng'ombe zolowerera</p> <p>(d) Zina _____</p>
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- (2) how is it usually solved
- (a) Failed to resolve it
 - (b) We settled the dispute between us
 - (c) Matrilineage elders (mbumba, mwinimbumba, malume);
 - (d) Patrilineage elders (??)
 - (e) Village/ Group village headman
 - (f) Traditional Authority
 - (g) District commissioner
 - (h) Local Party Official;
 - (i) Ward councillor
 - (j) Magistrate court
 - (k) Other (specify). _____

Fisheries

33) Do any of the villagers fish regularly in

- a) Lake Malawi,
- b) Lake Malombe,
- c) Lake Chilwa,
- d) Lake Chiuta,
- e) Shire river
- f) Other lakes or rivers

34) Do any of them sell the fish

- a) NO
 - b) YES If yes: where?
- _____

Village economy

35) Does any villager work on estates?

- i) NO
- ii) YES If yes: how many? _____

(2) Mikanganoyi mumayithetsa bwanji?

- (a) Tinalephera kuyithetsa
- (b) Tinayithetsa patokha
- (c) Amwinimbumba a kwa amayi (malume)

- (d) Amwinimbumba a kwa abambo
- (e) Agulupu/ Anyakwawa
- (f) A TA
- (g) A DC
- (h) Atsogoleri achipani;
- (i) Akhansalala
- (j) Bwalo la majisitireti
- (k) Ena (atchuleni). _____

Usodzi

33) Kodi alipo m'mudzi muno amene amasodza nsomba kawirikawiri mu

- a) Nyanja ya Malawi,
- b) Nyanja ya Malombe,
- c) Nyanja ya Chilwa,
- d) Nyanja ya Chiuta,
- e) Mtsinje wa Shire
- f) Nyanja zina kapena mitsinje ina

34) Kodi amagulitsako nsombazo

- a) Ayi
 - b) Eya, Ngati amagulitsa, amagulitsa kuti?
- _____

Chuma cha m'mudzi

35) Alipo anthu am'mudzi uno amene amagwira ntchito kumaesiteti?

- i) Ayi
- ii) Eya, Ngati alipo, ndi angati? _____

Marriage and inheritance of land: village questions

36) For customary law marriages: Is the village:

- a) Uxorilocal matrilineal
- b) Virilocal matrilineal
- c) Virilocal patrilineal
 - i) Without lobola
 - ii) With lobola
 - (1) Is lobola usually paid?
 - (a) Usually
 - (b) Rarely
- d) Other _____

Maukwati ndi kupatsana malo: mafunso okhudza mudzi

36) Kodi pamaukwati a miyambo, mudzi uno umatsata mwambo:

- a) Wachikamwini
- b) Wachitengwa
- c) Wachikamwana/wokhala kwamwamuna
 - i) Wosalowola
 - ii) Wolowola
 - (1) Kodi lobola amalipira ndithu?
 - (a) Kawirikawiri
 - (b) Mwa apo ndi apo
- d) Ena _____

NACAL Land tenure questionnaire proposals 20060609 with translation to Chichewa Household and field questionnaire

<p>Questions to spokesperson for household</p> <p>1) Are you living in your home village?</p> <p>a) Yes</p> <p>b) No: If no: Where</p> <p>(1) In my spouse's village</p> <p>(2) Other village</p> <p>General questions about village and lands</p> <p>2) Has the quantity of your lands changed during the last 10 years?</p> <p>a) NO</p> <p>b) YES there is more</p> <p>i) Transferred to heirs</p> <p>ii) Gift to relative</p> <p>iii) Sold</p> <p>iv) Washed away in floods</p> <p>v) Taken away (expropriated)</p> <p>vi) Encroachment</p> <p>vii) Other _____</p> <p>c) YES there is less</p> <p>i) Inherited</p> <p>ii) Gift from relative</p> <p>iii) Bought from _____</p> <p>iv) Other</p> <p>3) Over your lifetime in this village/area,</p> <p>a) do you think that land has become more scarce? Y/N</p> <p>b) have you seen any increase in renting of dimba? Y/N</p>	<p>Mafunso ofunsa munthu woyankhula m'malo mwa banja</p> <p>1) Kodi mumakhala m'mudzi mwanu?</p> <p>a) Eya</p> <p>b) Ngati Ayi: Mumakhala kuti?</p> <p>(1) Kumudzi kwa mwamuna/mkazi wanga</p> <p>(2) Kumudzi kwina</p> <p>Mafunso okhudza za mudzi ndi malo</p> <p>2) Kodi kukula kwa malo anu kwasintha m'zaka khumi zapitazi?</p> <p>a) AYI</p> <p>b) EYA, pali kusintha</p> <p>i) Tinasiyira ena</p> <p>ii) Tinapatsako achibale</p> <p>iii) Anagulitsidwako</p> <p>iv) Anakokoloka ndi madzi</p> <p>v) Analandidwa</p> <p>vi) Ena analowererapo</p> <p>vii) Zina _____</p> <p>c) EYA ndi ochepa</p> <p>i) Tinasiyiridwako ndi makolo</p> <p>ii) Tinapatsidwa ndi achibale</p> <p>iii) Tinagula kwa _____</p> <p>iv) Zina</p> <p>3) M'moyo wanu wonse umene mwakhala m'mudzi muno/m'dera lino,</p> <p>a) Mukuganiza kuti malo tsopano akusowa? Y/N</p> <p>b) Mwaonapo kuti kubwereketsa madimba kukuchuluka? Y/N</p>
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<p>c) have you seen any increase in renting of minda? Y/N d) have you seen any increase in selling land? Y/N e) have you seen any increase in theft of crops from fields? Y/N f) have you seen any increase in conflicts over water for cultivation? Y/N</p> <p>4) How likely is it that your own land will be encroached upon ?</p> <p>a) Very likely b) Not likely</p> <p>5) How likely is it that your own land will be taken from you? Y/N.</p> <p>a) Very likely b) Not likely</p> <p>6) Do you have enough land for your family's food requirements</p> <p>a) Yes b) No</p> <p>7) Do you think there will be enough land in this village for your children to cultivate 10 years from now?</p> <p>a) Yes b) No: If no, why not? (a) Already too many people in the village (b) Outsiders are acquiring land in the village (c) Other _____</p> <p>8) Do you know of any villagers who are selling land?</p> <p>a) No b) Yes: If yes, why do you think this is happening?</p> <p>(1) They need cash (2) They have more land than they need (3) They are unable to cultivate all their land (4) The owner of the land died</p>	<p>c) Mwaonapo kuti kubwereketsa minda kukuchuluka? Y/N d) Mwaonapo kuti kugulitsa malo kukuchuluka? Y/N e) Mwaonapo kuti kuberana mbewu m'munda kukuchuluka? Y/N f) Mwaonapo mikangano ya malo olima ikuchuluka? Y/N</p> <p>4) Mukuona kuti ndi zotheka bwanji kuti malo anu angathe kulowereredwa ndi anthu ena?</p> <p>a) Zotheka kwambiri b) Zosatheka</p> <p>5) Mukuona kuti ndi zotheka bwanji kuti malo anu angathe kulandidwa ndi anthu ena? Y/N.</p> <p>a) Zotheka kwambiri b) Zosatheka</p> <p>6) Muli ndi malo okwanira kulima chakudya chokwanira banja lanu?</p> <p>a) Eya b) Ayi</p> <p>7) Mukuganiza kuti m'mudzi muno muli malo okwanira kuti ana anu adzatha kulima m'zaka khumi zikhudzazi?</p> <p>a) Eya b) Ayi: Ngati ayi, ndi chifukwa chiyani? (a) M'mudzi muno muli kale anthu ochuluka kwambiri. (b) Anthu adera akumadzapeza malo m'mudzi muno (c) Zina _____</p> <p>8) Mukudziwa anthu ena alionse a m'mudzi muno amene akugulitsa malo?</p> <p>a) Ayi b) Eya: Ngati alipo, mukuganiza kuti akuchita zimenezi chifukwa chiyani?</p> <p>(1) Akufuna ndalama (2) Ali ndi malo ochuluka (3) Sakutha kulima malo awo onse (4) Mwini malowo anamwalira</p>
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(5) The owner of the land have left the village permanently

(6) Other? _____

9) Do you know of any villagers who are buying land?

- a) No
- b) Yes: If yes, why do you think this is happening?

- (1) They got some cash
- (2) They need more land for the family
- (3) They have people to cultivate more land
- (4) They need land for the children
- (5) Other? _____

Disputes about lands and boundaries in the village

10) Are there any disputes over lands and boundaries in this village?

- a) None → Transactions in land
- b) Some
- c) Many

11) In the disputes you know about, are they mainly among

- a) Relatives (members of the same family or lineage)
- b) Unrelated families?

12) Who generally helps resolve these disputes?

- a) Matrilineage elders (mbumba, mwinimbumba, malume);
- b) Patrilineage elders (??)
- c) Village/ Group village headman
- d) Traditional Authority Chief
- e) District commissioner
- f) Local Party Official;
- g) Ward councillor
- h) Magistrate court
- i) Other (specify).

(5) Mwini malowo anachokeratu m'mudzimo

(6) Zina? _____

9) Mukudziwapo anthu ena alionse a m'mudzi muno amene akugula malo?

- a) Ayi
- b) Eya: Ngati alipo, mukuganiza kuti zimenezi zikuchitika chifukwa chiyani?

- (1) Ali ndi ndi ndalama
- (2) Akufuna malo ochuluka a banja lawo
- (3) Ali ndi anthu okwanira amene angalime malo ambiri
- (4) Akufuna malo a ana awo
- (5) Zina? _____

Mikangano yokhudza malo ndi malire m'midzi

10) Kodi m'mudzi muno muli mikangano ina iliyonse yokhudza malo ndi malire?

- a) palibe → Kgulitsa kapena kuchititsa lendi malo
- b) pang'ono
- c) yambiri

11) Pamikangano imene mukuyidziwapo, kawirikawiri imakhala pakati pa

- a) achibale (a banja limodzi)
- b) Mabanja adera?

12) Kawirikawiri amathetsa mikanganoyi ndani?

- a) Enimbumba a kwa amayi;
- b) Enimbumba a kwa abambo?
- c) Anyakwawa? aGulupu
- d) A T/A
- e) A DC
- f) Atsogoleri a chipani m'deralo;
- g) Khansalala
- h) Bwalo la milandu la majisitireti
- i) Ena (atchuleni).

<p>13) Do you have had any disputes over any of your fields</p> <ul style="list-style-type: none"> a) NO never had dispute; b) YES if yes with who was the conflict? <ul style="list-style-type: none"> i) mother, ii) sister, iii) mother's sister, iv) mother's sister's daughter; v) father, vi) brother, vii) father's brother's son; viii) in-laws; ix) non-relative; x) Village/ Group Village headman xi) Other (specify) _____ <p>14) To whom did you go for help in resolving the dispute?</p> <ul style="list-style-type: none"> a) matrilineage (mbumba, mwinimbumba, malume); b) patrilineage; (??) c) Village/ Group village headman d) TA; e) District Commissioner f) Local Party official; g) Other local authority (specify); h) Magistrate Court; i) Other (specify). <p>Transactions in land</p> <p>15) Have you ever rented out any parcel of land?</p> <ul style="list-style-type: none"> a) No If no: why not? <ul style="list-style-type: none"> i) not allowed to; ii) have insufficient land; iii) afraid would not get it back; iv) other (specify) _____ 	<p>13) Munayamba mwakanganapo chifukwa cha malo anu?</p> <ul style="list-style-type: none"> a) Ayi, sindikanganepo; b) EYA, Ngati munakanganapo, munakangana ndi yani? <ul style="list-style-type: none"> i) amayi, ii) achemwali, iii) achemwali a amayi, iv) mwana wa a chemwali a amayi; v) abambo, vi) achimwene, vii) mwana wa achimwene a abambo viii) alamu; ix) anthu adera; x) anyakwawa/agulupu xi) Ena (atchuleni) _____ <p>14) Anakuthandizani kuthetsa mkanganowu ndani?</p> <ul style="list-style-type: none"> a) Enimbumba a kwa amayi (monga amalume); b) Enimbumba a kwa abambo; c) A Nyakwawa/a Gulupu d) A T/A; e) A DC f) Atsogoleri achipani a m'derali; g) Atsogoleri ena am'derali (atchuleni); h) Bwalo la majisitireti; i) Ena (atchuleni). <p>Kugulitsa kapena kubwereketsa malo</p> <p>15) Munayamba mwabwereketsako malo?</p> <ul style="list-style-type: none"> a) Ayi, Ngati, ndi chifukwa chiyani? <ul style="list-style-type: none"> i) Sikoledwa kuteron; ii) Ndili ndi malo ochepa; iii) Ndimaopa kuti sangadzandibwezerenso; iv) Zina (zitchuleni)
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<p>b) Yes:</p> <p>i) If yes: to whom?</p> <p>(a) A relative</p> <p>(b) Non-relative from the village</p> <p>(c) Non-relative from outside the village</p> <p>(d) Other? _____</p> <p>ii) If yes: why did you rent out the land?</p> <p>(a) Went to work away from the village</p> <p>(b) Married in a different village</p> <p>(c) Was sick</p> <p>(d) have not enough labour to work all the fields</p> <p>(e) Enough fields for our needs</p> <p>(f) had insufficient seeds/fertilizer</p> <p>(g) Needed money</p> <p>(h) Sickness or looking after sick person prevented its use</p> <p>(i) Old age made its use too difficult</p> <p>(j) Unable to get the necessary inputs (seeds, fertiliser)</p> <p>(k) Other? _____</p> <p>iii) If yes: how much did you get in rent per year? K_____.</p> <p>16) Have you ever sold any parcel of land?</p> <p>a) No <i>If no</i>: why not?</p> <p>(1) not allowed to;</p> <p>(2) have insufficient land;</p> <p>(3) land cannot be sold;</p> <p>(4) keeping the land for my children/mbumba;</p> <p>(5) other (specify). _____</p> <p>b) Yes</p>	<p>b) Eya:</p> <p>i) Ngati munabwereketsapo: munabwereketsa kwa yani?</p> <p>(a) Wachibale</p> <p>(b) Wadera koma wam'mudzi momwemo</p> <p>(c) Wadera , wamudzi wina</p> <p>(d) Ena (Atchuleni)? _____</p> <p>ii) Ngati munabwereketsapo, ndichifukwa chiyani munachita zimenezi?</p> <p>(a) Ndinachokamo m'mudzi kukagwira ntchito kwina</p> <p>(b) Ndinakwatira mudzi wina</p> <p>(c) Ndimadwala</p> <p>(d) Ndilibe anthu okwanira kulima minda yonse</p> <p>(e) Tili ndi malo okwanira kupeza zosowa zathu</p> <p>(f) Ndinalibe mbewu ndi feteleza wokwanira</p> <p>(g) Ndinkafuna ndalama</p> <p>(h) Matenda kapena kusamalira odwala kunandilepheretsa kugwiritsa ntchito malowo</p> <p>(i) Ndimalaphera kuwagwiritsa ntchito malowo chifukwa chokalamba</p> <p>(j) Ndinalaphera kupeza zipangizo zolimira (mbewu, feteleza)</p> <p>(k) Zina (zitchuleni)? _____</p> <p>iii) Ngati munabwereketsapo, munapeza ndalama zingatipachaka? K_____.</p> <p>16) Munayamba mwagulitsapo malo?</p> <p>a) Ayi, ngati simunagulitsepo, ndi chifukwa chiyani?</p> <p>(1) Sikololedwa;</p> <p>(2) Ndili ndi malo ochepa;</p> <p>(3) Malo sangagulitsidwe;</p> <p>(4) Malowo ndikusungira ana anga /mbumba;</p> <p>(5) Zina (zitchuleni). _____</p> <p>b) Eya</p>
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<p>(1) If yes: to whom? (a) A relative (b) Non-relative from the village (c) Non-relative from outside the village (d) Other? _____</p> <p>(2) If yes: why did you sell the land? (a) Had to leave the village (b) Went to work away from the village (c) Married in a different village (d) Enough land for our needs (e) Inherited more land than I needed; (f) Needed money for medical treatment; (g) Needed money for other reasons (h) Sickness prevented its use (i) Old age made its use too difficult (j) Unable to get the necessary inputs (seeds, fertiliser) (k) was afraid it would be taken away from me; (l) it was non-productive (m) Other? _____</p> <p>(3) If yes: how much did you get for it? K_____</p> <p>17) Have you ever bought land? a) No b) Yes, If yes why i) My children will need it ii) Did not have enough for our food needs iii) Other</p> <p>18) Do you have uncultivated lands? a) No</p>	<p>(1) Ngati munagulitsapo, munagulitsa kwayani? (a) Wachibale (b) Wadera koma wam'mudzi momwemo (c) Wadera, wamudzi wina (d) Ena (Atchuleni)? _____</p> <p>(2) Ngati munagulitsa, munagulitsa chifukwa chiyani? (a) Ndimachokamo m'mudzimo (b) Ndinachoka m'mudzimo kukagwira ntchito kwina (c) Ndinakwatira mudzi wina (d) Ndinali ndi malo okwanira kupeza zosowa zathu (e) Ndisiyiridwa malo aakulu kwambiri; (f) Ndinkafuna ndalama zakuchipatala; (g) Ndinkafuna ndalama pa zifukwa zina (h) Ndinalephera kuwagwiritsa ntchito chifukwa cha matenda (i) Ndinalephera kuwagwiritsa ntchito chifukwa cha kukalamba (j) Sindinathe kupeza zipangizo zolimira (mbewu ndi feteleza) (k) Ndinkaopa kuti ndilandidwa; (l) Sindimapindula nawo (m) Zina? _____</p> <p>(3) Ngati munagulitsapo: Munapezapo ndalama zingati? K_____</p> <p>17) Munayamba mwagulapo malo? a) Ayi b) Eya, Ngati munagulapo, munagula chifukwa chiyani? i) Ana anga adzawafuna ii) Ndinalibe malo okwanira kupezapo chakudya chotikwanira iii) Zina</p> <p>18) Muli ndi malo osalimidwa? a) Ayi</p>
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- b) Yes, If yes why
 - i) I have more than I need for food production
 - ii) It is fallow
 - iii) My children will need it
 - iv) Cannot afford inputs
 - v) Other _____

19) Do you have the right to identify the person who will inherit your fields after you?

- a) No
- b) Yes *If yes*: who do you expect will inherit your fields?
 - i) **I have no right to identify the person who will inherit my fields?**
 - ii) **daughter**
 - iii) **granddaughter;**
 - iv) **son or**
 - v) **grandson;**
 - vi) **sister's daughter;**
 - vii) **sister's son;**
 - viii) **other matrilineal relative;**
 - ix) **brother's son**
 - x) **brother's daughter;**
 - xi) **other patrilineal relative;**
 - xii) **other (specify) _____**

Disputes about your lands

20) Have you ever had any disputes with anyone over any of your land?

- a) No
- b) Yes: if yes: With whom?
 - i) Brother

- b) Eya, Ngati alipo, ndi chifukwa chiyani
 - i) Ndili ndi malo okwanira kulimapo chakudya
 - ii) Ndi tsala
 - iii) Ana anga adzawafuna
 - iv) Sindingakwanitse kupeza zipangizo zolimira monga mbewu ndi feteleza
 - v) Zina _____

19) Muli ndi ufulu wosankha munthu amene adzatenge malo anu?

- a) Ayi
- b) Eya *Ngati muli nawo*: ndani amene mukuyembekeza kuti adzatenga malo anu?
 - i) **Ndilibe ufulu wosankha munthu amene adzatenge malo anga?**
 - ii) **Mwana wanga wamkazi**
 - iii) **Mdzukulu wanga wamkazi;**
 - iv) **Mwana wanga wamwamuna**
 - v) **Mdzukulu wanga wamwamuna;**
 - vi) **Mwana wamkazi wa achemwali anga;**
 - vii) **Mwana wamwamuna wa achemwali anga;**
 - viii) **Achibale ena a kwa amayi anga;**
 - ix) **Mwana wamwamuna wa achimwene anga**
 - x) **Mwana wamkazi wa achimwene anga;**
 - xi) **Achibale ena a kwa abambo anga;**
 - xii) **Ena (atchuleni) _____**

Mikangano yokhudza malo anu

20) Munayamba mwakanganapo chifukwa cha malo anu?

- a) Ayi
- b) Eya: Ngati munakanganapo, munakangana ndi yani?
 - i) Mchimwene wanga

- ii) Sister
- iii) Mothers brother
- iv) Fathers brother
- v) Mothers sister
- vi) Fathers sister
- vii) Aunt
- viii) Neighbour
- ix) Village headman
- x) Other? _____

21) When you had the dispute, who resolved it?

- a) Failed to resolve it
- b) We settled the dispute between us
- c) Matrilineage elders (mbumba, mwinimbumba, malume);
- d) Patrilineage elders (??)
- e) Village/ Group village headman
- f) Traditional Authority Chief
- g) District commissioner
- h) Local Party Official;
- i) Ward councillor
- j) Magistrate court
- k) Other (specify). _____

22) In disputes about land rights in the village, which authority do you think will give the fairest judgement?

- a) Matrilineage elders (mbumba, mwinimbumba, malume);
- b) Patrilineage elders (??)
- c) Village/ Group village headman
- d) Traditional Authority Chief
- e) District commissioner
- f) Local Party Official;
- g) Ward councillor
- h) Magistrate court
- i) Other (specify). Village head

- ii) Mchemwali wanga
- iii) Achimwene a amayi anga
- iv) Achimwene a abambo anga
- v) Achemwali a amayi anga
- vi) Achemwali a abambo anga
- vii) Azakhali
- viii) Oyandikana nawo
- ix) Anyakwawa
- x) Ena? _____

21) Anathetsa mkanganowu ndani?

- a) Tinalephera kuwuthetsa
- b) Tinauthetsa tokha
- c) Enimbumba a kwa amayi anga;
- d) Enimbumba a kwa abambo anga
- e) Anyakwawa/ agulupu
- f) A T/A
- g) A DC
- h) Atsogoleri a chipani a m'dera lino
- i) A Khansalala
- j) Bwalo la majisitireti
- k) Ena (atchuleni). _____

22) Pamikangano ya malo m'mudzi muno ndani amene mukuganiza kuti amapereka chigamulo chokomera mbali zonse?

- a) Enimbumba a kwa amayi;
- b) Enimbumba a kwa abambo
- c) Anyakwawa/a Gulupu
- d) A T/A
- e) A DC
- f) Atsogoleri a chipani a m'dera lino
- g) A Khansalala
- h) Bwalo la majisitireti
- i) Ena (Atchuleni) Anyakwawa

j) Other _____

23) Who is the main protector of your land rights in this village?

- a) Myself
- b) Matrilineage elders (mbumba, mwinimbumba, malume);
- c) Patrilineage elders (??)
- d) Village/ Group village headman
- e) Traditional Authority Chief
- f) District commissioner
- g) Local Party Official;
- h) Ward councillor
- i) Magistrate court
- j) Other (specify) _____

Improvements on your land

24) Have you done any of the following?

- a) Planted trees Y/N
- b) Built terraces Y/N
- c) Dug irrigation canals Y/N
- d) Dug well Y/N
- e) Constructed dams Y/N
- f) Installed irrigation pump/treadle pump;
- g) Other (specify) _____

25) Have you ever borrowed money or inputs (seeds, fertiliser) or food for the cultivation season and promised to pay back with the harvest?

- a) No
- b) Yes

Livestock,

26) Do you own livestock?

- a) NO → firewood

j) Ena _____

23) Ndani amene amateteza kwambiri ufulu wanu pankhani za malo m'mudzi muno?

- a) Ndekha
- b) Enimbumba a kwa amayi;
- c) Enimbumba a kwa abambo
- d) Anyakwawa/a Gulupu
- e) A T/A
- f) A DC
- g) Atsogoleri a chipani a m'dera lino
- h) A Khansalala
- i) Bwalo la majisitireti
- j) Ena (Atchuleni) _____

Kukonza malo anu

24) Mwachitapo china chilichonse mwa zinthu izi?

- a) Kubzala mitengo Y/N
- b) Kukonza matelasi Y/N
- c) Kukumba ngalande za madzi othiririra Y/N
- d) Kukumba chitsime Y/N
- e) Kukumba madamau Y/N
- f) Kuyika mipopi yithiririra;
- g) Zina (zitchuleni) _____

25) Munayamba mwabwerekapoo ndalama kapena zipangizo zaulimi (mbewu, feteleza) kapena chakudya nthawi yolima ndikulonjeza kudzabwezera zokolola?

- a) Ayi
- b) Eya

Ziweto,

26) Muli ndi ziweto?

- a) Ayi → Nkhuni

<p>b) YES</p> <p>27) What land do you graze your livestock on?</p> <p>a) Household land</p> <p>b) Lineage land</p> <p>c) Dambo</p> <p>d) In dry season village gardens</p> <p>e) Roadside</p> <p>f) Forest reserve</p> <p>g) National Park</p> <p>h) Other government land _____</p> <p>i) Other _____</p> <p>Charcoal</p> <p>28) Do you make charcoal?</p> <p>a) NO</p> <p>b) YES, If yes, do you sell any of it in the market?</p> <p>i) NO</p> <p>ii) YES</p> <p>Firewood, building materials, water</p> <p>29) Where do you get firewood?</p> <p>a) Buy it at the market</p> <p>b) Household land</p> <p>c) Lineage land</p> <p>d) Dambo</p> <p>e) In dry season village gardens</p> <p>f) Roadside</p> <p>g) Forest reserve</p> <p>h) National Park</p> <p>i) Other government land _____</p> <p>j) Other _____</p> <p>30) Are there alternatives to firewood?</p>	<p>b) EYA</p> <p>27) Ziweto zanu mumadyetsa kuti?</p> <p>a) Pakhomo</p> <p>b) Malo a pamtundu</p> <p>c) Kudambo</p> <p>d) M'minda, nthawi yachilimwe</p> <p>e) M'mbali mwa msewu</p> <p>f) M'nkhalango</p> <p>g) M'malo osungirako nyama zakuthengo</p> <p>h) Malo ena aboma _____</p> <p>i) Kwina (Tchulani) _____</p> <p>Makala</p> <p>28) Mumawotcha makala?</p> <p>a) AYI</p> <p>b) EYA, Ngati mumawotcha, mumagulitsako kumsika makala ena?</p> <p>i) AYI</p> <p>ii) EYA</p> <p>Nkhuni, Zipangizo zomangira nyumba, madzi</p> <p>29) Nkhuni mumapeza kuti?</p> <p>a) Kugula kumsika</p> <p>b) Malo athu</p> <p>c) Malo a pamtundu pathu</p> <p>d) Kudambo</p> <p>e) M'minda panyengo yachilimwe</p> <p>f) M'mbali mwamsewu</p> <p>g) Kunkhalango</p> <p>h) Kumalo osungirako nyama zakuthengo</p> <p>i) Malo ena aboma _____</p> <p>j) Kwina (Tchulani) _____</p> <p>30) Palonso zinthu zina zimene mumagwiritsa nchitho kupatula nkhuni?</p>
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<p>a) NO b) YES If yes: what are they i) Charcoal ii) Crop residue (maize cobs, tobacco stems, etc.) iii) Cattle dung iv) Other _____</p> <p>31) Where do you find building materials such as grass for thatching, stones, soil, mud, sand, and gravel? a) Buy it at the market b) Household land c) Lineage land d) Dambo e) In dry season village gardens f) Roadside g) Forest reserve h) National Park i) Other government land _____ j) Other _____</p> <p>32) Where do you get the water for your dimba crops? a) River b) Own well c) Shared well d) Own borehole e) Shared borehole f) Own dam/ reservoir g) Shared dam/ reservoir h) Other _____</p> <p>33) In your gardens do you use anything from the forest/unused village lands to grow your crops? a) NO</p>	<p>a) AYI b) EYA, Ngati zilipo, ndi ziti? i) Makala ii) Zotsala kuzokolola (zitsononkho, mitengo yafodya, mapesi ndi zina.) iii) Ndowe yang'ombe iv) Zina _____</p> <p>31) Zipangizo zomangira nyumba mumazipeza kuti monga udzu wofolerera, miyala, dothi, matope, mchenga ndi lubwe (gelevulo)? a) Kugula kumsika b) Malo athu c) Malo a apamtundu pathu d) Kudambo e) M'minda panyengo yachilimwe f) M'mbali mwamsewu g) Kunkhalango h) Kumalo osungirako nyama zakuthengo i) Malo ena aboma _____ j) Kwina (Tchulani) _____</p> <p>32) Mumatunga kuti madzi othirirra mbewu zakudimba? a) Kumtsinje b) Chitsime chathu c) Chitsime chagulu d) Mjigo wathu/Dirawo lathulathu e) Mjigo wagulu f) Damu lathulathu g) Damu lagulu h) Kwina _____</p> <p>33) Kodi polima mbewu m'munda wanu mumagwiritsapo zinthu zakunkhalango kapena zochokera ku malo am'mudzimo amene sakugwiritsidwa ntchito? a) AYI</p>
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<p>b) YES</p> <p>i) If yes what do you need?</p> <ol style="list-style-type: none"> (1) Water (2) Fertilizer (elephant dung etc) (3) Poles (4) Other products of the forest? Specify _____ <p>ii) If yes: where do you get it</p> <ol style="list-style-type: none"> (1) Unused village lands (2) state lands (3) buy from other villagers (4) buy at the market <p>iii) If yes: Do you get sufficient quantities of it?</p> <ol style="list-style-type: none"> (1) YES (2) NO <p>34) Do you ever collect goods such as?</p> <p>a) Branches of wild non-economic fruit bearing trees</p> <p>i) No</p> <p>ii) Yes, If yes: Where is it collected?</p> <ol style="list-style-type: none"> (1) Household land (2) Lineage land (3) Dambo (4) Roadside (5) Unused Estate lands (6) Forest reserve (7) National Park (8) Other government land _____ (9) Lands of other villages (10) Other _____ <p>b) Hunting game</p> <p>i) No</p> <p>ii) Yes, If yes: Where is it collected?</p>	<p>b) EYA</p> <p>i) Ngati zilipo, ndi chiyani?</p> <ol style="list-style-type: none"> (1) Madzi (2) Feteleza (ndowe yanjovu ndi zina) (3) Nsichi (4) Zinthu zina zam'nkhalango? Zitchuleni _____ <p>ii) Ngati zilipo, mumakazitenga kuti</p> <ol style="list-style-type: none"> (1) Malo am'mudzi amene sagwiritsidwa ntchito (2) Malo a esiteti (3) Kugula kwa anthu ena (4) Kugula kumsika <p>iii) Ngati zilipo, mumazipeza zokwanira?</p> <ol style="list-style-type: none"> (1) EYA (2) AYI <p>34) Mumapeza zinthu monga?</p> <p>a) Nthambi za mitengo yazipatso zamtchire zimene sizipezetsa phindu la ndalama</p> <p>i) AYI</p> <p>ii) Eya, Ngati mumazipeza: Mumazipeza kuti?</p> <ol style="list-style-type: none"> (1) Malo a banja lathu (2) Malo a pamtundu pathu (3) Kudambo (4) M'mbali mwamsewu (5) Maesiteti amene sakugwiritsidwa ntchito (6) Kunkhalango (7) Malo osungirako nyama zam'tchire (8) Malo ena aboma _____ (9) Malo a midzi ina (10) Ena _____ <p>b) Kusaka nyama</p> <p>i) Ayi</p> <p>ii) Eya, Ngati mumasaka, mumasaka kuti?</p>
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<p>(1) Household land (2) Lineage land (3) Dambo (4) Roadside (5) Unused Estate lands (6) Forest reserve (7) National Park (8) Other government land _____ (9) Lands of other villages (10) Other _____</p> <p>c) Medicinal herbs and roots i) No ii) Yes, If yes: Where is it collected? (1) Household land (2) Lineage land (3) Dambo (4) Roadside (5) Unused Estate lands (6) Forest reserve (7) National Park (8) Other government land _____ (9) Lands of other villages (10) Other _____</p> <p>d) Honey i) No ii) Yes, If yes: Where is it collected? (1) Household land (2) Lineage land (3) Dambo (4) Roadside (5) Unused Estate lands (6) Forest reserve</p>	<p>(1) Malo abanja lathu (2) Malo a pamtundu pathu (3) Kudambo (4) M'mbali mwamsewu (5) Maesiteti amene sakugwiritsidwa ntchito (6) Kunkhalango (7) Malo osungirako nyama zam'tchire (8) Malo ena aboma _____ (9) Malo a midzi ina (10) Ena _____</p> <p>c) Mankhwala a zitsamba i) Ayi ii) Eya, Ngati mumasaka, mumasaka kuti? (1) Malo abanja lathu (2) Malo a pamtundu pathu (3) Kudambo (4) M'mbali mwamsewu (5) Maesiteti amene sakugwiritsidwa ntchito (6) Kunkhalango (7) Malo osungirako nyama zam'tchire (8) Malo ena aboma _____ (9) Malo a midzi ina (10) Ena _____</p> <p>d) Uchi i) Ayi ii) Eya, Ngati mumasaka, mumasaka kuti? (1) Malo abanja lathu (2) Malo a pamtundu pathu (3) Kudambo (4) M'mbali mwamsewu (5) Maesiteti amene sakugwiritsidwa ntchito (6) Kunkhalango</p>
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<p>(7) National Park (8) Other government land _____ (9) Lands of other villages (10) Other _____</p> <p>e) Mushrooms</p> <p>i) No</p> <p>ii) Yes, If yes: Where is it collected?</p> <p>(1) Household land (2) Lineage land (3) Dambo (4) Roadside (5) Unused Estate lands (6) Forest reserve (7) National Park (8) Other government land _____ (9) Lands of other villages (10) Other _____</p> <p>f) Caterpillars</p> <p>i) No</p> <p>ii) Yes, If yes: Where is it collected?</p> <p>(1) Household land (2) Lineage land (3) Dambo (4) Roadside (5) Unused Estate lands (6) Forest reserve (7) National Park (8) Other government land _____ (9) Lands of other villages (10) Other _____</p> <p>g) Mice</p> <p>i) No</p>	<p>(7) Malo osungirako nyama zam'tchire (8) Malo ena aboma _____ (9) Malo a midzi ina (10) Ena _____</p> <p>e) Bowa</p> <p>i) Ayi</p> <p>ii) Eya, Ngati mumasaka, mumasaka kuti?</p> <p>(1) Malo abanja lathu (2) Malo a pamtundu pathu (3) Kudambo (4) M'mbali mwamsewu (5) Maesiteti amene sakugwiritsidwa ntchito (6) Kunkhalango (7) Malo osungirako nyama zam'tchire (8) Malo ena aboma _____ (9) Malo a midzi ina (10) Ena _____</p> <p>f) Tizirombo tokwawa monga mphalabungu, matondo ndi zina</p> <p>i) Ayi</p> <p>ii) Eya, Ngati mumasaka, mumasaka kuti?</p> <p>(1) Malo abanja lathu (2) Malo a pamtundu pathu (3) Kudambo (4) M'mbali mwamsewu (5) Maesiteti amene sakugwiritsidwa ntchito (6) Kunkhalango (7) Malo osungirako nyama zam'tchire (8) Malo ena aboma _____ (9) Malo a midzi ina (10) Ena _____</p> <p>g) Mbewa</p> <p>i) Ayi</p>
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- ii) Yes, If yes: Where is it collected?
- (1) Household land
 - (2) Lineage land
 - (3) Dambo
 - (4) Roadside
 - (5) Unused Estate lands
 - (6) Forest reserve
 - (7) National Park
 - (8) Other government land _____
 - (9) Lands of other villages
 - (10) Other _____

35) Do people from other villages hold rights to collect such items from the lands of this village?

- a) No
- b) Yes

About the land reform

36) Do you know that the government has proposed a new Land Act and a new Customary Land Act?

- i) YES
- ii) NO

37) In your opinion has the TA these days more, the same or less to say about land management (solving conflicts about) than in the past?

- i) About the same
- ii) LESS
- iii) MORE

38) In your opinion has the TA these days more, the same or less to say about land allocation (granting of land) than in the past?

ii) Eya, Ngati mumasaka, mumasaka kuti?

- (1) Malo abanja lathu
- (2) Malo a pamtundu pathu
- (3) Kudambo
- (4) M'mbali mwamsewu
- (5) Maesiteti amene sakugwiritsidwa ntchito
- (6) Kunkhalango
- (7) Malo osungirako nyama zam'tchire
- (8) Malo ena aboma _____
- (9) Malo a midzi ina
- (10) Ena _____

35) Kodi anthu amidzi ina amakhala ndi ufulu wopezako zinthu zimenezi m'malo am'mudzi wanu uno?

- a) Ayi
- b) Eya

Za Kusintha kwa malamulo okhudza malo

36) Mukudziwa kuti boma likukonza malamulo atsopano okhudza malo komanso malamulo atsopano okhudza malo amene ali m'manja mwa mafumu?

- i) EYA
- ii) AYI

37) Malinga ndi maganizo anu mukuganiza kuti tsopano a TA akadali ndi mphamvu zomwe anali nazo kale, kapena zochulukirapo kapena zocheperapo pakayendetsedwe ka nkhani ya malo (kuthetsa mikangano yokhudza malo) poyerekeza ndi m'mbuyomu?

- i) Monga zinali kale
- ii) ZOCHAPA
- iii) ZOCHULUKA

38) Malinga ndi maganizo anu mukuganiza kuti tsopano a TA akadali ndi mphamvu zomwe anali nazo kale, kapena zochulukirapo kapena zocheperapo pakagawidwe ka malo poyerekeza ndi momwe zinalili

- i) About the same
- ii) LESS
- iii) MORE

- 39) Do you think their authority should be increased or decreased?
- a) About the same
 - b) Increased
 - c) Decreased
- 40) Some people say that those who hold much land should pay some tax to fund local schools and roads. Do you agree or disagree
- a) Disagree
 - b) Agree
- 41) Some people say that unused estate lands ought to be returned to it status as customary land. Do you agree or disagree?
- a) Disagree
 - b) Agree
- 42) Other people say that all estate land should be returned to its status as customary land. Do you agree or disagree?
- a) Disagree
 - b) Agree

Questions to be answered about each field
Section to be asked about each field (munda, dimba, dambo) listed.

- 43) **In whose home village is this field located?**
- a) **Husband's home village;**
 - b) **Wife's home village;**
 - c) **Another village**
- 44) Do you own all trees standing in your field?

m'mbuyomu?

- i) Monga zinali kale
- ii) ZOCHIPA
- iii) ZOCHULUKA

- 39) Mukuganiza kuti ndikofunika kuwonjezera kapena kuchepetsa mphamvu zawo?
- a) Zisasinthe
 - b) Ziwonjezeredwe
 - c) Zichepetsedwe
- 40) Anthu ena amanena kuti anthu amene ali ndi malo ambiri azilipira msonkho wothandiza ntchito za sukulu ndi misewu yam'deralo. Mukugwirizana kapena kutsutsana ndi maganizo amenewa?
- a) Kutsutsana nawo
 - b) Kugwirizana nawo
- 41) Anthu ena amanena kuti maesiteti amene sakugwiritsidwa ntchito abwezedwe kuti akhale m'manja mwa mafumu. Mukugwirizana kapena kutsutsana ndi maganizo amenewa?
- a) Kutsutsana nawo
 - b) Kugwirizana nawo
- 42) Anthu ena amanena kuti maesiteti onse abwezedwe m'manja mwa mafumu. Mukugwirizana kapena kutsutsana ndi maganizo amenewa??
- a) Kutsutsana nawo
 - b) Kugwirizana nawo

Mafunso ayankhidwe malinga ndi munda ulionse
Mafunso a gawo lino afunsiidwe pamunda, dimba kapena dambo lililonse limene latchulidwa.

- 43) **Kodi munda umenewu uli m'mudzi mwayani?**
- a) **Wa mwamuna;**
 - b) **Wa mkazi;**
 - c) **Mudzi wina**
- 44) Mitengo yonse imene ili m'munda mwanu ndi yanu?

<p>a) Yes</p> <p>b) No If no: who has rights to collect produce or wood from these trees</p> <p style="padding-left: 40px;">(1) From the household</p> <p style="padding-left: 40px;">(2) From the lineage</p> <p style="padding-left: 40px;">(3) From the village</p> <p>45) Who in the household is responsible for cultivating the field ?</p> <p>46) How was this field obtained?</p> <p>a) inherited from mother’s family;</p> <p>b) inherited from father’s family;</p> <p>c) allocated to current owner by VH or TA</p> <p style="padding-left: 40px;">i) when you received the field, did you give any gift or payment?</p> <p style="padding-left: 80px;">(1) Nothing</p> <p style="padding-left: 80px;">(2) Paid K_____</p> <p style="padding-left: 80px;">(3) Gift: <i>If gift was given: What was the gift?</i></p> <p style="padding-left: 40px;">_____</p> <p>d) borrowed from mother’s family;</p> <p style="padding-left: 40px;">i) when you received the field, did you give any gift or payment?</p> <p style="padding-left: 80px;">(1) Nothing</p> <p style="padding-left: 80px;">(2) Paid K_____</p> <p style="padding-left: 80px;">(3) Gift: <i>If gift was given: What was the gift?</i></p> <p style="padding-left: 40px;">_____</p> <p>e) borrowed from father’s family</p> <p style="padding-left: 40px;">i) when you received the field, did you give any gift or payment?</p> <p style="padding-left: 80px;">(1) Nothing</p> <p style="padding-left: 80px;">(2) Paid K_____</p> <p style="padding-left: 80px;">(3) Gift: <i>If gift was given: What was the gift?</i></p> <p style="padding-left: 40px;">_____</p> <p>f) loaned from mother’s family</p>	<p>a) Eya</p> <p>b) Ayi, ngati siyanu: ndani ali ndi ufulu wothyola zipatso zam’mitengoyi kapena nkhuni zake?</p> <p style="padding-left: 40px;">(1) Pakhomopo</p> <p style="padding-left: 40px;">(2) Kumtundu kwathu</p> <p style="padding-left: 40px;">(3) Kumudzi wathu</p> <p>45) Pakhomo panu ndani ali ndi ufulu wolima mundawu?</p> <p>46) Mundawu munaupeza bwanji?</p> <p>a) Kusiyiridwa kuchokera kubanja la amayi anga;</p> <p>b) Kusiyiridwa kuchokera kubanja la abambo anga;</p> <p>c) Kupatsidwa ndi anyakwawa kapena a TA</p> <p style="padding-left: 40px;">i) Mutalandira mundawu munapereka mphatso kapena malipiro ena alionse?</p> <p style="padding-left: 80px;">(1) Palibe chimene ndinapereka</p> <p style="padding-left: 80px;">(2) Ndinalipira K_____</p> <p style="padding-left: 80px;">(3) Mphatso: ngati ndi mphatso, inali mphatso yamtundu wanji: Inali mphatso yanji? _____</p> <p>d) Ndinakongola kubanja la amayi anga;</p> <p style="padding-left: 40px;">i) Mutalandira mundawu, munapereka mphatso kapena malipiro ena alionse?</p> <p style="padding-left: 80px;">(1) Palibe chimene ndinapereka</p> <p style="padding-left: 80px;">(2) Ndinalipira K_____</p> <p style="padding-left: 80px;">(3) Mphatso: ngati ndi mphatso, inali mphatso yamtundu wanji: Inali mphatso yanji? _____</p> <p>e) Ndinakongola kubanja la abambo anga;</p> <p style="padding-left: 40px;">i) Mutalandira mundawu, munapereka mphatso kapena malipiro ena alionse?</p> <p style="padding-left: 80px;">(1) Palibe chimene ndinapereka</p> <p style="padding-left: 80px;">(2) Ndinalipira K_____</p> <p style="padding-left: 80px;">(3) Mphatso: ngati ndi mphatso, inali mphatso yamtundu wanji: Inali mphatso yanji? _____</p> <p>f) Ndinabwereka kubanja la amayi anga;</p>
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<p>i) when you received the field, did you give any gift or payment? (1) Nothing (2) Paid K _____ (3) Gift: <i>If gift was given: What was the gift?</i> _____</p> <p>g) loaned from father's family i) when you received the field, did you give any gift or payment? (1) Nothing (2) Paid K _____ (3) Gift: <i>If gift was given: What was the gift?</i> _____</p> <p>h) rented from relative i) <i>If rented:</i> specify amount paid per year. _____</p> <p>i) rented from non-relative i) <i>If rented:</i> specify amount paid per year. _____</p> <p>j) bought from relative; i) <i>If bought:</i> specify amount paid. _____</p> <p>k) bought from non-relative; i) <i>If bought:</i> specify amount paid. _____</p> <p>l) leased; if leased what are the terms (1) #YEARS _____ (2) # Payment per year _____</p> <p>m) Other (specify). _____</p> <p>47) If you obtained a job or had to move far away and had to leave the field, what would happen to it? a) I would just leave it</p>	<p>i) Mutalandira mundawu, munapereka mphatso kapena malipiro ena alionse? (1) Palibe chimene ndinapereka (2) Ndinalipira K _____ (3) Mphatso: ngati ndi mphatso, inali mphatso yamtundu wanji: Inali mphatso yanji? _____</p> <p>g) Ndinabwerekwa kubanja la abambo anga; i) Mutalandira mundawu, munapereka mphatso kapena malipiro ena alionse? (1) Palibe chimene ndinapereka (2) Ndinalipira K _____ (3) Mphatso: ngati ndi mphatso, inali mphatso yamtundu wanji: Inali mphatso yanji? _____</p> <p>h) Ndinachita lendi kwa achibale i) <i>Ngati munachita lendi,</i> tchulani ndalama zimene munalipira pachaka. _____</p> <p>i) Ndinabwerekwa kwa munthu wadera i) <i>Ngati munachita lendi,</i> tchulani ndalama zimene munalipira pachaka _____</p> <p>j) Ndinagula kwa wachibale; i) <i>Ngati munagula,</i> tchulani ndalama zimene munalipira. _____</p> <p>k) Ndinagula kwa munthu wadera; i) <i>Ngati munagula,</i> tchulani ndalama zimene munalipira _____</p> <p>l) Ndinachita lizi; Munatsata malamulo otani? (1) Zaka zingati _____ (2) Mumalipira kangati pachaka _____</p> <p>m) Zina (Tchulani). _____</p> <p>47) Mutapeza ntchito kapena mutayenera kusamukira kwina, chingachitike ndi chiyani ndi mundawu? a) Ndingathe kungowusiya</p>
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<ul style="list-style-type: none"> b) It would be kept for me unused; c) It would be kept for me, but managed by my spouse and/or children; d) It would be loaned to someone in my lineage e) It would be taken back by my lineage and reallocated to someone else; f) It would be taken by the Village headman g) I would sell it h) Other (specify) _____ <p>48) Do you have the right to give this field to anyone else?</p> <ul style="list-style-type: none"> a) NO <i>If no</i>: who has that right? <ul style="list-style-type: none"> i) 1. Lineage elders ii) 2. Village headman iii) 3. Other _____ b) YES <i>If yes</i>: do you have the right to give it to anyone at all or only to someone in your own lineage? <ul style="list-style-type: none"> i) 1. anyone; ii) 2. own lineage; iii) 3. other _____ 	<ul style="list-style-type: none"> b) Angathe kungondisunira osaugwiritsa ntchito; c) Angathe kundisungira mkazi/mwamuna wanga/ana anga ndikumaunyang'anira; d) Ungathe kubwereketsedwa kwa munthu wina kumtundu kwathu; e) Ungathe kutengedwa ndi ena a kumtundu kwathu ndikumupatsa wina; f) Ungathe kutengedwa ndi anyakwawa ; g) Ndingathe kuwugulitsa h) Zina (tchulani) _____ <p>48) Muli ndi ufulu wopatsa munthu wina mundawu?</p> <ul style="list-style-type: none"> a) AYI, Ngati mulibe, ali ndi ufulu umenewu ndani? <ul style="list-style-type: none"> i) 1. Aakuluakulu a kumtundu kwathu ii) 2. Anyakwawa iii) 3. Ena _____ b) EYA, <i>Ngati muli nawo</i>: Muli ndi ufulu wopereka mundawu kwa wina aliyense kumtundu kwanu? <ul style="list-style-type: none"> i) 1. Wina aliyense; ii) 2. Kumtundu kwathu kokha; iii) 3. Ena _____
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NACAL Land tenure questionnaire proposals 20060609 with translation to Chichewa Social Capital questionnaire

English	Chichewa
General instructions on how to read the following questionnaires	Malangizo okhudza kawerengedwe ka mafunso pa mapepalawa
<p>There are two groups of questionnaires. The first for the “Village leader” and the “Enumerator”, and the second for “Household head / spouse” and “Youngster”</p> <p>Many of the questions are matrixes where the horizontal alternatives are given in the first line after the start of the question in <i>italic and aligned to the left</i>, while the vertical alternatives follows beneath as questions, one below the other, on the left side.</p> <p>Instructions for the enumerator are given in brackets with “Enumerator:” given first, e.g. [Enumerator: Ask]</p> <div style="text-align: center; border: 1px solid black; padding: 5px; margin: 10px auto; width: 60%;">I. Village leader questionnaire</div> <p>A: Norms and trust</p> <p>A1: Please tell me whether you agree or disagree in the following statements</p> <p style="text-align: center;"><i>Strongly agree / Agree / Not sure / Disagree / Strongly disagree</i></p> <p>Most people in general are basically honest and can be trusted In general you cannot be too careful in dealing with people</p>	<p>Pali magulu awiri a mafunso. Gulu loyamba ndi la “Nyakwawa” ndi “Wakalembera” ndipo gulu lachiwiri ndi la “Kholo” ndi “Mwana”</p> <p>Ambiri mwa mafunsowa ali ndi manambala ndipo pali mayankho amene alembedwa ndi malembo aang’onoang’ono mopingasa mu mnzere woyamba pambuyo pafunso lirilonse, komanso pali mayankho amene alembedwa mu mndandanda motsika chakumanzere pansi pamafunsowo.</p> <p>Malangizo a Wakalembera alembedwa mu mkutamawu ndipo mawu akuti “Wakalembera” akupezeka koyambirira, mwachitsanzo (Wakalembera: Funsani...)</p> <div style="text-align: center; border: 1px solid black; padding: 5px; margin: 10px auto; width: 60%;">I. Mafunso a Nyakwawa</div> <p>A: Khalidwe loyenera ndi kukhulupilirana</p> <p>A1: Chonde ndiwuzeni ngati mukuvomereza kapena kutsutsana ndi mawu ali m’munsiwa.</p> <p style="text-align: center;"><i>Ndikuvomereza kwathunthu /Ndikuvomereza /Ndikukayika / Ndikutsutsa /Ndikutsutsa kwathunthu</i></p> <p>Anthu ambiri ndi okhulupirika. Ndikosafunika kukhala tcheru pochita zinthu ndi anthu ena.</p>

<p>A2: And what is the general opinion in the village? Do you think most people in the village would agree or disagree in the following statements?</p> <p style="text-align: center;"><i>Strongly agree / Agree / Not sure / Disagree / Strongly disagree</i></p> <p>Most people in general are basically honest and can be trusted In general you cannot be too careful in dealing with people</p> <p>A3: Some people tend to trust and others not. How many of the people of the village trust in the following individuals and institutions? [Enumerator: Be sure that responder talks about his perception of others rather than if the village leader trusts himself]</p> <p style="text-align: center;"><i>None / Few / Many / All / Do not know</i></p> <p>President Ministers Members of parliament Government officials Councillors Local assembly staff Traditional authorities Group village headmen Village headmen Courts Army Leaders of NGOs Police Traders Teachers and school administrators Religious leaders</p>	<p>A2: Nanga kumudzi anthu amaganiza bwanji? Kodi mukuganiza kuti anthu kumudzi angavomereze kapena kutsutsa mawu otsatirawa?</p> <p style="text-align: center;"><i>Ndikuvomereza kwathunthu /Ndikuvomereza /Ndikukayika /Ndikutsutsa / Ndikutsutsa kwathunthu</i></p> <p>Anthu ambiri ndi okhulupirika Ndikosafunika kukhala tcheru pochita zinthu ndi anthu ena.</p> <p>A3: Anthu ena amakhala ndi chikhulupiliro koma ena sakhala nacho. Kodi ndi anthu angati amene amakhala ndi chikhulupiliro mwa anthu kapena mabungwe amene atchulidwa m’munsimu? [Wakalembera: Onetsetsani kuti woyankha afotokoze momwe amakhulupilira anthu ena osati momwe amadzikhulupilira iye mwini monga nyakwawa.]</p> <p style="text-align: center;"><i>Palibe /Ochepa / Ambiri / Onse /Sindikudziwa</i></p> <p>Pulezidenti Nduna Aphungu a Nyumba ya Malamulo Akuluakulu ogwira ntchito zaboma Makhansalala Anthu ogwira ntchito ku Asembule Mafumu aakulu (T/A) Magulupu Nyakwawa Makhoti Asilikari a nkhondo (Keyala) Atsogoleri amabungwe omwe si aboma Apolisi Amalonda Aphunzitsi ndi akuluakulu oyendetsa masukulu Atsogoleri a mipingo</p>
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<p>A4: How many people in the village have had crops stolen from them</p> <p style="text-align: center;"><i>None/Few/Many/All/Do not know</i></p> <p>A5: How many of the people in the village do the following things to protect their crops?</p> <p style="text-align: center;"><i>None/ Few / Many / Nearly all / Do not know/ N.A.</i></p> <p>Put a fence around the garden Guarding the crops in the field Harvesting early Storing harvested crops in the house Use protecting magic medicine (kutsirika)</p> <p>B: Groups</p> <p>B1: About how many people in the village participate in the following groups?</p> <p style="text-align: center;"><i>None / Few / Many / Nearly all / Do not know/ NA</i></p> <p>Christian groups Muslim groups Specific farmers group “National Smallholder Farmers’ Association of Malawi” (NASFAM) Specific farmers group “Horticulture Development Organisation of Malawi” (HODOM) Specific farmers group “Farmers Union” Specific farmers group “Farmers Clubs” Political parties Credit union (SACOs)</p>	<p>A4: Ndi anthu angati m’ mudzimo amene mbewu zawo zinabedwa?</p> <p style="text-align: center;"><i>Palibe/Ochepa/Ambiri/Onse/Sindikudziwa</i></p> <p>A5: Ndi anthu angati m’ mudzimu amene amachita zinthu zotsatirazi pofuna kuteteza mbewu zawo?</p> <p style="text-align: center;"><i>Palibe/Ochepa /Ambiri /Pafupifupi aliyense /Sindikudziwa/ N.A.</i></p> <p>Kumanga mpanda kuzungulira munda Kulondera mbewu m’ munda Kukolora nsanga Kusunga zokolora m’ nyumba Kutsirika</p> <p>B: Magulu</p> <p>B1: Kodi ndi pafupifupi anthu angati m’ mudzi muno amene ali mu magulu awa?</p> <p style="text-align: center;"><i>Palibe /Ochepa /Ambiri / Pafupifupi onse /Sindikudziwa / NA</i></p> <p>Chikhrisitu Chisilamu Gulu la alimi la “National Smallholder Farmers’ Association of Malawi” (NASFAM) Gulu la alimi la “Horticulture Development Organisation of Malawi” (HODOM) Gulu la alimi la “Farmers Union” Makalabu a alimi Zipani zandale Masako</p>
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<p>Dance, music and cultural groups Water user associations</p> <p>C: Collective action and sanctions</p> <p>C1: Has the village completed any development projects in the last three years? <i>Yes / No</i></p> <p>[Enumerator: Ask C2 if Yes in C1, otherwise proceed to C3]</p> <p>C2: Describe each of the development projects that has been initiated for the last three year in the village by the following characteristics:</p> <p>[Enumerator: Read out and mark with number for the given vertical alternative for each project (e.g. Project 1 is marked 1 in the first column if it is a road, then marked 5 in the second column if it the partner is MASAF, etc.) Mark alternatives are as follows:</p> <p><i>Type</i> = 1 if road, = 2 if school, =3 if irrigation, =4 if dams, =5 if paths, =6 if health stations, =7 if orphanage, =8 if other;</p> <p><i>Partner</i> = 1 if Government, = 2 if Foreign NGO, =3 if Local NGO, =4 if MASAF, =5 if EU, = 6 if other donors, = 7 if no outside partner, =8 if others;</p> <p>Share of total financial cost financed by partners, please denote in percent</p> <p>Share of total financial cost financed by village, please denote in percent;</p> <p><i>Main way of village financing</i> =1 if fundraising for this purpose, = 2 if financed by some rich people= 2 if village savings;</p>	<p>Magulu a magule, nyimbo ndi zachukhalidwe Magulu a kagwiritsidwe ntchito ka madzi</p> <p>C: Kugwira ntchito mogwirizana</p> <p>C1: Kodi ntchito zachitukuko zakhala zikuchitika ndi kutsirizidwa m'mudzi muno mu zaka zitatu zapitazi? <i>Inde /Ayi</i></p> <p>[Wakalembera: Funsani C2 ngati <i>inde</i> mu C1, apo ayi pitirizani pa C3]</p> <p>C2: Fotokozani zamapulojeketi otsatirawa omwe achitika m'mudzimu mu zaka zitatu zapitazi:</p> <p>[Wakalembera: werengani ndi kulemba nambala pa pulojekiti iriyonse (mwachitsanzo: Pulojekiti 1 ilembedwe 1 mu gawo loyamba ngati ndi msewu ndipo ilembedwenso 5 mu gawo lachiwiri ngati othandiza ndi MASAF). Lembani motere:</p> <p><i>Mtundu</i> = 1 ngati ndi msewu, = 2 ngati ndi sukulu, =3 ngati ndi kuthirira, =4 ngati ndi mayiwe/madamu, =5 ngati ndi tinjira, =6 ngati ndi zipatala zazing'ono, =7 ngati ndi malo asamala ana amasiye, =8 ngati ndi zina. <i>Othandiza</i> = 1 ngati ndi Boma, = 2 ngati ndi Bungwe lakunja lomwe silaboma, =3 ngati ndi Bungwe lomwe silaboma la m'dziko momwe muno =4 ngati ndi MASAF, =5 ngati ndi EU, =6 ngati ndi mabungwe ena omwe amathandiza dziko lino, = 7 ngati palibe bungwe liri lonse, = 8 ngati pali mabungwe ena. Gawani ndalama zonse zoperekedwa ndi mabungwe othandiza. Chonde lembani ngati gawo la 100 (peresenti). Gawani ndalama zosonkhedwa ndi anthu m'mudzimu ndipo mulembenso ngati gawo la 100 (peresenti) <i>Njira zopezera ndalama m'mudzi</i> =1 ngati panapezeka njira yopezera ndalama pofuna kukwaniritsa cholingachi = 2 ngati thandizo linaperekedwa ndi anthu ena olemera, = 2 ngati ndalama zinachokera ku</p>
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<p><i>Village contribution in labour</i> is to be denoted in numbers of man-days, i.e. multiply number of people on a normal day X total days of work on the project <i>Project initiators</i> = 1 if Village leader, =2 if Group Village leader, = 3 if Traditional Authority, =4 if Member of Parliament, =5 if foreign NGO, =6 if local NGO, =7 if Donors, =8 if others, =9 if Do not know;</p> <p style="text-align: center;"><i>Type / Partner / Total costs (Kwacha) / Share of total financial costs financed by partner (percent) / Share of total financial costs financed by village (percent) / main way of village financing / Village contribution in labour (# man-days) / Project initiators.</i></p> <p>Project 1 Project 2 Project 3 Project 4 Project 5</p> <p>C3: How many of the households in this village cooperate through</p> <p style="text-align: center;"><i>None / Few / Some / Many / Nearly all /Do not know</i></p> <p>Rotating savings associations (ROSCAS)? Work exchange building houses? Work exchange in the gardens/field? Helping other households with food if their crop fails? Helping other households with food and work if reduced working ability due to accident or illness?</p> <p>Public works (maintenance and construction) on schools, roads, etc.?</p>	<p>thumba lomwe mudzi umasunga; <i>Ntchito yalebala yomwe mudzi wagwira</i> iyenera kuwonetsedwa pochulukitsa nambala yaanthu pa tsiku ndi masiku onse a pulojekitiyo.</p> <p><i>Oyambitsa pulojekiti</i> = 1 ngati ndi Nyakwawa =2 ngati ndi Agulupu, = 3 ngati ndi a T/A, =4 ngati ndi Phungu wa Nyumba ya Malamulo, =5 ngati ndi NGO yakunja, =6 ngati ndi NGO yomwe siyakunja =7 ngati ndi mabungwe amene amapereka thandizo m’dziko muno =8 ngati ndi mabungwe ena =9 ngati simukudziwa</p> <p><i>Mtundu /Wopereka thandizo /Ndalama zonse (Kwacha) / Gawo landalama zoperekedwa ndi wothandiza (peresenti) Gawo landalama zosonkhedwa m’ mudzi/ (peresenti) / njira yayikulu yopezera ndalama m’ mudzi / Ntchito yalebala yomwe mudzi wagwira / Oyambitsa mapulojekiti</i></p> <p>Pulojekiti 1 Pulojekiti 2 Pulojekiti 3 Pulojekiti4 Pulojekiti 5</p> <p>C3: Kodi ndi mabanja angati m’ mudzi muno omwe amagwirizana podzera mu njira izi:</p> <p style="text-align: center;"><i>Palibe /Ochepa /Ena /Ambiri / Pafupifupi onse /Sindikudziwa</i></p> <p>Mabungwe osunga ndalama mwakasinthasinthathana? Kuthandizana ntchito yomanga nyumba? Kusinthana ntchito yolima m’ minda? Kuthandiza mabanja ena pamene sanakolore zokwanira? Kuthandiza mabanja ena powapatsa chakudya kapena kuwathandiza ntchito pamene akulephera kugwira ntchito chifukwa changozi kapena matenda? Ntchito zotumikira anthu monga kumanga masukulu kapena kulima misewu ndi zina?</p>
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<p>Marketing of products? Irrigation schemes? Funerals?</p> <p>C4: If any, which of the following types of punishment and sanctions are directed towards people who do not comply with their share in cooperation, where such is expected of them. Please mention the most important first, then the second most important, and so forth until no more applies [Enumerator: emphasize for the responder that we mean in general for all types of cooperation, and not anyone in specific. Tick all types that the responder says takes place]</p> <p style="text-align: right;"><i>s1st / 2nd / 3rd / 4th / 5th / 6th / 7th / 8th /</i></p> <p>C4-1 Gossip C4-2 Confiscation of tools C4-3 Confiscation of products C4-4 Fine or forced to pay money or products C4-5 Witchcraft C4-6 Physical punishment C4-7 Threaten that he/she will <u>not</u> get help when in need in the future C4-8 Unmentioned understanding that he/she will <u>not</u> get help when in need in the future C4-9 None</p> <p>D: Public institutions</p> <p>D1: Are there any committees in this village? <i>Yes / No</i></p> <p>[Enumerator: Ask D3 if Yes in D2, otherwise go to D4]</p> <p>D2: Which of the following types of committees is currently active in the village? <i>Yes / No</i></p>	<p>Kugulitsa zinthu? Ulimi wothirira? Maliro?</p> <p>C4: Kodi anthu amene safuna kugwirizana ndi anzawo amalandira chilango chirichonse kapena kusolidwa mu njira iri yonse? Chonde tchulani chilango chenicheni koyambirira, kenako chachiwiri mpaka kumapeto. [Wakalembera: Fotokozani momveka bwino kwa woyankha mafunso kuti tikunena za mgwirizano wamtundu uliwonse. Chongani zonse zomwe woyankha watchula.]</p> <p style="text-align: right;"><i>s1st / 2nd / 3rd / 4th / 5th / 6th / 7th / 8th /</i></p> <p>C4-1 Miseche/kujeda C4-2 Kulanda zipangizo C4-3 Kulanda katundu C4-4 Kuwumirizidwa kulipira ndalama C4-5 Ufiti C4-6 Chilango chapathupi C4-7 Kowopsezedwa kuti sadzalandira thandizo nthawi ina mtsogolo C4-8 Kukhala zachidziwikire kuti munthuyo sadzalandira thandizo m'tsogolo C4-9 Palibe</p> <p>D: Mabungwe aboma</p> <p>D1: Kodi m'mudzi muno muli makomiti aliwonse? <i>Inde/ Ayi</i></p> <p>[Wakalembera: Ngati <i>Inde</i> funsani D3 pa D2, apo ayi pitani pa D4]</p> <p>D2: Kodi ndi makomiti ati amene akugwira ntchito panopa m'mudzimu? <i>Inde / Ayi</i></p>
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<p>Community policing Health committees Funeral committees Traditional dance committees Irrigation committees School committees Development committees Orphanage care committees Home based care committees</p> <p>D3: The development committees (or public works) have normally several members chosen in different ways. How were the members of the development committee of the last large development project in your village chosen, and give the number chosen by category [Enumerator: write the exact numbers of members chosen the specific way within each category]</p> <p><i>Chosen by elders in the village?</i> <input type="checkbox"/></p> <p><i>Appointed by Village Head</i> <input type="checkbox"/></p> <p><i>Appointed by Group Village Head</i></p> <p><input type="checkbox"/> <i>Open democratic vote by normal people in the village</i></p> <p><input type="checkbox"/> <i>After negotiation to achieve consensus</i></p> <p><input type="checkbox"/> <i>Other way</i> <input type="checkbox"/></p> <p>E: Supplementing information</p> <p>E1: Is it possible use mobile phone in the village</p> <p style="text-align: right;"><i>Yes / No</i></p>	<p>Nebahudu Komiti ya zaumoyo Komiyi yoyendetsa zamaliro Komiti ty zamagule Komiti ya ulimi wothirira Sukulu komiti Komiti ya chitukuko Komiti yosamala ana amasiye Komiti yosamala anthu kumudzi</p> <p>D3: Makomiti achitukuko (kapena oyendetsa ntchito zaboma) amakhala ndi mamembala angapo omwe amasankhidwa mu njira zosiyanasiyana. Kodi mamembala a komiti ya chitukuko omwe anayendetsa pulojekiti yayikulu yotsiriza m'mudzi mwanu anasankhidwa bwanji? Perekani Nambala yosankhidwa malinga ndi gawo. [Wakalembera: Lembani manambala a mamembala osankhidwa mu gawo lirilonse.]</p> <p><i>Kusankhidwa ndi akuluakulu am'mudzi?</i> <input type="checkbox"/></p> <p><i>Kusankhidwa ndi Nyakwawa</i> <input type="checkbox"/></p> <p><i>Kusankhidwa ndi Agulupu</i> <input type="checkbox"/></p> <p><i>Kusankhidwa ndi anthu am'mudzi poponya voti (demokalase)</i> <input type="checkbox"/></p> <p><i>Kusankhidwa pambuyo pokambirana</i> <input type="checkbox"/></p> <p><i>Njira ina</i> <input type="checkbox"/></p> <p>E: Mauthenga</p> <p>E1: Kodi ndi kotheka kugwiritsa ntchito selofoni m'mudzimu (muli netiweki?)</p> <p style="text-align: right;"><i>Inde /Ayi</i></p>
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E2: Number of households in the village that possess mobile phone [Enumerator: Fill in the number in each category, and control whether the

E2: Nambala ya mabanja amene ali ndi lamyā ya m'manja (selofoni) m'mudzimu [Wakalembera: Lembani mu gawo liri lonse ndipo

two alternatives “Only to receive calls” and “Also to phone other” sums up to “Possess mobile phones”]
 # households
 Possess mobile phones
 Only to receive calls
 Also to phone others

Questionnaire for the Enumerators

[Enumerator. Please fill in this information yourself before you leave the area]

E1: Based on your experience in the given village, can you tell us whether

Yes / No

Is there a police station in the village?
 If you saw police or police vehicles during your station?

If you saw soldiers or military personnel during your station?

Water filled rivers or one that get filled?

Water filled dams near the village?

A graded/sand/dirt road leading to the village?

Ungraded road leading to the village?

Tarmac or concrete road leading to the village?

Trading centre near the village?

Market near the village?

School near the village?

II: Household head / spouse questionnaire

A: Norms and trust

onetsetsani kuti mayankho awiriwa: “kulandira mauthenga otumizidwa” ndi “kutumiza mauthenga kwa ena” zitanthauza kuti “ ali ndi selofoni”]
 Nambala ya mabanja
 Ali ndi selofoni
 Kulandira mauthenga otumizidwa
 Kutumiza mauthenga kwa ena

Mafunso a Wakalembera

[Wakalembera: Chonde lembani zotsatirazi musanachoke ku dera kuno]

E1: Malinga ndi zomwe mwakumana nazo m’ mudzimu, mungatiwuze

Inde / Ayi

Ngati m’ mudzimu muli sitheshoni ya polisi?
 Ngati munawona apolisi kapena galimoto zapolisi pamene munali m’ mudzimu?
 Ngati munawona asilikari pamene munali m’ mudzimu?
 Ngati madzi anadzadza m’ mitsinje?
 Ngati madzi anadzadza m’ mayiwe pafupi ndi mudziwu?
 Ngati pali msewu wamiyala/mchenga/fumbi wolowa m’ mudzimu?
 Ngati pali msewu wopanda miyala wolowa m’ mudzimu?
 Ngati pali msewu watala/phula/konkire wolowa m’ mudzimu?
 Ngati pali malo ochitirapo malonda (trading centre) pafupi ndi mudziwu?
 Ngati pali msika pafupi ndi mudziwu?
 Ngati pali sukulu pafupi ndi mudziwu?

II: Mafunso amakolo

A: Khalidwe loyenera ndi kukhulupilirana

<p>A1: Please tell me whether you agree or disagree in the following statements</p> <p style="text-align: center;"><i>Strongly agree / Agree / Not sure / Disagree / Strongly disagree</i></p> <p>Most people in general are basically honest and can be trusted In general you cannot be too careful in dealing with people</p> <p>A2: Generally speaking, how many at the following individuals and institutions do you trust? Or have you not heard enough about them to say? [Enumerator: try to make the person talk about as many as possible]</p> <p style="text-align: center;"><i>None / Few / Many / All / Do not know</i></p> <p><i>President</i> <i>Ministers</i> <i>Members of parliament</i> <i>Government officials</i> <i>Councillors</i> <i>Local assembly staff</i> <i>Traditional authorities</i> <i>Group village headmen</i> <i>Village headmen</i> <i>Courts</i> <i>Army</i> <i>Leaders of NGOs</i> <i>Police</i> <i>Traders</i> <i>Teachers and school administrators</i> <i>Religious leaders</i></p>	<p>A1: Chonde ndiwuzeni ngati mukuvomereza kapena kutsutsa mawu otsatirawa.</p> <p style="text-align: center;"><i>Ndikuvomereza kwathunthu /Ndikuvomereza /Ndikukayika / Ndikutsutsa / Ndikutsutsa kwathunthu</i></p> <p>Anthu ambiri m’udzimu ndi wokhulupirika Ndikosafunika kukhala tcheru pochita zinthu ndi anthu ena</p> <p>A2: Ndi angati mwa anthu kapena mabungwe otsatirawa amene mumawakhulupilira? Kapena simunamvepo zambiri zawo kuti muthe kuyankha? [Wakalembera: Yesetsani kuti oyankha mafunso ayankhule zinthu zambiri ndithu]</p> <p style="text-align: center;"><i>Palibe /Zochepa /Zambiri /Zonse /Sindikudziwa</i></p> <p><i>Pulezidenti</i> <i>Nduna</i> <i>Aphungu a Nyumba ya Malamulo</i> <i>Akuluakulu ogwira ntchito zaboma</i> <i>Makhansalala</i> <i>Ogwira ntchito ku Asembule</i> <i>Mafumu (T/A)</i> <i>Magulupu</i> <i>Nyakwawa</i> <i>Makhoti</i> <i>Asilikari ankhondo (keyala)</i> <i>Atsogoleri amabungwe omwe siaboma</i> <i>Apolisi</i> <i>Amalonda</i> <i>Aphunzitsi ndi akuluakulu oyendetsa masukulu</i> <i>Atsogoleri a mipingo.</i></p>
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<p>A3: How much of the time do you trust the following people?</p> <p style="text-align: center;"><i>Never / Seldom / Often / Always / Do not know</i></p> <p><i>Your family members</i></p> <p><i>Your relatives</i></p> <p><i>Your village</i></p> <p><i>People from outside the village</i></p> <p><i>People of same ethnic group</i></p> <p><i>People from outside ethnic group</i></p> <p><i>People of same religion</i></p> <p><i>People from outside same religion</i></p> <p>A4: People often lend money to each, but not necessarily to whoever asks. Have you lent money to the following types of people in the last year? [Enumerator: Probe the different answer given to see which fits best]</p> <p style="text-align: center;"><i>No, but asked / No, not asked / No, but would if asked / Yes, but not returned in time / Yes, and returned in time / Do not know</i></p> <p><i>Your own family members</i></p> <p><i>Your relatives</i></p> <p><i>Your own village</i></p> <p><i>People outside your own village</i></p> <p><i>People of same ethnic group</i></p> <p><i>People outside ethnic group</i></p> <p><i>People of same religion</i></p> <p><i>People outside same religion</i></p> <p>A5: People often lend tools like axes, hoes, cooking utensils, etc. to each, but not necessarily to whoever asks. Have you lent tools to people in the following categories in the last year? [Enumerator: Probe the different</p>	<p>A3: Kodi anthu awa mumawakhulupilira motani?</p> <p style="text-align: center;"><i>Sindimawakhulupilira / Kamodzikamodzi / Kawirikawiri / Nthawi zonse / Sindikudziwa</i></p> <p><i>Anthu am'banja mwanu</i></p> <p><i>Abale anu</i></p> <p><i>Mudzi wanu</i></p> <p><i>Anthu akunja kwa mudzi wanu</i></p> <p><i>Anthu amtundu wanu</i></p> <p><i>Anthu omwe siamtundu wanu</i></p> <p><i>Anthu ampingo wanu</i></p> <p><i>Anthu omwe siampingo wanu</i></p> <p>A4: Kawirikawiri anthu amakongoza ndalama kwa anzawo koma osati kwa aliyense amene wapempha ngongole. Kodi chaka chathachi munakongozapo ndalama kwa anthu awa? [Wakalembera: Funsitsani kuti mupeze yankho lenileni]</p> <p style="text-align: center;"><i>Ndinakaniza nditapemphedwa / Sindinapemphedwe / Ndikanapereka ndinapakemphedwa / Ndinapereka koma zinabwezedwa mochedwa / Ndinapereka ndipo zinabwezedwa mu nthawi yake / Sidikudziwa</i></p> <p><i>Anthu a m'banja mwanu</i></p> <p><i>Abale anu</i></p> <p><i>Mudzi wanu</i></p> <p><i>Anthu a kunja kwa mudzi wanu</i></p> <p><i>Anthu amtundu wanu</i></p> <p><i>Anthu omwe si a mtundu wanu</i></p> <p><i>Anthu a mpingo wanu</i></p> <p><i>Anthu omwe si a mpingo wanu</i></p> <p>A5: Anthu amabwerekeketsa zipangizo monga nkhwangwa, makasu, ziwiya zophikira ndi zina zotero kwa anzawo koma osati kwa aliyense amene wapempha. Kodi chaka chathachi, munabwekeketsa zipangizo</p>
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<p>answer given to see which fits best] <i>No, but asked / No, not asked / No, but would if asked / Yes, but not returned in time / Yes, and returned in time/ Do not know</i></p> <p><i>Your own family members</i> <i>Your relatives</i> <i>Your own village</i> <i>People outside your own village</i> <i>People of same ethnic group</i> <i>People outside ethnic group</i> <i>People of same religion</i> <i>People outside same religion</i></p> <p>A6: Do you in general expect people to respond by acting the same way towards yourself if you <i>Yes / No</i></p> <p>Do good to others (reciprocate) Do bad to others (revenge)</p> <p>A7: Have some of your crops been stolen in the last 3 years period? <i>Yes / No/ Have no crops/ NA</i> [Enumerator: Ask A8 if Yes or No in A7, otherwise go to A9 and mark NA]</p> <p>A8: If any, what do you do to protect your crops? <i>Yes / No / NA</i></p> <p><i>Nothing</i> <i>Put a fence around the garden</i> <i>Guarding the crops in the field</i> <i>Harvesting early</i> <i>Storing harvested crops in the house</i> <i>Use protecting magic medicine (kutsirika)</i></p>	<p>zotsatirazi? [Wakalembera: Funsitsani kuti mupeze yankho lenileni] <i>Ndinakaniza nditapemphedwa /Sindinapemphedwe /Ndikanapereka ndikanapemphedwa / Ndinapereka koma zinabwezedwa mochedwa /Ndinapereka ndipo zinabwezedwa mu nthawi yake /Sindikudziwa</i></p> <p><i>Anthu a m’banja mwanu</i> <i>Abale anu</i> <i>Mudzi wanu</i> <i>Anthu a kunja kwa mudzi wanu</i> <i>Anthu a mtundu wanu</i> <i>Anthu omwe si a mtundu wanu</i> <i>Anthu a mpingo wanu</i> <i>Anthu omwe si a mpingo wanu</i></p> <p>A6: Kodi mumayembekezera kuti anthu ena akuchitireni zomwe inu mumawachitira makamaka <i>Inde /Ayi</i></p> <p>Pamene mwawachitira zabwino (kubweza) Pamene mwawachitira zoyipa (kulipsira)</p> <p>A7: Kodi mbewu zanu zinayamba zabedwapo m’zaka zitatu zapitazi? <i>Inde/Ayi/Ndiribe mbewu zirizonse/NA</i> [Wakalembera: Funsani A8 ngati <i>Inde</i> kapena <i>Ayi</i> mu A7, apo ayi pitani pa A9 ndikuchonga NA]</p> <p>A8: Kodi mumachita chiyani pofuna kuteteza mbewu zanu? <i>Yes / No / NA</i></p> <p><i>Palibe</i> <i>Kumanga mpanda mozungulira munda</i> <i>Kulondera mbewu zidakali m’ munda</i> <i>Kukolora nsanga</i> <i>Kusunga mbewu zomwe mwakolora m’nyumba</i> <i>Kutsirika</i></p>
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<p><i>Other</i></p> <p>[Enumerator: Ask A9 if No to sub-alternative “Nothing” in A8, otherwise proceed to A10]</p> <p>A9 Against what are you protecting? <i>Mostly people / Mostly animals / Mostly witchcraft / Other / Do not know</i></p> <p>A10: Have some of your livestock been stolen in the last 3 year period? <i>Yes / No / Have no livestock</i></p> <p>[Enumerator: Ask A11 if Yes or No in A10, otherwise mark NA]</p> <p>A11: If any, what do you do to protect your livestock? <i>Yes / No / NA</i></p> <p><i>Nothing</i> <i>Building a kraal (khola)</i> <i>Guarding the kraal at night</i> <i>Keeping the animals inside the dwelling house</i> <i>Employing herders during the day</i> <i>Stopped keeping animals due to risk</i> <i>Protecting magic medicine (kutsirika)</i> <i>Other</i></p> <p>B: Group membership</p> <p>B1: Are you a member of any of the following groups? [Enumerator: If positive answer to any, probe whether the respondent is leader, active or non-active and tick of the appropriate place]</p> <p><i>Local leader / Ordinary active member / Ordinary inactive</i></p>	<p><i>Zina</i></p> <p>[Wakalembera: Funsani A9 ngati Ayi pa yankho lakuti “Palibe” mu A8, apo ayi pitani pa A10]</p> <p>A9 Mumateteza mbewu zanu ku chiyani? <i>Makamaka anthu /Makamaka nyama /Makamaka ufiti /Zina /Sindikudziwa</i></p> <p>A10: Kodi zifuyo/ziweto zanu zabedwapo mu zaka zitatu zapitazi? <i>Inde /Ayi /Ndiribe zifuyo</i></p> <p>[Wakalembera: Funsani A11 ngati <i>Inde</i> kapena <i>Ayi</i> mu A10, apo ayi chongani NA]</p> <p>A11: Kodi mumateteza zifuyo zanu? Mumachita chiyani pofuna kuteteza zifuyo zanu? <i>Inde /Ayi / NA</i></p> <p><i>Palibe</i> <i>Kumanga khola</i> <i>Kulondera khola usiku</i> <i>Kusunga zifuyo m’nyumba yogona</i> <i>Kulemba ntchito abusa oweta zifuyo masana</i> <i>Ndinasiya kuweta zifuyo powopa kuberedwa</i> <i>Kutsirika</i> <i>Zina</i></p> <p>B: Magulu</p> <p>B1: Kodi ndinu membala wa liri lonse la magulu awa? [Wakalembera: Ngati <i>Inde</i>, funsitsani kuti mudziwe ngati woyankha mafunso ndi mtsogoleri, ngati amagwirabe ntchito zagululo kapena ayi ndipo chongani malo oyenera.] <i>Mtsogoleri /Membala wamba yemwe amatengapo mbali pazochitika</i></p>
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<p style="text-align: right;"><i>member / No</i></p> <p>Christian groups Muslim groups Specific farmers group “National Smallholder Farmers’ Association of Malawi” (NASFAM) Specific farmers group “Horticulture Development Organisation of Malawi” (HODOM) Specific farmers group “Farmers Union” Specific farmers group “Farmers Clubs” Political parties Credit union (SACOs) Dance, music and cultural groups Water user associations</p> <p>[Enumerator: Only ask B2 if any other choice than No appears in any of the specific farmer groups in B1]</p> <p>B2: Tell me your level of participation in and your sales through the following organisations [Enumerator: <i>Member</i> = 1 if yes, =2 if no; <i>Sales through organisation</i> in kwacha during a year; <i>Numbers of meetings a year</i> in numbers for a year; <i>NA</i> = 99]</p> <p style="text-align: center;"><i>Member / Sales through organisation / Numbers of meetings a year / NA</i></p> <p><i>NASFAM</i> <i>Farmers Union</i> <i>Farmers Clubs</i> <i>HODOM</i> <i>Other</i></p> <p>C: Cooperation and collective action</p>	<p><i>m’gulu / Membala wamba yemwe satenga mbali pa zochitika m’gulu /Ayi</i> Chikhristu Chisilamu Gulu la alimi la “National Smallholder Farmers’ Association of Malawi” (NASFAM) Gulu la alimi la “Horticulture Development Organisation of Malawi” (HODOM) Gulu la alimi la “Farmers Union” Makalabu a alimi Zipani zandale Masako Magulu a magule, nyimbo ndi zachukhalidwe Magulu a kagwiritsidwe ntchito ka madzi</p> <p>[Wakalembera: Funsani funso B2 lokha ngati pali mayankho ena kupatula <i>Ayi</i> mu mayankho okhudza alimi mu B1]</p> <p>B2: Tandiwuzani momwe mumatengera gawo pazochitika kudzera mu mabungwe otsatirawa asayiwalanso zomwe mumagulitsa kudzera mu mabungwewa. [Wakalembera: <i>Membala</i> = 1 ngati <i>Inde</i>, =2 ngati <i>Ayi</i>; <i>Zogulitsa kudzera mu bungwe mu makwacha a ku Malawi kuno m’chakachi</i>; <i>kuchuluka kwa misonkhano pachaka</i>; <i>NA</i> = 99] <i>Membala /Zogulitsa kudzera ku bungwe /Kuchuluka kwamisonkhano pa chaka /NA</i></p> <p><i>NASFAM</i> <i>Mabungwe a alimi</i> <i>Makalabu a alimi</i> <i>HODOM</i> <i>Other</i></p> <p>C: Kugwira ntchito mogwirizanaCooperation</p>
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<p>C1: A special form of savings is the <u>Rotating savings associations</u> (ROSCAS), where people come together regularly in order save by putting a given amount of money into the pot, and then one of the participants wins it all. The same group of people repeats the same game at given intervals in time. Do you participate in such Rotating savings associations?</p> <p style="text-align: right;"><i>Yes/No</i></p>	<p>C1: Njira imodzi yosungira ndalama ndi yodzera mu <u>Mabungwe osunga ndalama mwakasinthasitha</u> (Rotating savings associations- ROSCAS). Kumabungwewa anthu amasonkhana kawirikawiri kudzasunga ndalama poponya ndalama zomwe agwirizana mu mphika ndipo m' modzi wa anthuwo amachita mphumi ndi kutenga ndalamazo. Pakapita nthawi gulu lomweli limabwereza poponya ndalama zina ndipo munthu winanso amachita mphumi. Kodi inu mumatengapo mbali mu mabungwe otere?</p> <p style="text-align: right;"><i>Inde/Ayi</i></p>
<p>[Enumerator: Ask C2 only if Yes in C1, otherwise proceed to C8]</p>	<p>[Wakalembera: Funsani funso C2 lokha ngati <i>Inde</i> mu C1, apo ayi pitani pa C8]</p>
<p>C2: In your group, How many participate in the group? _____ # <i>persons</i> How often do they meet? _____ # <i>year</i> How much do you contribute? _____ <i>Kwacha/time</i></p> <p>Is the winner allowed to participate in the drawing before all other members have won?</p> <p style="text-align: right;"><i>Yes / No</i></p>	<p>C2: Mu gulu lanu, Ndi anthu angati amene amatengapo mbali pazochitika zagulu? _____ <i>Nambala ya anthu</i> Amakumana kangati? _____ <i>Amakumana kangati pachaka?</i> Mumasonkha ndalama zingati/ mumakhalako nthawi yaitali bwanji? _____ <i>Kwacha/nthawi</i> Kodi amene wapambana/kuchita mphumi amaloledwanso kupikisana nawo ngakhale pamene mamembala ena sanapambane?</p> <p style="text-align: right;"><i>Inde /Ayi</i></p>
<p>C3: Who initiated the ROSCA [Enumerator: Only mark one alternative]</p>	<p>C3: Kodi amene anayambitsa ROSCA ndi ndani? [Wakalembera: Chongani yankho limodzi basi]</p>
<p><i>Do not know who initiated it</i> <input type="checkbox"/></p> <p><i>Village leader</i> <input type="checkbox"/></p> <p><i>Other public figure</i> <input type="checkbox"/></p> <p><i>Lineage leader</i> <input type="checkbox"/></p> <p><i>Friends</i> <input type="checkbox"/></p> <p><i>Collaboration partners</i> <input type="checkbox"/></p> <p><i>Other influential person</i> <input type="checkbox"/></p>	<p><i>Sindikudziwa amene anayambitsa</i> <input type="checkbox"/></p> <p><i>Nyakhwawa</i> <input type="checkbox"/></p> <p><i>Munthu wina wodziwika</i> <input type="checkbox"/></p> <p><i>Mwini mbumba</i> <input type="checkbox"/></p> <p><i>Anzanu</i> <input type="checkbox"/></p> <p><i>Anthuogwirizananawopantchito</i> <input type="checkbox"/></p> <p><i>Munthu wina wodziwika</i> <input type="checkbox"/></p>

C4: Are defaulters punished in any way?

Yes / No /Do not know / NA

[Enumerator: Only ask C5 if Yes in C4]

C5: In your experience what are the most common punishment or sanction that defaulting ROSCA members might get? Please mention the most important first, then the second most important, and so forth until no more applies [Enumerator: make sure the respondent ranks the types of punishment or sanctions according to importance]

s1st / 2nd / 3rd / 4th / 5th / 6th / 7th / 8th /

C5-1 Gossip

C4-2 Confiscation of tools

C5-3 Confiscation of products

C5-4 Fine or forced to pay money or products

C5-5 Witchcraft

C5-6 Physical punishment

C5-7 Threaten that he/she will not get help when in need in the future

C5-8 Unmentioned understanding that he/she will not get help when in need in the future

C5-9 None

[Enumerator: Ask C6 if C5-4 is marked, otherwise proceed to C8]

C6: There are many ways of determining fines to be paid by people who leave the ROSCA before everyone has got to win. In your experience who determines the fine to be paid? [Enumerator: Mark just one alternative]

Village leader



Members of the group after an internal discussion in the group



Set by rules of the group decided upon earlier



C4: Kodi amene amalephera kubweza amalangidwa mu njira iriyonse?

Inde /Ayi /Sindikudziwa / NA

[Wakalembera: Funsani C5 ngati *Inde* mu C4]

C5: Malinga ndi zomwe mukudziwa, munthu amene walephera kubweza ROSCA amalandira chilango chotani kapena amasalidwa motani? Chonde tchulani chofunika kwambiri koyamba, kenako chachiwiri chake mpaka kumapeto. [Wakalembera: Onetsetsani kuti woyankha mafunso wapereka zilango kapena kusalidwa mu mndandanda malinga ndi kufunika kwake.]

s1st / 2nd / 3rd / 4th / 5th / 6th / 7th / 8th /

C5-1 Miseche/kujeda

C4-2 Kulanda zipangizo

C5-3 Kulanda katundu

C5-4 Kuwumirizidwa kulipira ndalama kapena zinthu

C5-5 Ufiti

C5-6 Chilango chapathupi

C5-7 Kuwopsezidwa kuti sadzalandira thandizo m'tsogolo

C5-8 Kukhala zachidziwikire kuti munthuyo sadzalandira thandizo m'tsogolo

C5-9 Palibe

[Wakalembera: Funsani C6 ngati C5-4 yachongedwa apo ayi pitani pa C8]

C6: Pali njira zingapo zomwe zimatsatidwa pofuna kuwalipiritsa ndalama/zinthu anthu amene amatuluka mu ROSCA pamene anzawo asanapambane. Malinga ndi zomwe mukudziwa, amene amalamula zopereka zotere ndi ndani? [Wakalembera: Enumerator: Chongani yankho limodzi]

Nyakhwawa



Mamembala a gululo pambuyo pokambirana



Zimakhala zokonzedwa kale mu malamulo a gulu



<i>Other</i> ▲	<i>Zina</i> ▲
<p>C7: How much is normally paid when defaulting in ROSCAS [Enumerator: give sum in monetary equivalents]_____Kwacha/fine</p>	<p>C7: Zomwe zimaperekedwazo nthawi zambiri zimakwana zingati? [Wakalembera: yankho lisonyeze kuti ndi ndalama zingati]_____Kwacha</p>
<p>C8: Have you participated in cooperative work to prepare your garden (e.g. Chikimva, Chinzake, Dima, etc.) which from now will be denominated <u>Work exchange</u>, where there is an explicit or implicit expectation of giving back the same way as one has received even if money is part of the transaction</p> <p style="text-align: right;"><i>Yes / No</i></p>	<p>C8: Kodi anthu anagwirapo ntchito mogwirizana kulima munda wanu (monga: Chikimva, Chinzake, Dima ndi zina?). Ntchito yotereyi kuyambira tsopano tiyitcha kuti <u>Nsinthano wa ntchito</u> pamene pali chiyembekezo kuti muyenera kubweza ngakhalenso pamene ntchitoyi yagwiridwa ngati ganyu kuti mwalandirapo ndalama?</p> <p style="text-align: right;"><i>Inde /Ayi</i></p>
<p>[Enumerator: Ask C9 if Yes in C8, otherwise proceed to C12]</p>	<p>[Wakalembera: Funsani C9 ngati <i>Inde</i> mu C8, apo ayi pitani pa C12]</p>
<p>C9: On average do you how often do you work under such arrangements a year?_____#days/year</p>	<p>C9: Kodi ntchito yotereyi mumayigwira kangati pachaka?_____Nambala yamasiku pa chaka</p>
<p>C10: Are the participants</p> <p style="text-align: right;"><i>Yes / No</i></p>	<p>C10: Kodi anthu amene amagwira ntchito yotere</p> <p style="text-align: right;"><i>Inde /Ayi</i></p>
<p><i>Only relatives?</i> <i>Only people living in the village</i> <i>Also people living outside the village</i> <i>Also people you do not normally interact with and will not call them your personal friends?</i></p>	<p><i>Ndi abale okhaokha?</i> <i>Ndi okhaokha amene amakhala m'mudzimo?</i> <i>Aliponso amene amachokera kunja kwa mudziwo?</i> <i>Aliponso amene simucheza nawo kawirikawiri omwe simunganene kuti ndi anzanu?</i></p>
<p>C11: Are defaulters in work exchange, e.g. people who not show up in the fields of others once his/her own fields is finished, punished or sanctioned in any way?</p> <p style="text-align: right;"><i>Yes / No</i></p>	<p>C11: Kodi pali chilango chimene chimaperekedwa kwa anthu amene sabwera ku nsithano wa ntchito, pamene minda yawo yalimidwa kale? Kapena anthu otere amasalidwa mwa njira iriyonse?</p> <p style="text-align: right;"><i>Inde /Ayi</i></p>
<p>[Enumerator: Ask C12 if Yes in C11, otherwise proceed to C13]</p>	<p>[Wakalembera: Funsani C12 ngati <i>Inde</i> mu C11 apo ayi pitani pa C13]</p>
<p>C12: For this specific form of work exchange, what happens if people who were first helped by others do not show up to do his or her part for</p>	<p>C12: Pa nsinthano wantchitowu, chimachitika ndi chiyani pamene anthu amene anathandizidwa ndi ena sakubwera kudzawathandiza anzawowa?</p>

<p>them? Please mention the most important first, then the second most important, and so forth until no more applies [Enumerator: emphasize for the responder that we mean in general for all types of cooperation, and not anyone in specific. Tick all types that the responder says takes place]</p> <p style="text-align: right;"><i>s1st / 2nd / 3rd / 4th / 5th / 6th / 7th / 8th /</i></p> <p>C12-1 Gossip C12-2 Confiscation of tools C12-3 Confiscation of products C12-4 Fine or forced to pay money or products C12-5 Witchcraft C12-6 Physical punishment C12-7 Threaten that he/she will <u>not</u> get help when in need in the future C12-8 Unmentioned understanding that he/she will <u>not</u> get help when in need in the future C12-9 None C13: Do you exchange work in the same manner with an explicit or implicit expectation of returning of an equal amount of labour in the following type of work? Please consider each of them at the time:</p> <p style="text-align: right;"><i>Yes / No</i></p> <p><i>Building houses?</i> <i>Fetching water for projects?</i> <i>Fetching water for private use?</i> <i>Making bricks for projects?</i> <i>Making bricks for private use?</i> <i>Tending livestock</i> <i>Harvesting</i> <i>Weeding</i> <i>Others</i></p> <p>C14: In general for all these mentioned forms of work exchange, what</p>	<p>Chonde, tchulani chofunika kwambiri koyamba, kenako chachiwiri mpaka kumapeto. [Wakalembera: Nenetsani kwa oyankha mafunso kuti tikunena za mgwirizano wa mtundu uliwonse. Chongani zonse zomwe woyankha mafunso wayankha kuti zimachitika.]</p> <p style="text-align: right;"><i>s1st / 2nd / 3rd / 4th / 5th / 6th / 7th / 8th /</i></p> <p>C12-1 Miseche/kujeda C12-2 Kulanda zipangizo C12-3 Kulanda katundu C12-4 Kuwumirizidwa kulipira ndalama kapena katundu C12-5 Ufiti C12-6 Chilango cha pathupi C12-7 Kuwopseza kuti sadzalandira thandizo m'tsogolo C12-8 Kukhala zachidziwkire kuti sadzalandira thandizo m'tsogolo</p> <p>C12-9 Palibe C13: Pamene mukuthandizana ntchito kodi pamakhala chiyembekezo chakuti nzanuyo adzagwira ntchito yochuluka mofanana ndi yomwe inu mwagwira makamaka poganzira ntchito ziri m'musizi? Chonde ganizirani ntchito iriyonse payokha:</p> <p style="text-align: right;"><i>Inde /Ayi</i></p> <p><i>Kumanga nyumba?</i> <i>Kutunga madzi a mapulojekiti osiyanasiyana?</i> <i>Kutunga madzi apakhomo?</i> <i>Kuwumba njerwa zamapulojekiti osiyanasiyana?</i> <i>Kuwumba njerwa zapakhomo?</i> <i>Kusamala zifuyo</i> <i>Kukolola</i> <i>Kupalira mbewu</i> <i>Zina</i></p> <p>C14: Pa mitundu yonse ya nsithano wa ntchitozi, chimachitika ndi chiyani</p>
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<p>happens if people who were first helped by others do not show up to do his or her part for them? Please mention the most important first, then the second most important, and so forth until no more applies [Enumerator: emphasize for the responder that we mean in general for all types of cooperation, and not anyone in specific. Tick all types that the responder says takes place]</p> <p style="text-align: right;"><i>s1st / 2nd / 3rd / 4th / 5th / 6th / 7th / 8th /</i></p> <p>C14-1 Gossip C14-2 Confiscation of tools C14-3 Confiscation of products C14-4 Fine or forced to pay money or products C14-5 Witchcraft C14-6 Physical punishment C14-7 Threaten that he/she will <u>not</u> get help when in need in the future C14-8 Unmentioned understanding that he/she will <u>not</u> get help when in need in the future C14-9 None</p> <p>C15: Have you participated as a volunteer in any of the following types of <u>Public works</u> in the last year without payment, so that it <u>not</u> will be considered normal paid labour?</p> <p style="text-align: right;"><i>Yes / No</i></p> <p>[Enumerator. Ask C16 if Yes in C15, otherwise proceed to C19]</p> <p>C16: If yes, tell me which of the following types of project you participated in last year, how many days you worked in each of them, and if there was any financial contribution: how much did you contribute in money for the building and maintenance of</p> <p style="text-align: right;"><i>Yes / No / # days / # Kwacha</i></p> <p><i>Schools?</i> <i>Roads?</i></p>	<p>pamene munthu amene anathandizidwa alephera kukathandiza anzake amene anamuthandizawo? Chonde tchulani chofunika kwambiri koyamba, kenako chachiwiri, mpaka kumapeto. [Wakalembera: Nenetsani kwa oyankha mafunso kuti tikunena mgwirizano wamtundu uliwonse. Chongani zonse zomwe woyankha mafunso wanena kuti zimachitika.]</p> <p style="text-align: right;"><i>s1st / 2nd / 3rd / 4th / 5th / 6th / 7th / 8th /</i></p> <p>C14-1 Miseche/kujeda C14-2 Kulanda zipangizo C14-3 Kulanda katundu C14-4 Kuwumirizidwa kulipira ndalama kapena katundu C14-5 Ufiti C14-6 Chilango chapathupi C14-7 Kuwopseza kuti sadzalandira thandizo m'tsogolo C14-8 Kukhala zachidziwikire kuti sadzalandira thandizo m'tsogolo</p> <p>C14-9 Palibe</p> <p>C15: Kodi chaka chathachi, munagwirapo ntchito zotsatirazi modzipereka opanda malipiro aliwonse?</p> <p style="text-align: right;"><i>Inde /Ayi</i></p> <p>[Wakalembera: Funsani C16 ngati <i>Inde</i> mu C15, apo ayi pitani pa C19]</p> <p>C16: Ngati <i>Inde</i>, ndiwuzeni mapulojekiti amene munatengako gawo, masiku omwe munagwira ntchito papulojekiti iriyonse ndipo ngati munasonkha ndalama zothandizira papulojekitiyo</p> <p style="text-align: right;"><i>Inde /Ayi /Nambala ya masiku /makwacha</i></p> <p><i>Masukulu?</i> <i>Misewu?</i></p>
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<p><i>Churches?</i> <i>Mosques?</i> <i>Kindergartens</i> <i>Health centres</i> <i>Irrigation works</i> <i>Irrigation systems</i> <i>Boreholes</i> <i>Work on dams</i> <i>Clearing graveyards</i></p> <p>C17: Will people who refuse to participate be punished or sanctioned in any way?</p> <p style="text-align: center;"><i>Yes, in any if refuse /Yes, in most if refuse / Yes, in some if refuse / Yes, in few if refuse / No, in none</i></p> <p>[Enumerator: Ask C18 if any of the Yes alternatives in C17, otherwise proceed to C19]</p> <p>C18: Indicate which of the following alternatives of punishment/sanctions that has been used against those households who do not participate in Public works. Please mention the most important first, then the second most important, and so forth until no more applies [Enumerator: emphasize for the responder that we mean in general for all types of cooperation, and not anyone in specific. Tick all types that the responder says takes place]</p> <p style="text-align: center;"><i>s1st / 2nd / 3rd / 4th /5th /6th/7th/8th /</i></p> <p>C18-1 Gossip C18-2 Confiscation of tools C18-3 Confiscation of products C18-4 Fine or forced to pay money or products</p>	<p><i>Matchalitchi?</i> <i>Mizikiti?</i> <i>Sukulu zamkaka</i> <i>Zipatala zazing'ono</i> <i>Nchito zothirira</i> <i>Ngalande zothirira</i> <i>Zitsime</i> <i>Mayiwe</i> <i>Kulima kumanda</i></p> <p>C17: Kodi anthu amene amakana kugwira ntchitozi amalandira chilango kapena kusolidwa mu njira iri yonse?</p> <p style="text-align: center;"><i>Inde, ngati m' modzi wakana /Inde, ngati ambiri akana /Inde, ngati ena akana / Inde, ngati ochepa akana /Ayi palibe</i></p> <p>[Wakalembera: Funsani C18 ngati pena pali <i>Inde</i> mu C17, apo ayi pitani pa C19]</p> <p>C18: Tchulani mtundu wachilango kapena kusolidwa komwe kwakhala kukugwiritsidwa ntchito kwa mabanja amene sagwira ntchito zachitukuko. Chonde, tchulani chofunika kwambiri koyamba, kenako chachiwiri mpaka kumapeto. [Wakalembera: Nenetsani kwa woyankha mafunso kuti tikunena mgwirizano wamtundu uliwonse. Chongani zonse zomwe woyankha mafunso wanena kuti zimachitika.]</p> <p style="text-align: center;"><i>s1st / 2nd / 3rd / 4th /5th /6th/7th/8th /</i></p> <p>C18-1 Miseche/ kujeda C18-2 Kulanda zipangizo C18-3 Kulanda katundu C18-4 Kuwumirizidwa kulipira ndalama kapena katundu</p>
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<p>C18-5 Witchcraft C18-6 Physical punishment C18-7 Threaten that he/she will get help when in need in the future C18-8 Unmentioned understanding that he/she will not get help when in need in the future C18-9 None</p> <p>C19: If someone comes to you who have no food for his/her family of no fault of his own (like crop failure due to bad weather) would you</p> <p><i>Yes of own will/ Yes because they would have done the same for me / Yes because get sanctioned otherwise / No</i></p> <p>C19-1 Share food without pay if it is your own relatives? C19-2 Share food without pay if it your neighbours?</p> <p>C19-3 Share food without pay if it is other people from the same village? C19-4 Not share food with anyone at all outside your own family? [Enumerator: Ask C20 if “Yes because get sanctioned otherwise” in any of the C19 sub-questions, otherwise go to C21]</p> <p>C20: When you answered “Yes because get sanctioned otherwise”, which in the following list would be the important sanctions, the second most important, and so forth? [Enumerator: emphasize for the responder that we mean in general for all types of cooperation, and not anyone in specific. Tick all types that the responder says takes place]</p> <p style="text-align: right;"><i>1st / 2nd / 3rd / 4th / 5th /</i></p> <p>C20-1 Gossip C20-2 Witchcraft C20-3 Physical punishment</p>	<p>C18-5 Ufiti C18-6 Chilango chapathupi C18-7 Kuwopseza kuti sadzalandira thandizo m’tsogolo C18-8 Kukhala zachidziwikire kuti sadzalandira thandizo m’tsogolo</p> <p>C18-9 Palibe</p> <p>C19: Kodi mungatani munthu wina atabwera kudzapempha kwa inu chakudya chakuti iye ndi banja lake adye pamene vuto la kusowa chakudya lamugwera pazifukwa zomkeka bwino monga chilala (kusowa kwamvula)</p> <p><i>Inde, mwakufuna kwanga/Inde, chifukwa iyenso akanandithandiza chimodzimodzi /Inde, kuti ndisasalidwe /Ayi</i></p> <p>C19-1Kugawa chakudya chaulere ngati ali abale anu? C19-2Kugawa chakudya chaulere ngati ali anansi anu owandikana nawo nyumba? C19-3 Kugawa chakudya chaulere ngati ali anthu a m’ mudzi mwanu? C19-4 Osagawira chakudya aliyense wakunja kwa banja lanu? [Wakalembera: Funsani C20 ngati yankho ndi “Inde, kuti ndisasalidwe”mu mafunso a mu C19 apo ayi pitani pa C21]</p> <p>C20: Pamene munayankha kuti “Inde kuti ndisasalidwe”, kodi potengera mndandanda uli m’munsimu, kusalidwa kwake ndi kotani? Yambani ndi chimene chiri chofunika kwambiri, kenako chachiwiri mpaka kumapeto. [Wakalembera: Nenetsani kwa woyankha mafunso kuti tikunena mgwirizano wantundu uliwinse. Chongani zonse zomwe woyankha mafunso watchula]</p> <p style="text-align: right;"><i>1st / 2nd / 3rd / 4th / 5th /</i></p> <p>C20-1 Miseche/kujeda C20-2 Ufiti C20-3 Chilango chapathupi</p>
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<p>C20-4 Threaten that he/she will <u>not</u> get help when in need in the future C20-5 Unmentioned understanding that he/she will <u>not</u> get help when in need in the future C20-6 None</p> <p>C21: For the same non-acceptable action in the village, will the immigrants (obwera) people compared to the original people of the village be punished or sanctioned</p> <p style="text-align: center;"><i>Harder / Equal / Softer</i></p> <p>C22: In your opinion, are punishment often misused? [Enumerator: Mark just one of the alternatives but probe to get the implicit reason behind the yes or no]</p> <p>No ▲ No, the receiver (victim) deserves it ▲ Yes, to increase leaders own power ▲ Yes, other reason ▲ _____</p> <p style="text-align: center; border: 1px solid black; padding: 5px;">Youngster questionnaire</p>	<p>C20-4 Kuwopseza kuti sadzalandira thandizio m'tsogolo C20-5 Kukhala zachidziwikire kuti sadzalandira thandizo likadzafunika m'tsogolo C20-6 Palibe</p> <p>C21: Pa nkhani yokhayokhayi, kodi anthu obwera m'mudzimo angalandirenso chilango kapena kusolidwa monga zimakhallira ndi amkhalakale?</p> <p style="text-align: center;"><i>Kwambiri /chimodzimodzi /Pan'gono</i></p> <p>C22: M'maganizo mwanu, kodi chilango chimagwiritsidwa ntchito mosayenera? [Wakalamera: Chongani yankho limodzi koma funsitsani kuti mumve yankho lenileni]</p> <p>Ayi ▲ Ayi, olandirachilangoyondiwoyeneradi kulangidwa ▲ Inde pofuna kuti mphamvu za atsogoleri ziwonjezeke ▲ Inde, chifukwa china ▲ _____</p> <p style="text-align: center; border: 1px solid black; padding: 5px;">Mafunso a mwana</p>
<p>A1: Please tell me in whether you agree or disagree in the following statements <i>Strongly agree / Agree / Not sure / Disagree / Strongly disagree</i></p> <p>Most people in general are basically honest and can be trusted In general you cannot be too careful in dealing with people</p> <p>A2: Generally speaking, how many at the following individuals and institutions do you trust? Or have you not heard enough about them to</p>	<p>A1: Chonde, ndiwuzeni ngati mukuvomereza kapena kutsutsana ndi mawu awa: <i>Ndikuvomereza kwathunthu/Ndikuvomereza / Ndikukayika / Ndikutsutsa /Ndikutsutsa kwathunthu</i></p> <p>Anthu ambiri ndi okhulupirika Ndikosafunika kukhala tcheru pochita zinthu ndi anthu ena</p> <p>A2: Kodi mwa anthu ndi mabungwe omwe ali m'munsiwa, ndi ati amene mumawakhulupilira? Kapena simunamvepo zambiri za iwo kuti muthe</p>

<p>say? [Enumerator: try to make the person talk about as many as possible]</p> <p style="text-align: center;"><i>None / Few / Many / All / Do not know</i></p> <p><i>President</i> <i>Ministers</i> <i>Members of parliament</i> <i>Government officials</i> <i>Councillors</i> <i>Local assembly staff</i> <i>Traditional authorities</i> <i>Group village headmen</i> <i>Village headmen</i> <i>Courts</i> <i>Army</i> <i>Leaders of NGOs</i> <i>Police</i> <i>Traders</i> <i>Teachers and school administrators</i> <i>Religious leaders</i></p>	<p>kufotokoza (Wakalemba: Yesetsani kuti woyankha mafunso ayankhule zambiri]</p> <p style="text-align: center;"><i>Palibe /Ochepa /Ambiri /Onse /Sindikudziwa</i></p> <p><i>Pulezidenti</i> <i>Nduna za boma</i> <i>Aphungu a Nyumba ya Malamulo</i> <i>Akuluakulu ogwira ntchito zaboma</i> <i>Makhansalala</i> <i>Ogwira ntchito ku Asembule</i> <i>Mafumu (T/A)</i> <i>Magulupu</i> <i>Nyakwawa</i> <i>Makhoti</i> <i>Asilikali (keyala)</i> <i>Atsogoleri a mabungwe omwe siaboma (NGOs)</i> <i>Apolisi</i> <i>Amalonda</i> <i>Aphunzitsi ndi akuluakulu oyendetsa sukulu</i> <i>Atsogoleri amipingo</i></p>
<p>A3: People often lend money to each other, but not necessarily to whoever asks. Have you lent money to the following types of people in the last year? [Enumerator: Probe the different answer given to see which fits best]</p> <p style="text-align: center;"><i>No, but asked / No, not asked / No, but would if asked / Yes, but not returned in time / Yes, and returned in time/ Do not know</i></p> <p><i>Your own family members</i> <i>Your relatives</i> <i>Your own village</i> <i>People outside your own village</i></p>	<p>A3: Kawirikawiri anthu amakongozana ndalama koma sikuti amakongoza aliyense amene wapempha ngongole. Kodi chaka chathachi, mwakongozako ndalama kwa anthu awa? [Wakalemba: funsitsani funso liri lonse kuti muwdziwe yankho labwino kwambiri]</p> <p style="text-align: center;"><i>Ayi koma ndinapemphedwa /Ayi, Sindinapemphedwe /Ndikanapereka ndikanapemphedwa N / Ndinapereka koma zinabwezedwa mochedwa /Ndinapereka, zinabwezedwa mu nthawi yake / Sindikudziwa</i></p> <p><i>Anthu a m’banja mwanu</i> <i>Abale anu</i> <i>Mudzi wanu</i> <i>Anthu akunja kwa mudzi wanu</i></p>

<p><i>People of same ethnic group</i> <i>People outside ethnic group</i> <i>People of same religion</i> <i>People outside same religion</i></p> <p>A4: Have you been to the nearest</p> <p><i>Trading post?</i> <i>District capital?</i> <i>Large town?</i></p>	<p><i>Anthu a mtundu wanu</i> <i>Anthu omwe si a mtundu wanu</i> <i>Anthu a chipembedzo chanu</i> <i>Anthu a kunja kwa chipembedzo chanu</i></p> <p>A4: Kodi munayamba mwapita</p> <p><i>Ku malo ochitirako malonda ku dera lino?</i> <i>Ku Boma?</i> <i>Ku tauni yayikulu?</i></p> <p><i>Inde /Ayi</i></p>
<i>Yes / No</i>	



**NATIONAL STATISTICAL OFFICE
ZOMBA**

**CONFIDENTIAL
NATIONAL CENSUS OF AGRICULTURE AND LIVESTOCK**

Module 1: Composition and characteristics of the household

LIST OF PARCELS OF LAND OWNED OR OPERATED BY HOUSEHOLD MEMBERS

Include all lands owned or operated by household members whether cultivated (gardens) or not.

Serial number of the parcel of land

[Start with the dwelling unit parcel]

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

C5 Who operates this land?

[Member number from the hh list]

--	--	--	--	--	--	--	--	--	--

[Operator is one that makes decisions on the parcel]

C6 How was this parcel of land obtained?

From village headman	1	<input type="checkbox"/>								
Inherited/kept when wife/ husband passed away	2	<input type="checkbox"/>								
Inherited from mothers side	3	<input type="checkbox"/>								
Inherited from fathers side	4	<input type="checkbox"/>								
Borrowed from parents	5	<input type="checkbox"/>								
Bought	6	<input type="checkbox"/>								
Rented	7	<input type="checkbox"/>								
Borrowed	8	<input type="checkbox"/>								
Government	9	<input type="checkbox"/>								
Other	10	<input type="checkbox"/>								

C7 Who is the owner of this parcel of land?

Operator	1	<input type="checkbox"/>									
Other household member	2	<input type="checkbox"/>									
Parents	3	<input type="checkbox"/>									
Other relative	4	<input type="checkbox"/>									
Landlord	5	<input type="checkbox"/>									
Institution	6	<input type="checkbox"/>									
Estate	7	<input type="checkbox"/>									
Other	8	<input type="checkbox"/>									

C8 Is the parcel of land customary, leasehold, freehold or public?

Customary	1	<input type="checkbox"/>									
Leasehold	2	<input type="checkbox"/>									
Freehold	3	<input type="checkbox"/>									
Public	4	<input type="checkbox"/>									

C9 Where is this parcel of land located?

Within the village	1	<input type="checkbox"/>									
Outside village, but same TA	2	<input type="checkbox"/>									
Outside TA, but same district	3	<input type="checkbox"/>									
Different district	4	<input type="checkbox"/>									

LAND TENURE

C38 How has the total area of your parcels changed compared to 10 years ago?

	Increased	1	<input type="checkbox"/>
C40	Decreased	2	<input type="checkbox"/>
C41	Remained the same	3	<input type="checkbox"/>

C39 Why has the total area of your parcels increased? [Multiple response]

C41	Inherited	1	<input type="checkbox"/>
C41	Allocation from lineage	1	<input type="checkbox"/>
C41	Allocation by Village head	1	<input type="checkbox"/>
C41	Bought more land	1	<input type="checkbox"/>
C41	Rented more land	1	<input type="checkbox"/>
C41	Gift from relatives	1	<input type="checkbox"/>
C41	Other	1	<input type="checkbox"/>

- C40 Why has the total area of your parcels decreased? [Multiple response]**
- | | | |
|------------------------|---|--------------------------|
| Transferred to heirs | 1 | <input type="checkbox"/> |
| Sold | 1 | <input type="checkbox"/> |
| Stopped renting | 1 | <input type="checkbox"/> |
| Encroachment | 1 | <input type="checkbox"/> |
| Gift to relatives | 1 | <input type="checkbox"/> |
| Taken away [exploited] | 1 | <input type="checkbox"/> |
| Taken away [Govt] | 1 | <input type="checkbox"/> |
| Washed away by flood | 1 | <input type="checkbox"/> |
| Other | 1 | <input type="checkbox"/> |
- C41 Do you fear that your own land will be encroached upon? [that is for land owned]**
- | | | |
|-----|---|--------------------------|
| Yes | 1 | <input type="checkbox"/> |
| No | 2 | <input type="checkbox"/> |
- C42 Do you fear that your own land will be taken away from you? [when spouse pass away etc, refer to manual for examples]**
- | | | |
|-----|---|--------------------------|
| Yes | 1 | <input type="checkbox"/> |
| No | 2 | <input type="checkbox"/> |
- C43 Has your household rented out one or more parcel of land this agricultural season?**
- | | | |
|-----|---|--------------------------|
| Yes | 1 | <input type="checkbox"/> |
| No | 2 | <input type="checkbox"/> |
- C48**  **How many acres of land has your household rented out this agricultural season?**
- Total Area [acres]
- C45 How much did your household received in total for renting out these acres of land this agricultural season?**
- Total Price [MK]
- C46 To whom have you rented out this land [MULTIPLE RESPONSE]**
- | | | |
|------------------------------|---|--------------------------|
| Relative | 1 | <input type="checkbox"/> |
| Non relative in the village | 1 | <input type="checkbox"/> |
| Non relative outside village | 1 | <input type="checkbox"/> |
| Other | 1 | <input type="checkbox"/> |

C47 What was the main reason for renting out the land?

- | | | |
|------------------------|---|--------------------------|
| Went away from village | 1 | <input type="checkbox"/> |
| Married away | 2 | <input type="checkbox"/> |
| Have enough land | 3 | <input type="checkbox"/> |
| Needed Money | 4 | <input type="checkbox"/> |
| Was sick | 5 | <input type="checkbox"/> |
| Looking after sick | 6 | <input type="checkbox"/> |
| Not enough labour | 7 | <input type="checkbox"/> |
| Other | 8 | <input type="checkbox"/> |

C48 Has your household sold any parcel of land in the past 10 years?

- | | | | |
|--|-----|---|--------------------------|
| C52  | Yes | 1 | <input type="checkbox"/> |
| | No | 2 | <input type="checkbox"/> |

C49 Now I would like to have some information of the last parcel the household sold: How many acres was this parcel?

Area of last parcel sold [acres] | |

C50 To whom did your household sell this parcel of land? (the last parcel being sold)

- | | | |
|------------------------------|---|--------------------------|
| Relative | 1 | <input type="checkbox"/> |
| Non relative in the village | 2 | <input type="checkbox"/> |
| Non relative outside village | 3 | <input type="checkbox"/> |
| Other | 4 | <input type="checkbox"/> |

C51 Why did you sell this parcel of land? (the last parcel being sold) [MULTIPLE RESPONSE]

- | | | |
|---------------------------|---|--------------------------|
| Went away from village | 1 | <input type="checkbox"/> |
| Married | 1 | <input type="checkbox"/> |
| Had more land than needed | 1 | <input type="checkbox"/> |
| Needed Money | 1 | <input type="checkbox"/> |
| Was sick | 1 | <input type="checkbox"/> |
| Looking after sick | 1 | <input type="checkbox"/> |
| Not enough labour | 1 | <input type="checkbox"/> |
| Other | 1 | <input type="checkbox"/> |

C52 Has your household had any dispute with anyone over land in the past 10 years?

- | | | | |
|--|-----|---|--------------------------|
| C55  | Yes | 1 | <input type="checkbox"/> |
| | No | 2 | <input type="checkbox"/> |

C53 With whom was the dispute? [MULTIPLE RESPONSE]

- | | | |
|----------------------------|---|--------------------------|
| Relative from husband side | 1 | <input type="checkbox"/> |
| Relative from wife side | 1 | <input type="checkbox"/> |
| Other relative | 1 | <input type="checkbox"/> |
| Non Relative | 1 | <input type="checkbox"/> |
| Village headman | 1 | <input type="checkbox"/> |
| Politicians | 1 | <input type="checkbox"/> |
| Other | 1 | <input type="checkbox"/> |

C54 Who resolved the dispute

- | | | |
|-----------------------|---|--------------------------|
| Was not resolved | 1 | <input type="checkbox"/> |
| Ourselves | 2 | <input type="checkbox"/> |
| Elders [Husband side] | 3 | <input type="checkbox"/> |
| Elders [wife side] | 4 | <input type="checkbox"/> |
| Traditional leaders | 5 | <input type="checkbox"/> |
| District commissioner | 6 | <input type="checkbox"/> |
| Party officials | 7 | <input type="checkbox"/> |
| Courts | 8 | <input type="checkbox"/> |
| Other | 9 | <input type="checkbox"/> |

C55 If you had a dispute over your land at this time, where would you go to seek help first?

- | | | |
|-----------------------|---|--------------------------|
| Elders [Husband side] | 1 | <input type="checkbox"/> |
| Elders [wife side] | 2 | <input type="checkbox"/> |
| Traditional leaders | 3 | <input type="checkbox"/> |
| District commissioner | 4 | <input type="checkbox"/> |
| Party officials | 5 | <input type="checkbox"/> |
| Courts | 6 | <input type="checkbox"/> |
| Ward councillors | 7 | <input type="checkbox"/> |
| Other | 8 | <input type="checkbox"/> |

C56 Does any of your household members collect things such as *Branches of wild trees, Hunt game, Medicinal herbs/roots, Honey, Mushrooms, Caterpillars, birds, Mice, or Fruit and berries*C65  

- | | | |
|-----|---|--------------------------|
| Yes | 1 | <input type="checkbox"/> |
| No | 2 | <input type="checkbox"/> |

- C57 Where do you collect branches of wild trees? [MULTIPLE RESPONSE]
- C58 Where do you hunting game? [MULTIPLE RESPONSE]
- C59 Where do you collect medicinal herbs/roots? [MULTIPLE RESPONSE]
- C60 Where do you collect honey? [MULTIPLE RESPONSE]
- C61 Where do you collect mushrooms? [MULTIPLE RESPONSE]
- C62 Where do you collect caterpillars? [MULTIPLE RESPONSE]
- C63 Where do you catch birds? [MULTIPLE RESPONSE]
- C64 Where do you collect mice? [MULTIPLE RESPONSE]
- C65 Where do you collect fruit and berries? [MULTIPLE RESPONSE]

	Own HH land	From village land	From other village land	Estate lands	Other
Branches of wild trees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hunting game	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Medicinal herbs/roots	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Honey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mushrooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Caterpillars/insects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Birds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fruit and berries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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Module 2: LAND PARCEL SURVEY

L2 What is the distance from the dwelling unit to the parcel in km

L5 Parcel area in hectares (with three decimals)

L7 Was the area of the parcel measured or estimated by operator?

Measured by enumerator 1

Estimated by operator 2

L8 What is the topography of this parcel of land?

Mountain slope 1

Dregs [rough] 2

Plain 3

Plateau 4

Other 5

L9 Has the operator built terraces, dug irrigation canals or any well or dam on this parcel of land?

	Yes	No
Built terraces	<input type="checkbox"/>	<input type="checkbox"/>
Dug irrigation canals	<input type="checkbox"/>	<input type="checkbox"/>
Dug well/dam	<input type="checkbox"/>	<input type="checkbox"/>

L10 Are there any fruit trees or other trees on this parcel of land?

Yes, both fruit trees and other trees 1

Yes, but only fruit trees 2

L12 Yes, but only other trees 3

L15 No 4

L12 Did the operator plant any of these trees himself/herself?

Yes, both fruit trees and other trees 1

Yes, but only fruit trees 2

Yes, but only other trees 3

No 4

- L13 Does the operator own all the trees on this parcel of land?**
- L15 Yes 1
 No 2
- L14 Who owns the other trees on this parcel of land? MULTIPLE RESPONSE**
- Village headman 1
 Relatives 1
 Government 1
 Land lord 1
 Other 1
- L15 Has the operator of this parcel of land ever used it for cultivation?**
- L24 Yes 1
 No 2
- L16 For how many years has the operator been cultivating this parcel of land?**
- years
- L17 Has the operator left all or a part of this parcel fallow for one or more years during the last 3 years? (Or if operated less than 3 years, during the years of operation)**
- Yes 1
 No 2
- L20 Is this parcel field or dimba land or both?**
- Both field and dimba land 1
 Field land only 2
 Dimba land only 3
 Other 4
- L21 Does the operator practise irrigation on this parcel of land?**
- L23 Yes 1
 No 2

L22 What is the main type of irrigation practised on this parcel?

- | | | |
|-----------------|---|--------------------------|
| Motorised pump | 1 | <input type="checkbox"/> |
| Treadle pump | 2 | <input type="checkbox"/> |
| Gravity fed | 3 | <input type="checkbox"/> |
| Sprinkler | 4 | <input type="checkbox"/> |
| Watering cans | 5 | <input type="checkbox"/> |
| Flooding | 6 | <input type="checkbox"/> |
| Other [specify] | 7 | <input type="checkbox"/> |

L23 Will all or a part of this parcel of land be used for cultivation this season?

- | | | | |
|-------------------------------------|-------------|---|--------------------------|
| L26 <input type="checkbox"/> | Yes, all | 1 | <input type="checkbox"/> |
| | Yes, a part | 2 | <input type="checkbox"/> |
| | No | 3 | <input type="checkbox"/> |

L24 Will this parcel of land be used in any of the following ways this season?

- | | | Yes | No |
|-------------------------------------|--|--------------------------|--------------------------|
| End <input type="checkbox"/> | This if for dwelling unit only | <input type="checkbox"/> | <input type="checkbox"/> |
| | Used/ will be used as pasture/ livestock keeping | <input type="checkbox"/> | <input type="checkbox"/> |
| | Left fallow | <input type="checkbox"/> | <input type="checkbox"/> |
| | Wood/forest land | <input type="checkbox"/> | <input type="checkbox"/> |
| | Will not be used | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other | <input type="checkbox"/> | <input type="checkbox"/> |

L25 What is the main reason why all or a part of this parcel of land will not be used for cultivation this season?

- | | | | |
|----------|--|---|--------------------------|
| + | Still in the process of opening up the land | 1 | <input type="checkbox"/> |
| | Woodland preservation | 2 | <input type="checkbox"/> |
| | Insufficient / lack of capital | 3 | <input type="checkbox"/> |
| | Fallow is needed | 4 | <input type="checkbox"/> |
| | Insufficient labour/labour not available in the area | 5 | <input type="checkbox"/> |
| | Land under dispute | 6 | <input type="checkbox"/> |
| | Land for future use | 7 | <input type="checkbox"/> |
| | Other | 8 | <input type="checkbox"/> |



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Module 3: PLOT DETAILS

P2 What is the distance from the dwelling unit to the plot in km

P5 Plot area in hectares (with three decimals)

			,				

P11 Was the plot irrigated?

- Yes 1
- No 2

P12 How was the plot ploughed? [MULTIPLE RESPONSE]

- Not ploughed 1
- Used a hoe 1
- Ploughed by own oxen 1
- Ploughed by hired oxen 1
- Ploughed by own tractor 1
- Ploughed by hired tractor 1
- Other 1

P13 How was the plot ridged? [MULTIPLE RESPONSE]

- Not ridged 1
- Used a hoe 1
- Ridged by own oxen 1
- Ridged by hired oxen 1
- Ridged by own tractor 1
- Ridged by hired tractor 1
- Other 1

Module 3: PLOT DETAILS:

PART2



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Module 4: Food security & HIV/AIDS

GENERAL INFORMATION

F1 Did your household leave any farm land uncultivated this season that was cultivated last season?

Yes 1

F3 No 2

F2 What was the main reason that this land was not cultivated?

Shortage of labour 1

Owner died 2

Owner sick in hospital 3

Owner left for another place 4

Fallow 5

Other 6

F9a Did you practise any of the following methods to protect your crops during the following farming seasons? [MULTIPLE RESPONSE]

	Previous season	This season
Put a fence around the garden	1 <input type="checkbox"/>	1 <input type="checkbox"/>
Post guards in the field	1 <input type="checkbox"/>	1 <input type="checkbox"/>
Guard the field yourself	1 <input type="checkbox"/>	1 <input type="checkbox"/>
Scarecrows	1 <input type="checkbox"/>	1 <input type="checkbox"/>
Harvest early	1 <input type="checkbox"/>	1 <input type="checkbox"/>
Store harvested crop in house	1 <input type="checkbox"/>	1 <input type="checkbox"/>
Use magic (kutsirika)	1 <input type="checkbox"/>	1 <input type="checkbox"/>
No protection method at all	1 <input type="checkbox"/>	1 <input type="checkbox"/>

F9b Has your household experienced any theft of the following during the last 5 years

	Yes	No
Livestock Crop	<input type="checkbox"/>	<input type="checkbox"/>
produce in field Crop	<input type="checkbox"/>	<input type="checkbox"/>
produce from storage	<input type="checkbox"/>	<input type="checkbox"/>

F33 Approximately how many days have your household spent attending funerals/mourning periods instead of doing household farming activities this season?

Number of days

F36 In the past twelve months, did any member of your household participate in the following types of cooperative agricultural work (*chipele ganyu, badili, chikimva, chinzake, dima, etc.*)?

Preparing garden	1	<input type="checkbox"/>
Planting	1	<input type="checkbox"/>
Irrigating	1	<input type="checkbox"/>
Weeding	1	<input type="checkbox"/>
Harvesting	1	<input type="checkbox"/>
Other agriculture work	1	<input type="checkbox"/>
Have no garden	1	<input type="checkbox"/>



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Module 5: Marketing Module - inputs



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Module 6 Welfare Monitoring Survey

TO PERSONS 12 YEARS AND ABOVE. OTHERS GO TO WB6

WB5 What is [NAME]'s marital status?

Never married	1	<input type="checkbox"/>									
Married, monogamous	2	<input type="checkbox"/>									
Married, polygamous	3	<input type="checkbox"/>									
Divorced	4	<input type="checkbox"/>									
Separated	5	<input type="checkbox"/>									
Widowed	6	<input type="checkbox"/>									

WC4 Did [NAME] consult any health provider or traditional healer for any reason during the last 2 weeks?

Yes	1	<input type="checkbox"/>									
No	2	<input type="checkbox"/>									

WC5 What type of health provider or traditional healer did [NAME] consult?

WD1 MULTIPLE RESPONSE

Government hospital	1	<input type="checkbox"/>									
Govt. health centre/dispensary	1	<input type="checkbox"/>									
Mission hospital	1	<input type="checkbox"/>									
Mission health centres	1	<input type="checkbox"/>									
Private hospital/clinic	1	<input type="checkbox"/>									
Traditional healer	1	<input type="checkbox"/>									
Pharmacy/shop	1	<input type="checkbox"/>									
Mobile clinic	1	<input type="checkbox"/>									
Other	1	<input type="checkbox"/>									

WC6 Why did [NAME] not use medical care? MULTIPLE RESPONSE

No need	1	<input type="checkbox"/>									
Too expensive	1	<input type="checkbox"/>									
Too far	1	<input type="checkbox"/>									
Other	1	<input type="checkbox"/>									

WE10 During the past 12 months which of the following activities did the household use to Generate income to provide for food and other necessities?

Sale of own maize	1	<input type="checkbox"/>
Sale of own other food crops	1	<input type="checkbox"/>
Sale of own cash crops	1	<input type="checkbox"/>
Sale of own livestock	1	<input type="checkbox"/>
Sale of own fish	1	<input type="checkbox"/>
Sale of own milk	1	<input type="checkbox"/>
Sale of other agricultural products	1	<input type="checkbox"/>
Sale of firewood	1	<input type="checkbox"/>
Ganyu paid in cash	1	<input type="checkbox"/>
Ganyu paid in kind	1	<input type="checkbox"/>
Street vending	1	<input type="checkbox"/>
Production and sale of Handcraft work	1	<input type="checkbox"/>
Income from business work	1	<input type="checkbox"/>
Income from paid job	1	<input type="checkbox"/>
Remittances	1	<input type="checkbox"/>
Barter of household assets	1	<input type="checkbox"/>
Barter of livestock	1	<input type="checkbox"/>
Loans from relatives	1	<input type="checkbox"/>
Loans from neighbours	1	<input type="checkbox"/>
Loans from other informal sources	1	<input type="checkbox"/>
Loans from banks/credit institutions	1	<input type="checkbox"/>
Other	1	<input type="checkbox"/>

WG12 How many minutes does it take to walk from here to reach the nearest.....

		1	2	3	4	5
		0-14	15-29	30-44	45-59	60 +
Supply of drinking water	1	<input type="checkbox"/>				
Food market	2	<input type="checkbox"/>				
Public transportation	3	<input type="checkbox"/>				
“All season” road	4	<input type="checkbox"/>				
Primary school	5	<input type="checkbox"/>				
Secondary school	6	<input type="checkbox"/>				
Health clinic or hospital	7	<input type="checkbox"/>				

WG13 Did any household member take part in any of the following work programs during the last 12 months? (MULTIPLE RESPONSE)

	Yes	No
Food for work	<input type="checkbox"/>	<input type="checkbox"/>
Cash for work	<input type="checkbox"/>	<input type="checkbox"/>
Inputs for work	<input type="checkbox"/>	<input type="checkbox"/>
MASAF	<input type="checkbox"/>	<input type="checkbox"/>
Community policing	<input type="checkbox"/>	<input type="checkbox"/>
Neighbourhood watch	<input type="checkbox"/>	<input type="checkbox"/>
One Village One Product	<input type="checkbox"/>	<input type="checkbox"/>

WG14 Did any household member participate in any of the following types of projects, paid or not paid, during the last 12 months?
 MULTIPLE RESPONSE

<i>Construction or maintenance of</i>	Participated		Paid	Not paid
	No	Yes		
School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Road/bridge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Church	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mosque	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kindergarten	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health centre	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Irrigation works	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Borehole	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work on dams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clearing graveyard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

WG15 Are you or anybody in your household a member of the following groups or clubs?
 MULTIPLE RESPONSE

	Yes	No	Do not know
Local farmers group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NASFAM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Any other farmers group such as TAMA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Credit club, revolving fund, SACCOS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Water user associations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dance, music and culture groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Religious home based care groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

WH - Poverty predictors

WH1 Does someone in the household own a cellular telephone (cell phone) in working condition?

- Yes 1
- No 2

WL - Trust and HIV/AIDS Knowledge

FOR SELECTED HOUSEHOLD MEMBER 15 YEARS AND ABOVE, SEE MANUAL.

WL1 Do you in general trust leaders and officials? Do you trust all, most, some or just a few people in the following groups?

	All	Most	Some	Only a few	None
MPs	<input type="checkbox"/>				
Local assembly staff	<input type="checkbox"/>				
Traditional authorities [TAs]	<input type="checkbox"/>				
Village headmen	<input type="checkbox"/>				
Extension workers	<input type="checkbox"/>				
Courts	<input type="checkbox"/>				
Religious leaders	<input type="checkbox"/>				
Leaders of NGOs	<input type="checkbox"/>				
Police	<input type="checkbox"/>				
Hospital staff	<input type="checkbox"/>				
Teachers	<input type="checkbox"/>				
School administrators	<input type="checkbox"/>				
Traders	<input type="checkbox"/>				

WL2 Do you in general trust all, most, some or just a few people in the following groups?

	All	Most	Some	Only a few	None
Your family members	<input type="checkbox"/>				
Your relatives	<input type="checkbox"/>				
People from your village	<input type="checkbox"/>				
People from outside the village	<input type="checkbox"/>				
People of same ethnic group	<input type="checkbox"/>				
People from outside ethnic group	<input type="checkbox"/>				
People from same church/mosque	<input type="checkbox"/>				
People from <i>different</i> church/mosque	<input type="checkbox"/>				



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Module 7: LIVESTOCK INFORMATION

Livestock and poultry

D1 Does this household own or keep livestock or poultry?

- D11 Yes 1
- No 2

D9 Did you practice any of the following methods to protect your animals during the last 12 months? MULTIPLE RESPONSE

- Put animals in kraal 1
- Kept animals in my house 1
- Used herd boys 1
- Used magic (kutsirika) 1
- No protection method at all 1
- Other 1

Social capital in farming

D19 People often lend money to each other. Did you or any member of the household lend out money to anybody in these groups during the last 12 months?

- | | Yes | No | Do not know |
|--------------------------------|--------------------------|--------------------------|--------------------------|
| Your own family members | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Your relatives | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| People in your own village | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| People outside your village | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| People from same church/mosque | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

D20 People often lend tools like axes, hoes and other tools to each other. Did you or any member of the household lend out tools to anybody in these groups during the last 12 months?

	Yes	No	Do not know
Your relatives outside the household	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People in your own village	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People outside your village	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People from same church/mosque	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D21 Have you or any member of the household participated in cooperative (exchange) work for farming activities (e.g. Chikimva, Chilimira, Chinzake, Dima) during the last 12 months?

D23   Yes 1
No 2

D22 Who participates in the work exchange: MULTIPLE RESPONSE

Relatives and/or close friends	1	<input type="checkbox"/>
People living in the village	1	<input type="checkbox"/>
People living outside the village	1	<input type="checkbox"/>

D23 Besides garden work, have you or any member of the household participated in similar exchange work for other tasks?

Yes 1
No 2

D24 Is this a tenant household?

Yes 1
No 2



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Module 8: VILLAGE FACILITIES

SECTION B: VILLAGE INFORMATION

V1 What type of roads passes through this village [Multiple response]?

- | | | | | |
|----|---|-------------|---|--------------------------|
| V5 | <input type="checkbox"/> <input type="checkbox"/> | Tarmac | 1 | <input type="checkbox"/> |
| V5 | <input type="checkbox"/> <input type="checkbox"/> | Gravel road | 1 | <input type="checkbox"/> |
| | | Track | 1 | <input type="checkbox"/> |
| | | Foot path | 1 | <input type="checkbox"/> |
| | | Other | 1 | <input type="checkbox"/> |

V2 How far away is the nearest all seasonal road [tarmac/ gravel] from this village (in km)?

--

V3 How do most of the villagers get to the main road?

- | | | |
|------------------|---|--------------------------|
| On foot | 1 | <input type="checkbox"/> |
| Bicycle | 2 | <input type="checkbox"/> |
| Motor bike | 3 | <input type="checkbox"/> |
| Motor vehicle | 4 | <input type="checkbox"/> |
| Public transport | 5 | <input type="checkbox"/> |
| Other | 6 | <input type="checkbox"/> |

V4 How far is the nearest financial institution/ bank/ Micro-finance institution (Km)?

--

V5 How far away are the following institutions?

Number of kms

Agora Admarc			
Kulima Gold			
Farmers world			
Private traders			
Local produce market			
Mobile market			
FINCA			
Mardef			
SFFRFM			
Tranglobe			

V6 How do most of the village farmers transport their produce to their selling point?

- On head 1
- Bicycle 2
- Motor bike 3
- Own Motor vehicle 4
- Matola 5
- Public transport 6
- Ox/donkey cart 7
- Other (Specify)_____ 8

V7 How old is this village? Did it exist during President Banda's time? IF NOT How many years old is the village?

- Yes, it did exist during President Banda's time 1
 - No, it did not exist during President Banda's time 2
- years

V8 Are there any households that have moved from this village to settle elsewhere during the past 12 months?

- Yes 1
- No 2

V9 Where have they gone?

- Other villages/place within the TA/STA 1
- Other villages/place outside the TA/STA 2
- Other villages within same district 3
- Other villages outside the district 4
- Another country 5
- Don't know 6

V10 What is the main reason why the household moved away?

- Conflict among households 1
- Due to natural disasters 2
- Looking for more land to cultivate 3
- Difficulties in marketing produce 4
- Went to Town 5
- Went home 6
- Looking for paid work 7
- Other reasons 8

V11 Are there any households that have come to settle in the village during the past 12 months?

- Yes 1
 V13 No 2

V12 Where did they mainly come from?

- Other villages/place within the TA/STA 1
- Other villages/place outside the TA/STA 2
- Other villages within same district 3
- Other villages outside the district 4
- Another country 5
- Don't know 6

V13 What is the major ethnic group in this village?

- | | | | | | |
|---------|---|--------------------------|--------------------------|----|--------------------------|
| Chewa | 1 | <input type="checkbox"/> | Nkhonde | 8 | <input type="checkbox"/> |
| Yao | 2 | | Lomwe | 9 | <input type="checkbox"/> |
| Tumbuka | 3 | | Lambya | 10 | <input type="checkbox"/> |
| Nyanja | 4 | | Other (specify) | 11 | <input type="checkbox"/> |
| Ngoni | 5 | | | | |
| Sena | 6 | | | | |
| Tonga | 7 | | <input type="checkbox"/> | | |

V14 How many minutes does it take to walk from here to reach the nearest.....

	1	2	3	4	5
	0-14	15-29	30-44	45-59	60+
Any supply of drinking water	<input type="checkbox"/>				
Tap/borehole /protected well	<input type="checkbox"/>				
Food market	<input type="checkbox"/>				
Public transportation	<input type="checkbox"/>				
“All season” road	<input type="checkbox"/>				
Primary school	<input type="checkbox"/>				
Secondary school	<input type="checkbox"/>				
Health clinic or hospital	<input type="checkbox"/>				

V15 List the five most important development projects where the villagers have taken part in the last five years in your village

		P1	P2	P3	P4	P5
Road	1	<input type="checkbox"/>				
School	2	<input type="checkbox"/>				
Irrigation	3	<input type="checkbox"/>				
Dams	4	<input type="checkbox"/>				
Paths	5	<input type="checkbox"/>				
Health stations	6	<input type="checkbox"/>				
Orphanage	7	<input type="checkbox"/>				
Other	8	<input type="checkbox"/>				
Do not know	9	<input type="checkbox"/>				

V16 How were the members of the committee of the last major development project chosen

	<i>Yes</i>	<i>No</i>	<i>Do not know</i>
Chosen by elders in the village?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appointed by Village Head	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appointed by Group Village Head	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appointed by Traditional Authority	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elected by people in the village	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In another way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

V17 How many of the households in this village usually take part in the following as a collective work activity:

	<i>None</i>	<i>Few</i>	<i>Many</i>	<i>Nearly all</i>	<i>Do not know</i>
Building houses for each other	<input type="checkbox"/>				
In irrigation schemes	<input type="checkbox"/>				
Construct/maintain contour ridges	<input type="checkbox"/>				
Public works (on schools, roads, etc.)	<input type="checkbox"/>				
Work in the gardens of each other e.g. Chipele ganyu, badili, dima, Chikimva, Chinzake	<input type="checkbox"/>				
Rotating savings associations (ROSCAS)	<input type="checkbox"/>				
Marketing of products	<input type="checkbox"/>				
Sharing food with other HHs in famine	<input type="checkbox"/>				
Help out with food and/or work if someone can not work due to accident or illness	<input type="checkbox"/>				
Funerals	<input type="checkbox"/>				

V18 What types of sanctions or punishment do people use when someone does not attend in cooperative activities of the village development projects

	<i>Yes</i>	<i>No</i>	<i>Do not know</i>
Gossip	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Confiscate tools, products, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cast a spell	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Punish physically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Threaten the person with no help in future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not threaten openly, but do not give help in the future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discriminated when there are handouts in the village	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do nothing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

V19 What is the most common type of marriage in this village

Matrilineal and neolocal:

The married couple is not located in either the man's or the woman's homevillage but the children belong to the woman's lineage

1

Matrilineal and matrilocal (chikamwini):

A woman born in the village brings in her man to join her and the children will belong to the woman's lineage

2

Matrilineal and patrilocal (chitengwa):

A man born in the village brings in his woman to join him and the children will belong to the woman's lineage

3

Patrilineal and neolocal:

The marriage is not located in either the man's or the woman's home village but the children belong to the man's lineage

4

Patrilineal and patrilocal:

A man born in the village brings in his woman to join him and the children will belong to the man's lineage

5

Do not know/other

6

No Yes

V20 For the most common type of marriage in this village: is there usually any bridal payment?

No Yes

V21 Does this village have uncultivated land or unallocated land (chilala) of any kind?

If Yes, what is the approximate size of the land? [in hectares]

--	--	--	--

V22 Do you have the following public lands in this village [Multiple Response]

		Yes	No
Burial grounds (graveyards)	1	<input type="checkbox"/>	<input type="checkbox"/>
Roads	1	<input type="checkbox"/>	<input type="checkbox"/>
School yards	1	<input type="checkbox"/>	<input type="checkbox"/>
Sports (football) arenas	1	<input type="checkbox"/>	<input type="checkbox"/>
Church ground	1	<input type="checkbox"/>	<input type="checkbox"/>
Places for meetings and entertainments (bwalo)	1	<input type="checkbox"/>	<input type="checkbox"/>
Land in reserve for the future	1	<input type="checkbox"/>	<input type="checkbox"/>

V23 Are any lands in this village currently [MULTIPLE RESPONSE]

		Yes	No
Owned by persons not living in the village	1	<input type="checkbox"/>	<input type="checkbox"/>
Rented out to persons not living in the village	1	<input type="checkbox"/>	<input type="checkbox"/>
Taken over by the government	1	<input type="checkbox"/>	<input type="checkbox"/>

- V24 Have any of the lands (chilala) in this village been sold or given away to people outside the village during the last 5 years?**
- | | Yes | No | Do not know | |
|--------------------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|
| Sold to people outside the village? | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Given to people outside the village? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
- V25 Do outsiders sometimes get land in your village from families without consulting the village head**
- | | Yes | No | Do not know | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
- V26 Where do people graze their animals in this village? [MULTIPLE RESPONSE]**
- | | | |
|--|---|--------------------------|
| There are no grazing animals | 1 | <input type="checkbox"/> |
| Household lands / their own lands/fields | 1 | <input type="checkbox"/> |
| Village commons (chilala) | 1 | <input type="checkbox"/> |
| Dambos | 1 | <input type="checkbox"/> |
| Reserve lands | 1 | <input type="checkbox"/> |
| Unused state lands | 1 | <input type="checkbox"/> |
| Local public lands (roadsides etc.) | 1 | <input type="checkbox"/> |
| Forest areas | 1 | <input type="checkbox"/> |
| Protected areas or government area | 1 | <input type="checkbox"/> |
| Other | 1 | <input type="checkbox"/> |
- V27 Are any of the following lands within walking distance of this village? [MULTIPLE RESPONSE]**
- | | | Yes | No |
|------------------------------------|---|--------------------------|--------------------------|
| Village unallocated land (chilala) | 1 | <input type="checkbox"/> | <input type="checkbox"/> |
| Estate land | 1 | <input type="checkbox"/> | <input type="checkbox"/> |
| Forest reserve | 1 | <input type="checkbox"/> | <input type="checkbox"/> |
| National park | 1 | <input type="checkbox"/> | <input type="checkbox"/> |
| Wildlife reserve | 1 | <input type="checkbox"/> | <input type="checkbox"/> |
| Government agricultural scheme | 1 | <input type="checkbox"/> | <input type="checkbox"/> |
| Other government land | 1 | <input type="checkbox"/> | <input type="checkbox"/> |

V28	Apart from their own lands are there other locations where villagers may collect the following types of resources? [MULTIPLE RESPONSE]	<i>Firewood</i>	<i>Sand and gravel for building material</i>	<i>Stone for building material</i>	<i>Soil for building material</i>	<i>Grass for building material</i>
	Unallocated land (chilala)	1 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Estate land	1 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Forest reserve	1 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	National park land	1 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Agricultural scheme land	1 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other government land	1 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Buy in the market	1 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Do not use it	1 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

V29 Do the villagers use the unallocated lands (chilala) for the following income generating activities [MULTIPLE RESPONSE]

		Yes	No
Make bricks to sell in the market?	1	<input type="checkbox"/>	<input type="checkbox"/>
Cut firewood to sell in the market?	1	<input type="checkbox"/>	<input type="checkbox"/>
Burn charcoal to sell in the market?	1	<input type="checkbox"/>	<input type="checkbox"/>
Collect grass for thatching to sell in the market?	1	<input type="checkbox"/>	<input type="checkbox"/>
Don't have any of these lands	1	<input type="checkbox"/>	<input type="checkbox"/>
Other	1	<input type="checkbox"/>	<input type="checkbox"/>

V30	Do the villagers [MULTIPLE RESPONSE]	Yes	No
	Cut firewood from their own land to sell in the market?	1 <input type="checkbox"/>	<input type="checkbox"/>
	Burn charcoal from their own land to sell in the market?	1 <input type="checkbox"/>	<input type="checkbox"/>

V31	Is there currently any conflict over land: [MULTIPLE RESPONSE]	Yes	No
	Between your village and other villages?	<input type="checkbox"/>	<input type="checkbox"/>
	Between your village and neighbouring estates?	<input type="checkbox"/>	<input type="checkbox"/>
	Between family groups in the village?	<input type="checkbox"/>	<input type="checkbox"/>
	Between households in the village	<input type="checkbox"/>	<input type="checkbox"/>

V32 What are the most important reasons for land related conflicts with each of these?

- 1= Disputes about boundaries
- 2= Disagreements about use of irrigation facilities
- 3= Using too much water from rivers
- 4= Stray cattle, goats and other livestock
- 5= Taking resources such as wood, trees, pastures, without permission
- 6= Not fulfilling promises about land rentals
- 7= taken land that rightfully belongs to this village
- 8= Other
- 9= No conflict

	1	2	3	4	5	6	7	8	9
With neighboring villages	<input type="checkbox"/>								
With estate	<input type="checkbox"/>								
Between families	<input type="checkbox"/>								
Within families	<input type="checkbox"/>								

V33 Result

Completed with Village headman alone	1	<input type="checkbox"/>
Completed with V/head + Elders	2	<input type="checkbox"/>
Refusal	3	<input type="checkbox"/>
Not found	4	<input type="checkbox"/>
Too ill	5	<input type="checkbox"/>



**NATIONAL STATISTICAL OFFICE
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Module 9: ESTATE SURVEY

E1 What is the total hectare of this estate

E14 What is the total number of workers by type at the estate this Financial year [2006/07]?

	Male	Female	Annual Salary
Permanent employees			
Temporary employees			
Tenants			

E15 Who is the owner of the estate ?

- | | | |
|------------|---|--------------------------|
| Malawian | 1 | <input type="checkbox"/> |
| Government | 2 | <input type="checkbox"/> |
| NGO | 3 | <input type="checkbox"/> |
| Expatriate | 4 | <input type="checkbox"/> |
| Fallow | 5 | <input type="checkbox"/> |
| Other | 6 | <input type="checkbox"/> |

E16 How long has the estate been run by the current owner

Year

--	--	--	--

E17 What is the main activity at the estate?

- | | | |
|--------------|---|--------------------------|
| Tobacco | 1 | <input type="checkbox"/> |
| Tea | 2 | <input type="checkbox"/> |
| Coffee | 3 | <input type="checkbox"/> |
| Sugar cane | 4 | <input type="checkbox"/> |
| Maize | 5 | <input type="checkbox"/> |
| Cattle Ranch | 6 | <input type="checkbox"/> |
| Rice | 7 | <input type="checkbox"/> |
| Rubber | 8 | <input type="checkbox"/> |
| Other | 9 | <input type="checkbox"/> |

F36 Result

Incomplete

1

Refusal

2

Estate not found

3

Estate is just a farm

4

MALAWIAN LAND TENURE AND SOCIAL CAPITAL

Technical Documentation Report

Interview Data Collected in Malawi in 2007

Research Group¹:

**E. Berge
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With funding from
The Research Council of Norway and NORAD

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Preface

The present report documents instruments and procedures used during the field work, May – August 2007. During this period the research team collected in depth interview data for the Malawian Land Tenure and Social Capital project.

The project started with discussions between Stanley Khaila and Henrik Wiig around the pending land reforms in Malawi. What consequences would a land reform entail? Øystein Botillen from the Norwegian Embassy in Lilongwe became interested, and he soon became an important facilitator for development of the project. Erling Berge who at the time (2005-2006) was staying in Zomba was invited to join. The pending National Census of Agriculture and Livestock was brought into the discussions. The idea was that recording the current status of land tenure would be vital for future assessments of the impact of a land reform. The National Statistical Office of Malawi was asked about the possibilities for adding a module on land tenure to the NACAL with positive result. Given time and funding there was no problem. But resources were limited and time scarce.

Norway had by then committed to funding the NACAL survey in 2007 so inclusion of new questions was on a tight schedule, not easily achieved. Statistics Norway was contracted to supervise the NACAL, and the Khaila/ Wiig group were mandated to provide proposals for a questionnaire module on Land Tenure and Social Capital. The topic of social capital had been added to make it possible to study certain relations between economic development and trust. To fund the actual research work an application was sent to the Norwegian Research Council.

The team was expanded to include Pauline E. Peters from Harvard University who in 2006 was on sabbatical in Zomba, Paul A.K. Kishindo from Chancellors College, and Daimon Kambewa from Bunda College. Peters and Kishindo were recognized experts on customary land tenure in Malawi. The design of questions started in earnest. By August 2006 a proposal was presented to NSO and Statistics Norway. The proposal did not easily fit into the rapidly developing plans for NACAL. After several rounds of revisions and discussions it ended up, not as a separate module, but distributed over several of the 9 modules that in the end comprised NACAL. The bulk of our questions were included in some form even if stunted.

The application to the Norwegian Research Council was successful and stipulated in depth interviews of households on the same topics as the Land Tenure and Social Capital questions included in NACAL.

By the beginning of 2007 Pauline E. Peters was back at Harvard and Paul A. K. Kishindo had become engaged in studies of the resettlements of farmers that the Malawian Government and the World Bank were organising. Thus they did not have time for close involvement on the MLTSC research. But Alister Munthali from Center for Social Research, Chancellors College, had agreed to join the research team. Thus we entered the field work with 3 research groups led by Stanley Khaila, Daimon Kambewa, and Alister Munthali, each one supervising a team of 3 research assistants. Munthali, a native speaker of Chitumbuka, took his team to the north. Khaila worked in the central region, and Kambewa took his team to the southern region.

The research assistants and translators were subject to training at Bunda College during the period 28 May – 1 June. Only four late joining translators did not participate (Chimwasa, Chigwe, Dyles, and Mwambo, see below). The training included use of GPS to measure area of fields. The main instructor was Daimon Kambewa. Henrik Wiig had some classes but was also procuring the field equipment.

From Bunda each team went to their designated area in north, central, and south, starting out with listings of households in the sample villages and selection of 15 households that were to be interviewed. Each team had two districts and would stay 6 weeks in each to complete in depth interviews in 3 villages. In each district one research assistant had primary responsibility for one village. The task was to interview household members and fill out a questionnaire for each of the 15 households selected, including measuring the size of household fields with GPS instruments provided. In addition key informants like village leaders were interviewed. The research assistants were living in the village during the fieldwork period. Fifteen households from 3 villages in each region added up to 90 in depth interviews and questionnaires, or a total of 270 for the country.

By mid June Berge arrived from Norway with 4 master students, Marie Ervik Smette, Ragnhild Haugli Bråten, Sverre Bjørnstad, and Tomas Moe Skjølvold. After an introductory course on Malawian society at Bunda conducted by Samu Samu, Bråten and Smette went south to work with supervision from Daimon Kambewa. Bjørnstad and Skjølvold went with Berge to work in the central region with guidance from Khaila. By mid August the students had finished their data collection and went back to Norway. The results of their work (Bjørnstad 2008; Bråten 2008; Skjølvold 2008; Smette 2008) can be accessed at <http://nacal.nibr.no/>.

The field work went well. At the end of the first period, before changing district the team met in plenum at Kambiri Lodge on Lake Malawi. Exchange of experiences and clarification of unclear points in the instruments were very helpful. After completing the field work at the end August the data was brought partly to Bunda College and partly to the Center for Social Research, Chancellors College to be prepared for analysis.

Our interest in land tenure, land reforms and related questions could not have been followed up without the funding provided by the Norwegian Research Council (Grant no 178757), the initial grant from NORAD to develop Land Tenure and Social Capital questions for the National Census of Agricultural and Livestock (NACAL) in Malawi, and the exemplary services provided by our research assistants.

Alister Muthali's assistants in the north were Ellen Nkosinathi Harazi, Ockens Chipeta, and Robson Malichi Gama.

In the central region Stanley Khaila worked with James Amani, Alinafe Chibwana, and Andrew Joabe. Charity Chonde, Bunda College, served as substitute for Stanley Khaila on crucial occasions. In the central region the Norwegian students Sverre Bjørnstad and Tomas Moe Skjølvold were well served by the translators William (Willie) Chimombo, Allan Dyles, and White Mwambo. Chimombo was alone until the end of June. When he left he was replaced by Dyles and Mwambo.

In the south Daimon Kambewa worked with Nitta Kalonga, Noel Mbuluma, Davison Chimwaza, and Chancy Mulima. Davison Chimwaza was research assistant in Phalombe, and Chancy Mulima was research assistant in Chiradzulu. In Chiradzulu Chimwaza served as translators for the Norwegian students Ragnhild Bråten and Marie Smette. Moses Munthali started out as translator for Henrik Wiig, but had to leave the project and was replaced by Davison Chimwaza. When the research team moved from Chiradzulu to Phalombe the two Norwegian students split up. Ragnhild Bråten stayed in Chiradzulu with Chancy Mulima as translator. Marie Smette moved to Phalombe with the research team. Her new translator in Phalombe was Charles Chigwe.

It all hangs together. Thanks to all.

Oslo, October 6, 2008

Erling Berge, Henrik Wiig, Stanley Khaila, Daimon Kambewa, Alistair Munthali

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1. MLTSC Interview guide for key informants (e.g. village headpersons)

The key to the guide is to ensure that all issues of interest in the investigation are covered and are probed sufficiently in order to leave no question of interest to land and collective action unanswered. The specific way in which the issues are investigated will vary depending on the circumstances.

The RAs should use personal interest/tact/skill to investigate through careful listening to conversations and to keep their eyes open and make observations in the village regarding land matters and collective action. During interview times, they will proceed in a conversational manner and probe land questions until all information has been collected. Where a piece of land is connected to several people with significant stake or interest in the land, the interviewers will make an effort to cross-interview such persons.

Malawians like to use a lot of parables and proverbs in order to give emphasis and make matters clear when describing things and processes. Any attempt to paraphrase such idioms invariably changes their meanings. RAs shall, as far as possible, write verbatim answers where idioms phrases are used in addition to your own interpretation of what is being said.

The topics below are only a guide and need not be followed in the order given since conversations can start with any topic. Indeed more interesting issues may be raised by the key informant.

C1: History, family systems and size of the village

Find out historical details of the village such as when the village was established, the size of land allocated to the village, who allocated the land to the village, number of families and households in the village, ethnic groups, types of residential units (virilocal/uxorilocal), etc. Has there been any break-away villages from this village, or is it a breakaway village itself? Was land allocated to the village? Make a sketch of a social village map, with original village and the current ones in the same area. Is there unallocated land in the village, ask for historic development.

C2: Emigration out of the village

Find out if there are any households that have moved out of this village to settle elsewhere and if people have emigrated find out how many? Where have they moved? Why did they move? Discuss if any of them come back, and why they did so? Etc.

C3: Immigration into the village

Find out if there are any households that have come to settle in the village in the past? If people have immigrated into this village, how many are they? Where did they come

from? What type of settlement (temporary or permanent). What were the reasons for immigrating.

C4: Availability of idle and absentee land

Find out if there are any pieces of land that have been left by people either through migration, marriage, etc? Who are the individuals who have left, e.g. relationship in village, age, education? When did they leave the village? Will they come back or not? What has happened to their land? Do the emigrants exercise any rights to the land or products thereof? For how long has this land been idle (fallow normally no more than three years). Is anyone using the land that the individuals who left the village were farming/owned?

C5: Availability of grazing land

Observe the existence of livestock and discuss issues of grazing, management, regulations, limitations conflicts, etc

C6: Availability of other types of land in the area

Observe other type of land not for cultivation in and close to the village, e.g. estate lands, government lands, forest reserve, national park, game reserve, agricultural scheme, etc. Ask the respondent to describe the history behind such land, e.g. size, use, conflict, management etc.

C7: Sources of necessary resources

Find out where people in the village obtain such resources as firewood, sand and gravel for building material, land where soil is taken to mould bricks, stone for building, soil for building, grass for building, and trees for burning charcoal, etc. Are these resources privatized, i.e. people have to pay for them, or are they open access resources? Describe the management system. Are there any conflicts over their use? If yes, how are they solved. Has there been any change in the use of the specific resources over the history? Are any sources of natural resources within walking distance, i.e. estate land, forests, national parks, wildlife reserves, governmental agricultural scheme, other governmental lands.

C8: Collective works

How are different types of collective works organised in this village, both public works and more private collective actions. Ask the respondent to indicate type of project, amount of labour, other contributions, who participated, who initiated, organised and financed it, perceived benefits for the household, what will people do if an individual does not take part (sanctions?). What are the reasons for not participating? Who are selected to be in the development committees?

C9: Outside connections and influence

How does this village try to influence central decision making, e.g. handouts, investment, projects? Describe the process, i.e. who initiates, what contacts are used, how is such lobby activity financed, does the village have to do anything in return? Is this village more or less successful in such lobbying than neighbouring villages? Why is this so.

C10: Intra village distribution

Who are the weak/poor groups in your village, and why? Who are the strong/rich groups in the village, and why? Is this internal distribution a result of the fight for restricted resources in village, e.g. land, fertilizers subsidies, or maybe the opposite, the cause of unequal distribution? How will these groups be affected by increasing scarcity of land, e.g. weak pressured out, weak will sell lands?

C11: Perceptions of change in cooperation

The local societies change over time, how and why has cooperation and trust changed through history according to his/her opinion? How was cooperation affected by the Kamuzu period. Is there a change in cooperation and trust between people within the same village or in different villages? Explain why there has been a change, or why it is still the same. Has religious movements and market access influenced cooperation and trust?

C12: Conflicts and their resolutions

Find out from the village headperson whether there have been any conflicts in relation to land. If there have been land disputes, find out the details of the disputes in terms of types of conflicts, people involved in the conflict, number of conflicts, reasons for conflicts, how the conflicts were settled or resolved, etc. Ask for case histories as examples, including conflicts between villages.

C13: Land transactions

Discuss with the village head the various land transactions he has been involved in the village. Find out details of such transactions such as sales renting out, renting in, allocations of land to village members or outsiders, conversion of land to leasehold, etc.

C14: Land allocation and administration

Find out who allocates land in the village? Who decides on people legible for land allocation? Who regulates the use of the land? Find out who is legible to inherit land in general (children, spouse, nephews, sisters, brothers, etc).

C15: Land policy

If the respondent mentions the new land policy during the interview, pick it up immediately and ask what his thoughts are on this issues, i.e. what are the consequences for the people, him as a leader etc. and how does he think it will work out, e.g. the proposed committees. If not mentioned voluntarily, ask directly at the end of the interview.

C16: Water for household use and dambo cultivation

Find out the various water sources in the area and get information on the various users such as domestic users, irrigation users, animals, etc. How are the users regulated and who regulates them?

2. MLTSC Interview guide for the household

The key to the guide is to ensure that all issues of interest in the investigation are covered and are probed sufficiently in order to leave no question of interest to land and collective action unanswered. The specific way in which the issues are investigated will vary depending on the circumstances.

The RAs should use personal interest/tact/skill to investigate through careful listening to conversations and to keep their eyes open and make observations in the village regarding land matters and collective action. During interview times, they will proceed in a conversational manner and probe land questions until all information has been collected. Where a piece of land is connected to several people with significant stake or interest in the land, the interviewers will make an effort to cross-interview such persons.

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The topics below are only a guide and need not be followed in the order given since conversations can start with any topic. Indeed more interesting issues may be raised by the key informant.

MLTSC household head interview guide

A1: Land ownership and production

Use the list of plots/gardens from the questionnaire and record the size, topography, quality of land, crops grown on each of the gardens, yields, use of modern/traditional techniques, use of paid labour, etc. How was each plot acquired? If conflict / contested rights, explain of what the dispute is about. Explain in general whether it is possible to protect the land and use rights and how that can be done for contested land?

A2: Buying and selling of land

Has the household bought or sold any land during the last 10 years? If yes, give the reason why this was done. Has the household exchanged parcels of land with someone else, i.e. land exchanged for land and not for money? Has any land been given/received as gift

A3: Renting in and out land

Start by asking how the household gets access to land that is not theirs. Then inquire in general if the household rented in and/or out land in the last 10 years? If yes, discuss the

examples: to/from whom, why, how was the rent paid and how much was it? Also include all types of exchanges including non-monetary compensations, e.g. sharecropping, crop harvest for fertilizers etc. Long term renting arrangements that becomes a defacto land sale?

A4: Uncultivated lands

Do the household have uncultivated land, if yes, ask the respondent to explain why. Does the respondent think renting is increasing or decreasing over time, explain why?

A5: History of the main piece of land cultivated by the household

Find out a detailed history of the main garden used by the household. Trace the ownership of the garden as far back as the person can remember. Find out the gender of the various owners and their relation to the current owner. How was the land obtained, discuss changes in ownership, and/or transactions? If yes, is anything done to testify this, e.g. use of witnesses, written contracts, informing neighbours, village leader etc. of the deal? Applies to buying/ selling, renting in/ renting out, lending/ borrowing. Any conflicts and disputes, interaction between owner and operator if not the same.

A6: Inheritance

Will their children and spouses be able to take over the land without problems? What is the inheritance pattern like? Is it male or female children (or both) that inherit the land? If not who can get hold of their land and why?

A7: Land allocation

How is land allocated in this village? Can land be allocated to outsiders (*obwera*) in this village? How is that possible? Investigate allocation arrangements made for persons who are away (e.g. working in town, away in school).

A8: Security of land tenure

Find out if household has fears of losing their land. What do they think about land registration? Are there any individuals or groups of people who is at risk of losing their lands?

A9: Idle land administration

Is there idle land in the village? Why is the land idle? Describe the most common arrangements that are made for idle land whose owners are not in the village.

A10: Conflicts and disputes over land

Investigate if there have been any disputes over any piece of land involving the household. If there have been conflicts, record the people involved, their relationships, the reasons for the conflict, whether or not the dispute/conflict was resolved, if not what happened to the garden and if yes who settled the dispute.

A11: Grazing of animals

Observe the existence of cattle and goats and discuss issues of grazing, management, regulations, limitations conflicts, etc. with the household. Find out if the household has livestock and if yes find out where they graze them. If they have no livestock, find out if they have had any problem with these animals. If so get the details of the problem.

A12: Sources of different materials

What are the most important natural resources you consume domestically or collect for sale, e.g. firewood, charcoal, fruits, berries, game, mice, caterpillars, gravel, etc. How do you get access to those, i.e. free or pay?

A13: Land scarcity and employment

Find out if the household has enough land for their cultivation requirements. Then ask for the respondent's definition of "requirement". What would he do in the hypothetical situation that a neighbour gave him some extra land, i.e. cultivate food crops, cash crops, sell the land, rent it out. Ask the respondent to explain choice. What is the farmer's aspiration? Discuss whether any members of the household have migrated in search of work? If so, where have they gone (describe their work and the income they get).

A14: Security

Explore if some members in the village lost crops or livestock, land etc. through theft or natural disasters and ask what, how, how much, when, who, how many, and what was done to prevent future losses.

A15: Participation in public works

Ask the respondent to describe their involvement in the public works any of the household members have participated in, i.e. type of project, number of days worked, other contributions, how they got involved, who initiated and organised it, perceived benefits for the household, what would have happened if did not take part (sanctions?). Have the respondent experienced failed communal projects? If yes, explain what happened.

A16: Cooperation in private projects

Have any of the households members participated in other types of collective action, where the product is normally a restricted access good, i.e. building houses for each other, exchange of work in the field, saving clubs, contour ridges, modern forms of cooperation like marketing of products. Make the respondent indicate type of project, number of days worked, other contributions, how they got involved, who initiated and organised it, perceived benefits for the household, disadvantages of not participating, what would have happened if you did not take part (sanctions?). Has the respondent experienced failed cooperation projects? If yes, explain what happened.

A17: Generalized trust and sanctions

Who in the village does the respondent trust and who do he/she not trust. Ask the respondent to explain why. What about the people outside the village. What happens if people abuse this trust? What happens to people who do not behave according to what is expected of them? Ask the respondent to cite examples of personal experiences where his/her trust gave good outcome and bad outcome, indicate reasons for such result. Ask specifically about marketing of products for sale. Has your household ever lost anything to untrustworthy people, e.g. theft, fraud, received less than fair share, etc. Give examples and explain what happened. How the issue was resolved, who help/provided the solution? How are the remedies provided? Are the remedies fair and legitimate? Be aware that people, who take trust and trustworthiness for granted, might not understand the concept. Hence ask what people would do in certain situations that imply trust.

A18: Networks

With whom does the household interact (i.e. within the village, outside and in urban areas)? What is the purpose of the interactions? What do these interactions involve? How the relationships are maintained? Can you call upon people from this network when you need help?

A19: Coping / survival strategies

How does the household cope with crises, e.g. bad harvest, sickness, death, fire, theft, pregnancy? Will anyone come to help? If yes, who? In what situations would you help out?

A20: Perceptions of equality and distributional norms

What are the characteristics of the people who do well / rich and do bad / poor in this village? How does this affect interaction between people in the village? Do you find this difference acceptable, i.e. both resources and outcome? Do you think leaders in general, e.g. village leader, group village leader and traditional authority, acts morally? Is it morally acceptable for these to give family members and other close persons a larger share of entrusted public goods, e.g. land, fertilizer subsidies? Would you have done differently if you were in their shoes? Explain why.

MLSTC household follow up interviews

[Interviewer: The idea is to ask other informants about the involvement of the MLTSC households in the activities this described. This is potentially very sensitive and should be conducted through indirect questions]

B1: History of the main piece of land cultivated by the household

Ask some other informant to give the history of the MLTSC household's main garden. Ask for conflicts that might not have been raised by the MLTSC household itself. [other households in family]

B2: Conflicts and disputes over land

How are the conflicts mentioned by the MLTSC household described by the other parties of the conflict and third parties? [key informants, other households in the family, affected parties]

B3: Explicit examples of cooperation / non-cooperation

Describe the given project. What did the given MLTSC-hh contribute in the cooperation project? Does this household normally contribute? Why do you think this project succeeded/failed? [project leader, family members, neighbours]

B4: Explicit examples of networks

Describe the network, what is the purpose and what is it used? How does the MLTSC-hh contribute in this network? [network members]

B5: Reputation

How is the MLTSC-hh perceived in the village and outside, i.e. contribution, trustworthy, position, etc. Do they behave according to expectations? If not, what is done to correct them? [village leader, other family members, collective action project contributors]

3. MLTSC household head questionnaire

Name of respondent: _____

Household listing number: _____

Position in household: _____

Interviewer: _____

Supervisor signed: _____

Region	District/TA	EA number	Name of village	Date visit
North	Rumphi/chikulamayembe	8		
		28		
		31		
	Mzimba/Mpherembe	19		
		20		
		801		
Central	Kasungu/Njombwa	1		
		7		
		801		
	Dowa/Dzoole	11		
		12		
		37		
South	Chiladzulu/Likoswe	12		
		26		
		31		
	Phalombe/Nkhumba	83		
		121		
		802		

[Interviewer: On the first day of the study, when you come to the household, please introduce yourself using the following script. You must learn this introduction so that you can say it exactly as it is written below. After you have been greeted say the following]: My name is [mention your name]. I am from Bunda College of Agriculture, a constituent college of the University of Malawi. We are doing a study about land and collective works in Malawi and we would like to discuss these issues with you. All information regarding our conversation will be kept confidential. The answers will be put together with 270 other people we are talking to, to get an overall picture. The information you give will not be distributed to anyone with your name, so please feel free to tell us what you think. We will stay around for about five weeks, and will use this opportunity to come back several times to talk to you in order to have shorter interviews each time, about 90 minutes. There is no penalty for refusing to participate. Do you wish to proceed? Note: The person must give his or her informed consent by answering positively. If participation is refused, walk away from the household and go to a substitute household which your supervisor will give you [This means that supervisors should sample substitute households to be used in cases where respondents refuse to participate in the study]. If consent is secured, proceed as follows:

1 Demographic characteristics

Please tell me the names of all members of the household who normally live in this household. [Interviewer: Make a complete list of names of all persons who normally live and eat together in this household starting with the head of the household. if more than ten members, use a new questionnaire to complete the listing.]

Member line number	01	02	03	04	05	06	07	08	09	10
01	(head)									
02										
03										
04										
05										
06										
07										
08										
09										
10										

E1 What is [NAME]'s relationship to the head of the household?

Head	1	<input type="checkbox"/>									
Spouse	2	<input type="checkbox"/>									
Son/Daughter	3	<input type="checkbox"/>									
Grandchild	4	<input type="checkbox"/>									
Brother/Sister	5	<input type="checkbox"/>									
Parent	6	<input type="checkbox"/>									
Other relative	7	<input type="checkbox"/>									
Not related	8	<input type="checkbox"/>									

E2 Is [NAME] male or female?

Male	1	<input type="checkbox"/>								
Female	2	<input type="checkbox"/>								

E3 Was [NAME] born in this village?

Yes	1	<input type="checkbox"/>								
No	2	<input type="checkbox"/>								

E4 How old was name [NAME] at his/her last birthday?

Completed years	<input type="text"/>									
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2 Parcels of land owned/operated by household members

F1	List all parcels operated or owned by household members
Parcel no.	Name/nickname/description of parcel
01	Main garden:
02	
03	
04	
05	
06	
07	
08	
09	
10	

[Interviewer: Include all lands owned or operated by household members whether cultivated (gardens) or not. If more than 10 parcels, use another household head interview form]

3 Land tenure

G1 How has the total area of your parcels changed compared to 10 years ago?

- G3 ← Increased 1
- G3 ← Decreased 2
- G4 ← Remained the same 3

G2 Why has the total area of your parcels increased? [Multiple response]

- G4 ← Inherited 1
- G4 ← Allocation from lineage 1
- G4 ← Allocation by Village head 1
- G4 ← Bought more land 1
- G4 ← Rented more land 1
- G4 ← Gift from relatives 1
- G4 ← Other 1

G3 Why has the total area of your parcels decreased? [Multiple response]

- Transferred to heirs 1
- Sold 1
- Stopped renting 1
- Encroachment 1
- Gift to relatives 1
- Taken away [exploited] 1
- Taken away [Govt] 1
- Washed away by flood 1
- Other 1

G4 Do you fear that your own land will be encroached upon? [not rented land]

- Yes 1
- No 2

G5 Do you fear that your own land will be taken away from you? [when spouse pass away etc]

Yes 1
No 2

G6 Has your household rented out one or more parcel of land the past agricultural season?

Yes 1
G11 ← No 2

G7 How many hectares of land has your household rented out the past agricultural season?

Total Area [hectares]

G8 How much did your household received in total for renting out these hectares of land this agricultural season?

Total Price [MK]

G9 To whom have you rented out this land [Multiple response]

Relative 1
Non relative in the village 1
Non relative outside village 1
Other 1

G10 What was the main reason for renting out the land?

Went away from village 1
Married away 2
Have enough land 3
Needed Money 4
Was sick 5
Looking after sick 6
Not enough labour 7
Other 8

G11 Has your household sold any parcel of land in the past 10 years?

Yes 1
G15 ← No 2

G12 Now I would like to have some information of the last parcel the household sold: How many hectares was this parcel?

Area of last parcel sold [hectares]

G13 To whom did your household sell this parcel of land? (the last parcel being sold)

Relative 1
Non relative in the village 2
Non relative outside village 3
Other 4

G14 Why did you sell this parcel of land? (the last parcel being sold)**[Multiple response]**

- | | | |
|---------------------------|---|--------------------------|
| Went away from village | 1 | <input type="checkbox"/> |
| Married | 1 | <input type="checkbox"/> |
| Had more land than needed | 1 | <input type="checkbox"/> |
| Needed Money | 1 | <input type="checkbox"/> |
| Was sick | 1 | <input type="checkbox"/> |
| Looking after sick | 1 | <input type="checkbox"/> |
| Not enough labour | 1 | <input type="checkbox"/> |
| Other | 1 | <input type="checkbox"/> |

G15 Has your household had any dispute with anyone over land in the past 10 years?

- | | | |
|-----|---|--------------------------|
| Yes | 1 | <input type="checkbox"/> |
| No | 2 | <input type="checkbox"/> |

G16 With whom was the (most important) dispute? [Multiple response]

- | | | |
|----------------------------|---|--------------------------|
| Relative from husband side | 1 | <input type="checkbox"/> |
| Relative from wife side | 1 | <input type="checkbox"/> |
| Other relative | 1 | <input type="checkbox"/> |
| Non Relative | 1 | <input type="checkbox"/> |
| Village headman | 1 | <input type="checkbox"/> |
| Politicians | 1 | <input type="checkbox"/> |
| Other | 1 | <input type="checkbox"/> |

G17 Who resolved this dispute

- | | | |
|-----------------------|---|--------------------------|
| Was not resolved | 1 | <input type="checkbox"/> |
| Ourselves | 2 | <input type="checkbox"/> |
| Elders [Husband side] | 3 | <input type="checkbox"/> |
| Elders [wife side] | 4 | <input type="checkbox"/> |
| Traditional leaders | 5 | <input type="checkbox"/> |
| District commissioner | 6 | <input type="checkbox"/> |
| Party officials | 7 | <input type="checkbox"/> |
| Courts | 8 | <input type="checkbox"/> |
| Other | 9 | <input type="checkbox"/> |

G18 If you had a dispute over your land at this time, where would you go to seek help first?

- | | | |
|-----------------------|---|--------------------------|
| Elders [Husband side] | 1 | <input type="checkbox"/> |
| Elders [wife side] | 2 | <input type="checkbox"/> |
| Traditional leaders | 3 | <input type="checkbox"/> |
| District commissioner | 4 | <input type="checkbox"/> |
| Party officials | 5 | <input type="checkbox"/> |
| Courts | 6 | <input type="checkbox"/> |
| Ward councillors | 7 | <input type="checkbox"/> |
| Other | 8 | <input type="checkbox"/> |

4 Access to and use of lands owned in common

J1 Where does your household find the following building materials:

		Own HH land	From village land	From land of other villages	Estate lands	Forest Reserve
Wood/ timber for roofing, walls or floors	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grass for thatching of roofs	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stone for use in walls, floors, foundations	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sand, gravel for use in walls, floors, foundations	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Soil, mud for making bricks, or use in floors, foundations	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bamboo for construction	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

J2 Where do your household members collect the following: [Multiple response]

		Own HH land 1	From village land 2	From land of other villages 3	Estate lands 4	Forest Reserve 5
a) Branches of wild trees	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Fruits of wild trees	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Hunting game	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Herbs/roots for medicine	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Herbs/Roots for food	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Honey	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Mushrooms	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Caterpillars / etc	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Hunting wild birds	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Eggs of wild birds	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Wild berries	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Mice	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CONTINUED...

		National park 6	Other Government lands 7	Do not collect 8	Buy 9	Other 10
a) Branches of wild trees	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Fruits of wild trees	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Hunting game	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Herbs/roots for medicine	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Herbs/Roots for food	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Honey	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Mushrooms	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Caterpillars / etc	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Hunting wild birds	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Eggs of wild birds	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Wild berries	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Mice	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

J3 Do any of your household members own livestock?

J5 ← Yes 1
No 2

J4 Where do you find pasture for them? [Multiple response]

		Hold rights to use	Have permission to use	Pay for it	May use in emergencies	Not used
Own HH land	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
From lineage land	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Village land – Dambo	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Village land – Other	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Estate lands	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Forest Reserve	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
National park	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Government lands	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

J5 What type of energy do you use for cooking in this household? [Multiple response]

		Usually	Occasionally	Not available	Not relevant here
Charcoal	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Crop residue (maize cobs, tobacco stems, etc)	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cattle dung	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Paraffin	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Electricity	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Firewood	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

J6 From where do you get firewood and how do you pay for it? [Multiple response]

		Hold rights to take	Have permission to take	Pay for it	May take in emergencies	Not relevant here
		1	2	3	4	5
Own HH land	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
From lineage land	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
From other village land	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Estate lands	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Forest Reserve	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
National park	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Government lands	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
From exchange of goods with other villagers	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Buy it in the “market”	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5 Social capital – Trust

K1 People often lend money to each other. Did you or anybody else in this household lend out money to anybody in these groups during the last 12 months?

	Yes	No	Do not know
Your own family members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your relatives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People in your own village	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People outside your village	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People from same church/mosque	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

K2 People often lend tools like axes, hoes, etc. and other tools to each other. Did you or anybody else in this household lend out tools to anybody in these groups during the last 12 months?

	Yes	No	Do not know
Your own family members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your relatives outside the household	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People in your own village	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People outside your village	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People from same church/mosque	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6 Social capital – Cooperation

L1 Are you or anybody in your household a member of the following groups and clubs?

	Yes	No	Do not know
Local farmers group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NASFAM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Any other farmers group such as TAMA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Credit club, revolving fund, SACCOS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Water user associations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dance, music and culture groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Religious groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Home based care groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

L2 Have you or anybody in your household during the last 12 months participated in cooperative agricultural work (e.g. Chilimila, Chikimva, Chinzake, Dima)

	Yes	1	<input type="checkbox"/>
L4 ←	No	2	<input type="checkbox"/>
L4 ←	Have no garden	9	<input type="checkbox"/>

L3 In the past twelve months, did you participate in the following types of cooperative agricultural work (*chipele ganyu, badili, chikimva, chinzake, dima, etc.*)?

			# days/year
Preparing garden	1	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Planting	1	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Irrigating	1	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Weeding	1	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Harvesting	1	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Other agriculture work	1	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Have no garden	1	<input type="checkbox"/>	
Did not participate in any of the indicated types	1	<input type="checkbox"/>	

L4 What type of people participate in collective agricultural work through work exchange

	Yes	No	Do not know
Only relatives and/or close friends?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Only people living in the villages?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Also people living outside the village?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

L5 When people do not comply in the cooperative agricultural work, what types of sanctions are used against them? [Multiple response]

Gossip	1	<input type="checkbox"/>
Confiscate tools, products, etc.	1	<input type="checkbox"/>
Fine	1	<input type="checkbox"/>
Cast a spell	1	<input type="checkbox"/>
Punish physically	1	<input type="checkbox"/>
Threaten the person with no help in future	1	<input type="checkbox"/>
Not threaten openly, but do not give help in the future	1	<input type="checkbox"/>
Discriminated when there are handouts in the village	1	<input type="checkbox"/>
Eviction from the village	1	<input type="checkbox"/>
Do nothing	1	<input type="checkbox"/>

L6 Besides cooperative agricultural, have you or anybody in your household participated in similar exchange work for other tasks?

Yes	1	<input type="checkbox"/>
No	2	<input type="checkbox"/>

L7 Have you or anybody in your households participated in any type of public works without payment in the last year, e.g. construction or maintenance of roads or buildings?

	Yes	1	<input type="checkbox"/>
M1←	No	2	<input type="checkbox"/>
M1←	Do not know	3	<input type="checkbox"/>

L8 Which of the following types of projects have you or anybody in your household participated in over the last 12 months?

	No	Yes	# days/year
School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Road	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Bridge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Church	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Mosque	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Kindergarten	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Health centre	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Irrigation works	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Borehole	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Work on dams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Clearing graveyard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

7 Social capital – Generalized trust

M1 Generally speaking, do you think most people can be trusted or that they cannot be trusted?

Most people can be trusted	1	<input type="checkbox"/>
Most people cannot be trusted	2	<input type="checkbox"/>

M2 In general, do you trust the leaders and officials in this country? Would you say you trust all, most, some, just a few or none in the following groups

	All	Most	Some	Only a few	None	Do not know
Government officials	<input type="checkbox"/>					
Councillors	<input type="checkbox"/>					
Local assembly staff	<input type="checkbox"/>					
Traditional authorities	<input type="checkbox"/>					
Group village headmen	<input type="checkbox"/>					
Village headmen	<input type="checkbox"/>					
Courts	<input type="checkbox"/>					
Army	<input type="checkbox"/>					
Leaders of NGOs	<input type="checkbox"/>					
Police	<input type="checkbox"/>					
Traders	<input type="checkbox"/>					
Teachers	<input type="checkbox"/>					
School administrators	<input type="checkbox"/>					
Religious leaders	<input type="checkbox"/>					

M3 In general, do you trust people in this area? Would you say you trust all, most, some or just a few people in the following groups?

	<i>All</i>	<i>Most</i>	<i>Some</i>	<i>Only a few</i>	<i>None</i>	<i>Do not know</i>
Your family members	<input type="checkbox"/>					
Your relatives	<input type="checkbox"/>					
Your village	<input type="checkbox"/>					
People from outside the village	<input type="checkbox"/>					
People of same ethnic group	<input type="checkbox"/>					
People from outside ethnic group	<input type="checkbox"/>					
People from same church/mosque	<input type="checkbox"/>					
People <i>not</i> from same church/mosque	<input type="checkbox"/>					

8 Lineage systems

N1 Is this residential unit located in the man's home village or the woman's (chikamwini or chitengwa)?

Matrilineal and neolocal:

The married couple is not located in either the man's or the woman's homevillage but the children belong to the woman's lineage

1

Matrilineal and matrilocal (chikamwini):

A woman born in the village brings in her man to join her and the children will belong to the woman's lineage

2

Matrilineal and patrilocal (chitengwa):

A man born in the village brings in his woman to join him and the children will belong to the woman's lineage

3

Patrilineal and neolocal:

The marriage is not located in either the man's or the woman's home village but the children belong to the man's lineage

4

Patrilineal and patrilocal:

A man born in the village brings in his woman to join him and the children will belong to the man's lineage

5

Do not know/other

6

N2 For your marriage did you pay any bridal payment?

No Yes

9 Education and employment

O1	What is the highest level of education you have completed? [Code from answer. Do not read options]	
	No formal schooling	<input type="checkbox"/>
	Informal schooling only (including Koranic schooling)	<input type="checkbox"/>
	Some primary schooling	<input type="checkbox"/>
	Primary school completed	<input type="checkbox"/>
	Some secondary school / high school	<input type="checkbox"/>
	Secondary school / high school completed	<input type="checkbox"/>
	Post-secondary qualifications, other than university e.g. a diploma or degree from a technical or college	<input type="checkbox"/>
	Some university	<input type="checkbox"/>
	University completed	<input type="checkbox"/>
	Post-graduate	<input type="checkbox"/>
	Don't know	<input type="checkbox"/>

O2	What is your religion, if any? [Code from answer. Do not read options]	
	None	<input type="checkbox"/>
	Catholic	<input type="checkbox"/>
	Protestant (Mainstream)	<input type="checkbox"/>
	Protestant (Evangelical/ Pentecostal)	<input type="checkbox"/>
	African Independent Church	<input type="checkbox"/>
	Providential Industrial Mission	<input type="checkbox"/>
	Traditional religion	<input type="checkbox"/>
	Hindu	<input type="checkbox"/>
	Agnostic (Do not know if there is a God)	<input type="checkbox"/>
	Atheist (Do not believe in a God)	<input type="checkbox"/>
	Christian (general)	<input type="checkbox"/>
	Muslim, Sunni	<input type="checkbox"/>
	Muslim, Shiite	<input type="checkbox"/>
	Jehovah's Witness	<input type="checkbox"/>
	Seventh Day Adventist	<input type="checkbox"/>
	Other [Specify]: _____	<input type="checkbox"/>
	Don't know	<input type="checkbox"/>

O3	Excluding weddings and funerals, how often do you attend religious services? [Code from answer. Do not read options]	
	Never	<input type="checkbox"/>
	About once a year or less	<input type="checkbox"/>
	About once every several months	<input type="checkbox"/>
	About once a month	<input type="checkbox"/>
	About once a week	<input type="checkbox"/>
	More than once a week	<input type="checkbox"/>
	Don't know	<input type="checkbox"/>

O4 Which of these things do you own personally?			
	No (Don't own)	Yes (Do Own)	Don't know
Motor Vehicle / Car	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Motorcycle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bicycle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Television	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Radio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cell phone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ox-cart	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mattress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

O5	Does your main house have any of the following components?	
	Unburned brick walls	<input type="checkbox"/>
	Burnt brick walls	<input type="checkbox"/>
	Cement floor	<input type="checkbox"/>
	Tin roof	<input type="checkbox"/>
	Glass windows	<input type="checkbox"/>
	One room	<input type="checkbox"/>
	Two rooms	<input type="checkbox"/>
	More than two rooms	<input type="checkbox"/>

O6	Do you have a job that pays a cash income? Is it full-time or part-time? And are you presently looking for a job (even if you are presently working)? [Code from answer. Do not read options]	
	No (not looking)	<input type="checkbox"/>
	No (looking)	<input type="checkbox"/>
	Yes, part time (not looking)	<input type="checkbox"/>
	Yes, part time (looking)	<input type="checkbox"/>
	Yes, full time (not looking)	<input type="checkbox"/>
	Yes, full time (looking)	<input type="checkbox"/>
	Don't know	<input type="checkbox"/>

07	What is your main occupation? (If unemployed, retired or disabled, what was your last main occupation?) <i>[Do not read options. Code from responses.]</i>	
	Never Had A Job	<input type="checkbox"/>
	Agrarian	
	Subsistence farmer (produces only for home consumption)	<input type="checkbox"/>
	Peasant Farmer (produces both for own consumption and some surplus produce for sale)	<input type="checkbox"/>
	Commercial Farmer (produces mainly for sale)	<input type="checkbox"/>
	Farm worker	<input type="checkbox"/>
	Worker	
	Fisherman	<input type="checkbox"/>
	Trader / Hawker / Vendor	<input type="checkbox"/>
	Miner	<input type="checkbox"/>
	Domestic Worker / Maid / Char / Househelp	<input type="checkbox"/>
	Armed Services/ Police / Security Personnel	<input type="checkbox"/>
	Artisan / skilled manual worker in the formal sector	<input type="checkbox"/>
	Artisan / skilled manual worker in the informal sector	<input type="checkbox"/>
	Clerical Worker	<input type="checkbox"/>
	Unskilled manual worker in the formal sector	<input type="checkbox"/>
	Unskilled manual worker in the informal sector	<input type="checkbox"/>
	Professional	
	Businessperson (works in company for others)	<input type="checkbox"/>
	Businessperson (Owns small business of less than 10 employees)	<input type="checkbox"/>
	Businessperson (Owns large business of 10 or more employees)	<input type="checkbox"/>
	Professional Worker (e.g., lawyer, accountant, nurse, engineer, etc.)	<input type="checkbox"/>
	Supervisor / Foreman	<input type="checkbox"/>
	Teacher	<input type="checkbox"/>
	Government Worker	<input type="checkbox"/>
	Retail worker	<input type="checkbox"/>
	Other	
	Student	<input type="checkbox"/>
	Housewife / Works In the Household	<input type="checkbox"/>
	Other <i>[Specify]</i> _____	<input type="checkbox"/>
	Don't know	<input type="checkbox"/>

4. MLTSC household parcel questionnaire

Name of respondent: _____

Household listing number: _____

Position in household: _____

Interviewer: _____

Supervisor signed: _____

Region	District/TA	EA number	Name of village	Date visit
North	Rumphi/chikulamayembe	8		
		28		
		31		
	Mzimba/Mpherembe	19		
		20		
		801		
Central	Kasungu/Njombwa	1		
		7		
		801		
	Dowa/Dzoole	11		
		12		
		37		
South	Chiladzulu/Likoswe	12		
		26		
		31		
	Phalombe/Nkhumba	83		
		121		
		802		

Parcel number from HH interview	1	2	3	4	5	6	7	8	9	10
	<input type="checkbox"/>									
Name/nickname/description of parcel										

1 Parcel

U1 Give operator from household rooster [No. from household list]

[Note: Operator is one that makes decisions on the parcel and the owner may be different]

U2 How did the operator obtain this parcel of land?

- | | | |
|--|----|--------------------------|
| From village headman | 1 | <input type="checkbox"/> |
| Inherited/kept when spouse passed away | 2 | <input type="checkbox"/> |
| Inherited from mothers side | 3 | <input type="checkbox"/> |
| Inherited from fathers side | 4 | <input type="checkbox"/> |
| Borrowed from parents | 5 | <input type="checkbox"/> |
| Borrowed from non parents | 6 | <input type="checkbox"/> |
| Bought | 7 | <input type="checkbox"/> |
| Rented | 8 | <input type="checkbox"/> |
| Government | 9 | <input type="checkbox"/> |
| Other | 10 | <input type="checkbox"/> |

U3 Who is the owner of this parcel of land?

- | | | |
|------------------------|---|--------------------------|
| Operator | 1 | <input type="checkbox"/> |
| Other household member | 2 | <input type="checkbox"/> |
| Parents | 3 | <input type="checkbox"/> |
| Other relative | 4 | <input type="checkbox"/> |
| Landlord | 5 | <input type="checkbox"/> |
| Institution | 6 | <input type="checkbox"/> |
| Estate | 7 | <input type="checkbox"/> |
| Other | 8 | <input type="checkbox"/> |

U4 Is the parcel leasehold or not?

- | | | |
|-----------|---|--------------------------|
| Customary | 1 | <input type="checkbox"/> |
| Leasehold | 2 | <input type="checkbox"/> |
| Freehold | 3 | <input type="checkbox"/> |
| Public | 4 | <input type="checkbox"/> |

U5 Where is this parcel of land located?

- | | | |
|-------------------------------|---|--------------------------|
| Within the village | 1 | <input type="checkbox"/> |
| Outside the village, same TA | 2 | <input type="checkbox"/> |
| Outside TA, but same district | 3 | <input type="checkbox"/> |
| Different district | 4 | <input type="checkbox"/> |

U6 Distance from the dwelling unit to the parcel in km _____

U7 Parcel area in hectares (with three decimals) _____

U8 Parcel perimeter in meters _____

U9 How was the area of this parcel measured?

Measured by enumerator 1

Estimated by operator 2

U10 What is the topography of this parcel of land?

Mountain slope 1

Dregs [rough] 2

Plain 3

Plateau 4

Other 5

2 Plot production information

V1 How many separate plots are there in the parcel of land?

Number of plots

[Note: Record the share of the total parcel area for each crop and whether fertilizers have been applied for that crop]

V2 Production on the parcel

<i>Crop type</i>	<i>Planted</i>	<i>Share of area (%)</i>	<i>Inorganic Fertilizer use</i>
Maize	<input type="checkbox"/>		<input type="checkbox"/>
Rice	<input type="checkbox"/>		<input type="checkbox"/>
Sorghum (Mapira)	<input type="checkbox"/>		<input type="checkbox"/>
Wheat Millet	<input type="checkbox"/>		<input type="checkbox"/>
(Maere) Beans	<input type="checkbox"/>		<input type="checkbox"/>
Soya beans	<input type="checkbox"/>		<input type="checkbox"/>
Velvet beans (Kalongonda)	<input type="checkbox"/>		<input type="checkbox"/>
Ground beans (Nzama)	<input type="checkbox"/>		<input type="checkbox"/>
Pigeon peas	<input type="checkbox"/>		<input type="checkbox"/>
Cow peas (Nandolo)	<input type="checkbox"/>		<input type="checkbox"/>
Ground nuts Sun flower	<input type="checkbox"/>		<input type="checkbox"/>
Sweet potato Irish potato Tobacco	<input type="checkbox"/>		<input type="checkbox"/>
Cotton	<input type="checkbox"/>		<input type="checkbox"/>
Tea Sugar cane	<input type="checkbox"/>		<input type="checkbox"/>
Coffee	<input type="checkbox"/>		<input type="checkbox"/>
Tchana	<input type="checkbox"/>		<input type="checkbox"/>
Other	<input type="checkbox"/>		<input type="checkbox"/>

3 Investments

W1 Has the operator built terraces, contour ridges, dug irrigation canals or any well or dam on this parcel of land?

	Yes	No	Not applicable
Built terraces	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contour ridges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dug irrigation canals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dug well/dam	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

W2 Are there any fruit trees or other trees on this parcel of land?

- W4** ← Yes, both fruit trees and other trees 1
 Yes, but only fruit trees 2
W7 ← Yes, but only other trees 3
 No 4

W3 What is the type and number of fruit trees on this parcel?

	Number
Mangos	
Oranges	
Pawpaw	
Bananas	
Avocado pear	
Guava	
Lemons	
Tangerines	
Peaches	
[Custade Aple] Poza	
Mexican Apple [masuku]	
Masau	
Pineapples	

+

W4 Did the operator plant any of these trees himself/herself?

- Yes, both fruit trees and other trees 1
 Yes, but only fruit trees 2
 Yes, but only other trees 3
 No 4

W5 Does the operator own all the trees on this parcel of land?

- W7** ← Yes 1
 No 2

W6 Who owns the other trees on this parcel of land? [Multiple response]

- Village headman 1
 Relatives 1
 Government 1
 Land lord 1
 Other 1

W7 Is this parcel field or dambo land or both?

- Both field and dambo land 1
- Field land only 2
- Minda land only 3
- Other 4

W8 Does the operator practise irrigation on this parcel of land?

- W10** ← Yes 1
- No 2

W9 What is the main type of irrigation practised on this parcel?

- Motorised pump 1
- Treadle pump 2
- Gravity fed 3
- Sprinkler 4
- Watering cans 5
- Flooding 6
- Other [specify] 7

W10 Will any of the parcels owned by the household be used as grazing land after harvest?

- Yes 1
- No 2

Sketch of the parcel

5. Sampling procedure for selecting 18 villages for the MLTSC project and some observations on possible bias in the final data

1. The universe to sample from

	Research districts	Sample parameters
North	Rumphi/ TA ...	40 EAs Dropping 16 used by NACAL Sampling from 24
	Mzimba/ TA ...	23 EAs Dropping 4 used by NACAL Sampling from 19
Central	Kasungu/ TA ...	16 EAs Dropping 4 used by NACAL Sampling from 12
	Dowa/ TA ...	40 EAs Dropping 7 used by NACAL Sampling from 33
South	Chiradzulu/ TA ...	45 EAs Dropping 9 used by NACAL Sampling from 36
	Phalombe/ TA ...	172 EAs Dropping 33 used by NACAL Sampling from 139

2. The method for drawing a sample

Procedure	Using random numbers drawn from Table XII.3 p.341-345 in Beyer, W. H. ed. 1966. Handbook of tables for probability and statistics, Cleveland, OH.: The Chemical Rubber CO.	Select three random numbers between 1 and N, where N is the number of EAs in the group from which the sample is to be drawn. In table XII.3 start selecting a number on line X, where X = 1, 61, 11, 20, 30, 51 as you go down the list of research venues. Find the first number in columns 6, the second in column 8, and the third in column 9. To determine the number select digits 1 if N has 1 digits, select digits 1 and 4 if N has 2 digits, and select digits 1, 2, and 4 if N has 3 digits.
Example		In Phalombe N=139 and X=51. Start at line X, col 6. Select digits 1,2 and 4. Move down the lines to get a number less than N: First selection is no 139 Start at line X, col 8. Select digits 1,2 and 4. Move down the lines to get a number less than N: Second selection is no 67 Start at line X, col 9. Select digits 1,2 and 4. Move down the lines to get a number less than N: Third selection is no 98

3. The realised research villages

	Research districts	Sample EAs in MLTSC	Data EAs in MLTSC
North	Rumphi/ TA ...	8	8
		28	28
		31	31
	Mzimba/ TA ...	19	19
		20	20
		801	801
Central	Kasungu/ TA ...	1	1
		7	7
		801	801
	Dowa/ TA ...	11	17
		12	22
		37	37
South	Chiradzulu/ TA ...	12	12
		26	26
		31	31
	Phalombe/ TA ...	83	113
		121	121
		802	127

Two EAs in Dowa and two EAs in Phalombe were replaced by new ones.

The two EAs in Phalombe turned out to lie outside the TA selected due to border changes between 1998 and 2007. Replacements were selected randomly from those available resulting in the choice of 113 and 127 to replace 83 and 802.

Dowa was more complicated. Also here there had been changes in the TA. The TA chosen had been divided into part a and b, and the sampled EAs 11 and 12 were in part b on the border of a trading centre which is a separate TA. EA 37 was in part a. Since part a was the older TA it was decided to have EAs 11 and 12 replaced with 17 and 22.

Summary of village size, sample and interview records

In simple random samples point estimates are not much affected by sample size. But confidence intervals are affected. They decrease rapidly with increasing sample size. The village samples here are not useful in estimating village parameters. Even the target of 90 households for each region is too small for most purposes. Yet, for some villages the small sample of 15 is a significant part of the whole village. In only one case does it drop below 10%, and in one case it is 100%. And if the sample is close to the whole village the small size does not matter any more. We know all there is to know. In most cases however we need to think about possibilities for an bias in the actually realised data.

Village no	Village name	SPSS File N Of HHQ	Village listing N of HH	Sample N	Pre-determined Substitutes N	Included from Sample N	Included from pre-determined substitutes N	Others included (key informers, etc) N	Included from outside the listing
North									
1	Kunda	15	46	15	0	14	0	0	1
2	Banjo	15	.	.	0	.	0	.	.
3	Pida	15	37	.	0	.	0	.	2
4	Njinga	15	62	.	0	.	0	.	7
5	Mende	15	.	.	0	.	0	.	.
6	Thodwe	15	79	15	0	13	0	0	2
Central									
7	Nsaru	15	28	15	1	15	0	0	0
8	Chitenje	16	52	15	0	14	0	1	1
9	Kabudula	18	17	15	0	15	0	3	0
10	Mtengo	16	37	15	0	15	0	1	0
11	Mphasa	18	65	15	0	15	0	3	0
12	Dewele	16	32	15	2	12	2	2	0
South									
13	Naphini ¹	15	85	15	3	15	0	0	0
14	Payere	19	81	15	2	14	1	4	0
15	Tsavu	15	123	15	3	14	1	0	0
16	Katundu	15	119	15	3	10	2	3	0
17	Mpeni	15	84	15	0	15	0	0	0
18	Supuni	15	168	15	0	15	0	0	0
	Sum	283					6	17	13

¹ "I was told by the village headman that there were only 45 households in Naphini village. But when I went out physically, from door to door, I came out with 84 households which was almost double the figure I was told. When I asked him about the other additional number he told me some of the households in the village belonged to akamwini (men who have married into the village). So in this case he himself does not take them as real citizens of the village just because they come and go after death or marriage break ups." (Research assistant field note, 5/6/07)

Possibilities for bias in the sample

In the North district there are no information for evaluating the actual data set. In the Central and South districts, the actual observations deviates from the sample in two ways. Two villages in the south and two in the central region are replacements for those in the sample of EAs. In 6 villages village in the northern region and one in the southern region we have no information to judge the interviewing in relation to the sample. In another village (Katundu) we see that 4 households from the original sample were not interviewed. For more than one third we do not know. But for the almost two thirds that we do know the deviation from the sample is not large.

In 6 villages, 4 from the central region and 2 from the southern, there are added a total of 17 key informers or other types of households to the data set. One must assume there are also a few such additions in the Northern region. A closer inspection shows that there are 9 key informants, all from the central region. The 8 extras in the South region are of other types. That leaves 161 households from the original sample and 105 households with unknown status.

The question if the 17 additions are systematically different from the sample can be raised. However, one unexpected source of bias in the data turned out to be that the concept of village we used in the sampling was different from the actual reality of the villages we found.

The concept of village and bias in our data

The Chiefs Act defines a village as “a collection of adjacent huts in which reside at least 30 male Malawians aged 18 or over”². There are, however, current developments that dilute this definition by strengthening the position of a lineage to become the same as the village. This is done in a bottom-up process by sub-dividing established villages into lineage units with their own village heads. The process has grown rapidly. Its extent came as a surprise to the team that collected data for the National Census of Agricultural and Livestock (NACAL) and it created problems for our sampling procedure.

One research assistant noted:

“I was told by the village headman that there were only 45 households in Naphini village. But when I went out physically, from door to door, I came out with 84 households which was almost double the figure I was told. When I asked him about the other additional number he told me some of the households in the village belonged to akamwini (men who have married into the village). So in this case he himself does not take them as real citizens of the village just because they come and go after death or marriage break ups.” (Research assistant, field notes 5/June/2007)

At other places we encountered small groups of households maintaining they were a separate village and we talked with Chiefs (TAs) who told of an increasing number of applications from groups of households wanting to be recognized as villages.

² One should take note that it says “male Malawians”. It may be a revealing slip of the pen from the political establishment. The kindest interpretation will be to say that it indicates that those who drafted the act did not come from a matrilineal community or village and that they use the word male in the meaning of person. But even so it may have real legal consequences.

The reasons for the fissions are at least two. Firstly, in the distribution of rationed subsidies like fertilizer, seeds, irrigation equipment, or development projects, families, or lineages within a village not related to the village head tend to receive little or nothing. To be able to receive these goods the fringe groups want their own village head. To this we may add the fact that village heads are paid a salary by the government. Secondly, the older, well-established village heads see these fissions as potentially beneficial since it will increase their opportunity to be elevated to group village heads.

This process creates of course new problems for the state administration. But it also points to the difference between a British understanding of village as primarily a settlement and a Chinyanja understanding of village as primarily a group of related people.

The present developments suggest a bias in our data. The definition of the EAs follow the “adjacent huts” concept of the village as it was observed around 1998. The reality today is different. It seems probable that the sample does not represent the “collection of adjacent huts” as much as it represents the lineage of the village head governing the access to the households within an EA. Results would probably be biased towards the better off households of the areas visited. Maybe not much better off, but that would be the predicted direction of the bias.

**Variables in the MLTSC household survey data set taken from
“MLTSC HHQwithTrustgame and Parcel data.sav” dated 22 June 2009**

1	HHQidNO	Household questionnaire identification no
2	Interviewer	Interviewer
3	DateOFvisit	Date of visit
4	EA	EA number
5	TA	Traditional Authority
6	HHname	Name of respondent
7	VillageIU	Village name for internal use
8	HHQidNOdup	Household questionnaire identification no
9	HHlistno	Household listing number
10	Village	Code for village name for public use
11	Region	Region
12	District	District
13	KeyInf	Sample, Key Informer or Extra
14	HHposition	Position in household
15	HHsize	Number of persons in the household
16	HHsiz18p	Number of persons in the hh 18 years or more
17	AreaSum	Sum of area in hectares of all parcels in Area, Plotvar9, Plotv122, Plotv235, Plotv348, and Plotv461
18	m1	Name of member 1 of the household
19	m1rhead	E1.a. Relationship of member 1 to the head of the household
20	m1sex	E2.a. Sex of member 1 of the household
21	m1pbirth	E3.a. Place of birth of member 1 of the household
22	m1age	E4.a. Age (in years) of member 1 of the household
23	m2	Name of member 2 of the household
24	m2rhead	E1.b. Relationship of member 2 to the head of the household
25	m2sex	E2.b. Sex of member 2 of the household
26	m2pbirth	E3.b. Place of birth of member 2 of the household
27	m2age	E4.b. Age (in years) of member 2 of the household
28	m3	Name of member 3 of the household
29	m3rhead	E1.c. Relationship of member 3 to the head of the household
30	m3sex	E2.c. Sex of member 3 of the household
31	m3pbirth	E3.c. Place of birth of member 3 of the household
32	m3age	E4.c. Age (in years) of member 3 of the household
33	m4	Name of member 4 of the household
34	m4rhead	E1.d. Relationship of member 4 to the head of the household
35	m4sex	E2.d. Sex of member 4 of the household
36	m4pbirth	E3.d. Place of birth of member 4 of the household
37	m4age	E4.d. Age (in years) of member 4 of the household
38	m5	Name of member 5 of the household
39	m5rhead	E1.e. Relationship of member 5 to the head of the household
40	m5sex	E2.e. Sex of member 5 of the household
41	m5pbirth	E3.e. Place of birth of member 5 of the household
42	m5age	E4.e. Age (in years) of member 5 of the household
43	m6	Name of member 6 of the household
44	m6rhead	E1.f. Relationship of member 6 to the head of the household
45	m6sex	E2.f. Sex of member 6 of the household
46	m6pbirth	E3.f. Place of birth of member 6 of the household
47	m6age	E4.f. Age (in years) of member 6 of the household
48	m7	Name of member 7 of the household
49	m7rhead	E1.g. Relationship of member 7 to the head of the household
50	m7sex	E2.g. Sex of member 7 of the household
51	m7pbirth	A3.g. Place of birth of member 7 of the household
52	m7age	E4.g. Age (in years) of member 7 of the household
53	m8	Name of member 8 of the household

54	m8rhead	E1.h. Relationship of member 8 to the head of the household
55	m8sex	E2.h. Sex of member 8 of the household
56	m8pbirth	E3.h. Place of birth of member 8 of the household
57	m8age	E4.h. Age (in years) of member 8 of the household
58	m9	Name of member 9 of the household
59	m9rhead	E1.i. Relationship of member 9 to the head of the household
60	m9sex	E2.i. Sex of member 9 of the household
61	m9pbirth	E3.i. Place of birth of member 9 of the household
62	m9age	E4.i. Age (in years) of member 9 of the household
63	m10	Name of member 10 of the household
64	m10rhead	E1.j. Relationship of member 10 to the head of the household
65	m10sex	E2.j. Sex of member 10 of the household
66	m10pbirt	E3.j. Place of birth of member 10 of the household
67	m10age	E.4.j. Age (in years) of member 10 of the household
68	NoParcObs	Number of parcels in parcel file
69	NoParcels	Number of named parcels in HH file
70	parcel1	F1.a. Name/Nickname/Description of parcel 1
71	parcel2	F1.b. Name/Nickname/Description of parcel 2
72	parcel3	F1.c. Name/Nickname/Description of parcel 3
73	parcel4	F1.d. Name/Nickname/Description of parcel 4
74	parcel5	F1.e. Name/Nickname/Description of parcel 5
75	parcel6	F1.f. Name/Nickname/Description of parcel 6
76	parcel7	F1.g. Name/Nickname/Description of parcel 7
77	parcel8	F1.h. Name/Nickname/Description of parcel 8
78	parcel9	F1.i. Name/Nickname/Description of parcel 9
79	parcel10	F1.j. Name/Nickname/Description of parcel 10
80	areachan	G1. Change of total area of parcels compared to 10 years ago
81	inherit	G2.a. Increased total area of parcel due to inheritance
82	aloctlin	G2.b. Increased total area of parcel due to allocation from lineage
83	aloctvg	G2.c. Increased total area of parcel due to allocation by village head
84	botmorel	G2.d. Increased total area of parcel due to buying more land
85	rentmore	G2.e. Increased total area of parcel due to renting more land
86	giftrelt	G2.f. Increased total area of parcel due to gift from relatives
87	incother	G2.g. Increased total area of parcel due to other reasons
88	transfer	G3.a. Total area of parcels decreased due to transfers to heirs
89	sold	G3.b. Total area of parcels decreased due to being sold
90	stoprent	G3.c. Total area of parcels decreased due to stoppage of renting
91	encroach	G3.d. Total area of parcels decreased due to encroachment
92	giftrell	G3.e. Total area of parcels decreased due to gift to relatives
93	exploite	G3.f. Total area of parcels decreased due to being taken away (exploited)
94	govt	G3.g. Total area of parcels decreased due to being taken away (Govt)
95	flood	G3.h. Total area of parcels decreased due to being washed away by flood
96	decother	G3.i. Total area of parcels decreased due to other reasons
97	fear	G4. Fear that own land will be encroached upon
98	fearspou	G5. Fear that own land will be taken away (when spouse pas away etc)
99	rentout	G6. Household rented out one or more parcel of land in the past agrcultural season
100	hectrent	G7. Number of hectares rented out in the past agricultural season
101	rentfee	G8. Amount of money received in total for renting out land in the past agricultural season
102	whorent	G9. To who land was rented out
103	reason	G10. Reason for renting out the land
104	landsold	G11. Household sold land in the past 10 years
105	areasold	G12. Area of last parcel sold
106	soldto	G13. To whom parcel of land was sold
107	whysell	G14. Why the parcel of land was sold
108	dispute	G15. Household dispute with anyone over land in the past 10 years
109	withwho	G16. Person with whom had a dispute (most important)
110	resolved	G17. Person who resolved the dispute

111	seekhelp	G18. If had a dispute over land this time, where help would be sought first
112	l.family	K1.a. Respondent or anybody else lending money to own family members during the last 12 months
113	l.reltv	K1.b. Respondent or anybody else lending money to relatives during the last 12 months
114	l.ownvlg	K1.c. Respondent or anybody else lending money to people in own village during the last 12 months
115	l.outvlg	K1.d. Respondent or anybody else lending money to people outside village during the last 12 months
116	l.church	K1.e. Respondent or anybody else lending money to people from same church during the last 12 months
117	l.other	K1.f. Respondent or anybody else lending money to other people during the last 12 months
118	t.family	K2.a. Respondent or anybody else lending tools to own family members during the last 12 months
119	t.reltv	K2.b. Respondent or anybody else lending tools to relatives during the last 12 months
120	t.ownvlg	K2.c. Respondent or anybody else lending tools to people in own village during the last 12 months
121	t.outvlg	K2.d. Respondent or anybody else lending tools to people outside village during the last 12 months
122	t.church	K2.e. Respondent or anybody else lending tools to people from same church during the last 12 months
123	t.other	K2.f. Respondent or anybody else lending tools to other people during the last 12 months
124	m.farmer	L1.a. Respondent or anybody in the household is a member of a local farmers club
125	m.nasfam	L1.b. Respondent or anybody in the household is a member of NASFAM
126	m.tama	L1.c. Respondent or anybody in the household is a member any other farmers group such as TAMA
127	m.credit	L1.d. Respondent or anybody in the household is a member of credit club, revolving fund, SACCOs
128	m.water	L1.e. Respondent or anybody in the household is a member of water user association
129	m.dance	L1.f. Respondent or anybody in the household is a member of dance, music and culture groups
130	m.religi	L1.g. Respondent or anybody in the household is a member of religious groups
131	m.hbc	L1.h. Respondent or anybody in the household is a member of home based care groups
132	m.other	L1.i. Respondent or anybody in the household is a member of other groups
133	cooprtv	L2. Respondent or anybody in the household participation in cooperative agricultural work
134	gardprep	L3.a. Number of days spent in cooperative work of preparing a garden
135	plantng	L3.b. Number of days spent in cooperative work of planting
136	irigatng	L3.c. Number of days spent in cooperative work of irrigating
137	weeding	L3.d. Number of days spent in cooperative work of weeding
138	harvestn	L3.e. Number of days spent in cooperative work of harvesting
139	othragrw	L3.f. Number of days spent in cooperative work of other agriculture work
140	rltvclcs	L4.a. Only relatives and /or close friends participating in collective agricultural work
141	vlgpipo	L4.b. Only people living in the village participating in collective agricultural work
142	outvlg	L4.c. Also people living outside the village participating in collective agricultural work
143	gossip	L5.a. Gossip sanction used to non compliants in cooperative agricultural work
144	confscete	L5.b. Confiscation of tools, products etc sanction used to non compliants in cooperative agricultural work
145	fine	L5.c. Fine sanction used to non compliants in cooperative agricultural work
146	spell	L5.d. Cast a spell sanction used to non compliants in cooperative agricultural work
147	physcal	L5.e. Physical punishment sanction used to non compliants in cooperative agricultural work

148	threat	L5.f. Threat person with no no help in futue sanction used to non compliants in cooperative agricultural work
149	nohelp	L5.g.No open threat, but do not give help in the future
150	discrmnt	L5.h. Dicriminated when there are handouts in the village sanction used to non compliants in cooperative agricultural work
151	evictn	L5.i. Eviction from village sanction used to non compliants in cooperative agricultural work
152	none	L5.j. No sanction used to non compliants in cooperative agricultural work
153	exchwork	L6. Respondent or anybody in the household's participation in similar exchange work for other tasks
154	publicwk	L7. Respondent or anybody in the household's participation in public work
155	school	L8.a. Number of days respondent participated in school project over the last 12 months
156	road	L8.b. Number of days respondent participated in road project over the last 12 months
157	bridge	L8.c. Number of days respondent participated in bridge project over the last 12 months
158	church	L8.d. Number of days respondent participated in church project over the last 12 months
159	mosque	L8.e. Number of days respondent participated in mosque project over the last 12 months
160	kinderga	L8.f. Number of days respondent participated in kindergaten project over the last 12 months
161	hcentre	L8.g. Number of days respondent participated in health centre project over the last 12 months
162	irrigatn	L8.h. Number of days respondent participated in irrigation project over the last 12 months
163	borehole	L8.i. Number of days respondent participated in borehole project over the last 12 months
164	dams	L8.j. Number of days respondent participated in dam project over the last 12 months
165	grave	L8.k. Number of days respondent participated in graveyard clearing project over the last 12 months
166	otherproj	L8.l. Number of days respondent participated in other projects over the last 12 months
167	trust	M1. Trust to people
168	govtoffi	M2.a. Trust on Government officials
169	councilo	M2.b. Trust on councillors
170	assembly	M2.c. Trust on local assembly staff
171	trd.auth	M2.d. Trust on Traditional Authorities
172	gvh	M2.e. Trust on group village headmen
173	vh	M2.f. Trust on village headmen
174	courts	M2.g. Trust on courts
175	army	M2.h. Trust on army
176	ngo	M2.i. Trust on leaders of NGOs
177	police	M2.j. Trust on police
178	traders	M2.k. Trust on traders
179	teachers	M2.l. Trust on teachers
180	xuladmin	M2.m. Trust on school administrators
181	religonl	M2.n. Trust on religious leaders
182	family	M3.a. Trust on family members
183	relatvs	M3.b. Trust on relatives
184	p.vlg	M3.c. Trust on people in own village
185	p.outvlg	M3.d. Trust on people outside the village
186	p.samegp	M3.e. Trust on people of same ethnic group
187	p.outgp	M3.f. Trust on people outside ethnic group
188	psamechu	M3.g. Trust on people from same church/mosque
189	pdiffchu	M3.h. Trust on people not from same church/mosque

190	lineage	N1. Location of residential unit
191	bridpay	N2. Payment of bride for marriage
192	educatio	Q1. Highest level of education completed
193	religion	Q2. Religion
194	atendanc	Q3. Frequency of attendance to religious services
195	car	Q4.a. Motor vehicle/car personally owned
196	motorbik	Q4.b. Motorcycle personally owned
197	bicycle	Q4.c. Bicycle personally owned
198	tv	Q4.d. Television personally owned
199	radio	Q4.e. Radio personally owned
200	cellular	Q4.f. Cell phone personally owned
201	oxcart	Q4.g. Oxcart personally owned
202	mattress	Q4.h. Mattress personally owned
203	unburnt	Q5.a. Main house having unurnt brick walls
204	burnt	Q5.b. Main house having burnt brick walls
205	cementfl	Q5.c. Main house having cement floor
206	tinroof	Q5.d. Main house having tin roof
207	glaswind	Q5.e. Main house having glass window
208	oneroom	Q5.f. Main house having one room
209	tworooms	Q5.g. Main house having two rooms
210	mothan2r	Q5.h. Main house having more thantwo rooms
211	job	Q6. Respondent having a job
212	occupati	Q7. Main occupation
213	GameOrNot	Type of player in the trust game
214	PlayerNoGa	Player identity no in game
215	Invested	Invested by player 1
216	Invested3	Invested by player 1 times 3
217	Returned	Returned to player 1 by player 2
218	WoodSo	Number of sources for wood indicated
219	WOOD1	J1.a. Finds wood/timber for roofing walls or floors on HH lands
220	WOOD2	J1.a. Finds wood/timber for roofing walls or floors on village lands
221	WOOD3	J1.a. Finds wood/timber for roofing walls or floors on lands of other villages
222	WOOD4	J1.a. Finds wood/timber for roofing walls or floors on estate lands
223	WOOD5	J1.a. Finds wood/timber for roofing walls or floors on forest reserve
224	WOOD6	J1.a. Finds wood/timber for roofing walls or floors: buy or other sources
225	GrassSo	Number of sources for grass indicated
226	GRASS1	J1.b. Finds grass for thatching of roofs on HH lands
227	GRASS2	J1.b. Finds grass for thatching of roofs on village lands
228	GRASS3	J1.b. Finds grass for thatching of roofs on lands of other villages
229	GRASS4	J1.b. Finds grass for thatching of roofs on estate lands
230	GRASS5	J1.b. Finds grass for thatching of roofs on forest reserve
231	GRASS6	J1.b. Finds grass for thatching of roofs: buy or other sources
232	StoneSo	Number of sources for stone indicated
233	STONE1	J1.c. Finds stone for use in walls, floors, foundations on HH lands
234	STONE2	J1.c. Finds stone for use in walls, floors, foundations on village lands
235	STONE3	J1.c. Finds stone for use in walls, floors, foundations on lands of other villages
236	STONE4	J1.c. Finds stone for use in walls, floors, foundations on estate lands
237	STONE5	J1.c. Finds stone for use in walls, floors, foundations on forest reserve
238	STONE6	J1.c. Finds stone for use in walls, floors, foundations: buy or other sources
239	SandSo	Number of sources for sand, gravel indicated
240	SAND1	J1.d. Finds sand, gravel for use in walls, floors, foundations on HH lands
241	SAND2	J1.d. Finds sand, gravel for use in walls, floors, foundations on village lands
242	SAND3	J1.d. Finds sand, gravel for use in walls, floors, foundations on lands of other villages
243	SAND4	J1.d. Finds sand, gravel for use in walls, floors, foundations on estate lands
244	SAND5	J1.d. Finds sand, gravel for use in walls, floors, foundations on forest reserve
245	SAND6	J1.d. Finds sand, gravel for use in walls, floors, foundations: buy or other sources
246	SoilSo	Number of sources for soil, mud indicated

247	SOIL1	J1.e. Finds soil, mud for making bricks, or use in floors, foundations on HH lands
248	SOIL2	J1.e. Finds soil, mud for making bricks, or use in floors, foundations on village lands
249	SOIL3	J1.e. Finds soil, mud for making bricks, or use in floors, foundations on lands of other villages
250	SOIL4	J1.e. Finds soil, mud for making bricks, or use in floors, foundations on estate lands
251	SOIL5	J1.e. Finds soil, mud for making bricks, or use in floors, foundations on forest reserve
252	SOIL6	J1.e. Finds soil, mud for making bricks, or use in floors, foundations: buy or other sources
253	BambooSo	Bamboo: Number of sources indicated
254	BAMBO1	J1.f. Finds bamboo for construction on HH lands
255	BAMBO2	J1.f. Finds bamboo for construction on village lands
256	BAMBO3	J1.f. Finds bamboo for construction on lands of other villages
257	BAMBO4	J1.f. Finds bamboo for construction on estate lands
258	BAMBO5	J1.f. Finds bamboo for construction on forest reserve
259	BAMBO6	J1.f. Finds bamboo for construction buy or other sources
260	BRANCHSO	Branches of wild trees: Number of sources indicated
261	BRANCH1	J2.a. Collects branches of wild trees on HH lands
262	BRANCH2	J2.a. Collects branches of wild trees on village lands
263	BRANCH3	J2.a. Collects branches of wild trees on lands of other villages
264	BRANCH4	J2.a. Collects branches of wild trees on estate lands
265	BRANCH5	J2.a. Collects branches of wild trees on forest reserve
266	BRANCH6	J2.a. Collects branches of wild trees on national park land
267	BRANCH7	J2.a. Collects branches of wild trees on other government lands
268	BRANCH8	J2.a. Collects branches of wild trees: do not collect
269	BRANCH9	J2.a. Collects branches of wild trees: buy
270	BRANCH10	J2.a. Collects branches of wild trees: other sources
271	FRUITSO	Fruits of wild trees: Number of sources indicated
272	WILDFR1	J2.b. Collects fruits of wild trees on HH lands
273	WILDFR2	J2.b. Collects fruits of wild trees on village lands
274	WILDFR3	J2.b. Collects fruits of wild trees on lands of other villages
275	WILDFR4	J2.b. Collects fruits of wild trees on estate lands
276	WILDFR5	J2.b. Collects fruits of wild trees on forest reserve
277	WILDFR6	J2.b. Collects fruits of wild trees on national park land
278	WILDFR7	J2.b. Collects fruits of wild trees on other government lands
279	WILDFR8	J2.b. Collects fruits of wild trees: do not collect
280	WILDFR9	J2.b. Collects fruits of wild trees: buy
281	WILDFR10	J2.b. Collects fruits of wild trees: other sources
282	HUNTSO	Hunting wildlife: Number of sources indicated
283	HUNT1	J2.c. Collects/hunts game on HH lands
284	HUNT2	J2.c. Collects/hunts game on village lands
285	HUNT3	J2.c. Collects/hunts game on lands of other villages
286	HUNT4	J2.c. Collects/hunts game on estate lands
287	HUNT5	J2.c. Collects/hunts game on forest reserve
288	HUNT6	J2.c. Collects/hunts game on national park land
289	HUNT7	J2.c. Collects/hunts game on other government lands
290	HUNT8	J2.c. Collects/hunts game: do not collect
291	HUNT9	J2.c. Collects/hunts game: buy
292	HUNT10	J2.c. Collects/hunts game: other sources
293	MHERBSO	Herbs for medicine Number of sources indicated
294	MEDH1	J2.d. Collects herbs/roots for medicine on HH lands
295	MEDH2	J2.d. Collects herbs/roots for medicine on village lands
296	MEDH3	J2.d. Collects herbs/roots for medicine on lands of other villages
297	MEDH4	J2.d. Collects herbs/roots for medicine on estate lands
298	MEDH5	J2.d. Collects herbs/roots for medicine on forest reserve
299	MEDH6	J2.d. Collects herbs/roots for medicine on national park land

300	MEDH7	J2.d. Collects herbs/roots for medicine on other government lands
301	MEDH8	J2.d. Collects herbs/roots for medicine: do not collect
302	MEDH9	J2.d. Collects herbs/roots for medicine: buy
303	MEDH10	J2.d. Collects herbs/roots for medicine: other sources
304	FHERBSO	Herbs for food Number of sources indicated
305	HFOOD1	J2.e. Collects herbs/roots for food on HH lands
306	HFOOD2	J2.e. Collects herbs/roots for food on village lands
307	HFOOD3	J2.e. Collects herbs/roots for food on lands of other villages
308	HFOOD4	J2.e. Collects herbs/roots for food on estate lands
309	HFOOD5	J2.e. Collects herbs/roots for food on forest reserve
310	HFOOD6	J2.e. Collects herbs/roots for food on national park land
311	HFOOD7	J2.e. Collects herbs/roots for food on other government lands
312	HFOOD8	J2.e. Collects herbs/roots for food: do not collect
313	HFOOD9	J2.e. Collects herbs/roots for food: buy
314	HFOOD10	J2.e. Collects herbs/roots for food: other sources
315	HONEYSO	Honey Number of sources indicated
316	HONEY1	J2.f. Collects honey on HH lands
317	HONEY2	J2.f. Collects honey on village lands
318	HONEY3	J2.f. Collects honey on lands of other villages
319	HONEY4	J2.f. Collects honey on estate lands
320	HONEY5	J2.f. Collects honey on forest reserve
321	HONEY6	J2.f. Collects honey on national park land
322	HONEY7	J2.f. Collects honey on other government lands
323	HONEY8	J2.f. Collects honey: do not collect
324	HONEY9	J2.f. Collects honey: buy
325	HONEY10	J2.f. Collects honey: other sources
326	MUSHRSO	Mushrooms Number of sources indicated
327	MUSHR1	J2.g. Collects mushroom on HH lands
328	MUSHR2	J2.g. Collects mushroom on village lands
329	MUSHR3	J2.g. Collects mushroom on lands of other villages
330	MUSHR4	J2.g. Collects mushroom on estate lands
331	MUSHR5	J2.g. Collects mushroom on forest reserve
332	MUSHR6	J2.g. Collects mushroom on national park land
333	MUSHR7	J2.g. Collects mushroom on other government lands
334	MUSHR8	J2.g. Collects mushroom: do not collect
335	MUSHR9	J2.g. Collects mushroom: buy
336	MUSHR10	J2.g. Collects mushroom: other sources
337	CATEPSO	Caterpillars Number of sources indicated
338	CATEP1	J2.h. Collects caterpillars/ etc on HH lands
339	CATEP2	J2.h. Collects caterpillars/ etc on village lands
340	CATEP3	J2.h. Collects caterpillars/ etc on lands of other villages
341	CATEP4	J2.h. Collects caterpillars/ etc on estate lands
342	CATEP5	J2.h. Collects caterpillars/ etc on forest reserve
343	CATEP6	J2.h. Collects caterpillars/ etc on national park land
344	CATEP7	J2.h. Collects caterpillars/ etc on other government lands
345	CATEP8	J2.h. Collects caterpillars/ etc: do not collect
346	CATEP9	J2.h. Collects caterpillars/ etc: buy
347	CATEP10	J2.h. Collects caterpillars/ etc: other sources
348	WBIRDSO	Wild Bird hunting Number of sources indicated
349	WBIRD1	J2.i. Collects/hunts wild birds on HH lands
350	WBIRD2	J2.i. Collects/hunts wild birds on village lands
351	WBIRD3	J2.i. Collects/hunts wild birds on lands of other villages
352	WBIRD4	J2.i. Collects/hunts wild birds on estate lands
353	WBIRD5	J2.i. Collects/hunts wild birds on forest reserve
354	WBIRD6	J2.i. Collects/hunts wild birds on national park land
355	WBIRD7	J2.i. Collects/hunts wild birds on other government lands
356	WBIRD8	J2.i. Collects/hunts wild birds: do not collect
357	WBIRD9	J2.i. Collects/hunts wild birds: buy

358	WBIRD10	J2.i. Collects/hunts wild birds: other sources
359	WBEGGSO	Wild Birds Eggs: Number of sources indicated
360	WEGG1	J2.j. Collects eggs of wild birds on HH lands
361	WEGG2	J2.j. Collects eggs of wild birds on village lands
362	WEGG3	J2.j. Collects eggs of wild birds on lands of other villages
363	WEGG4	J2.j. Collects eggs of wild birds on estate lands
364	WEGG5	J2.j. Collects eggs of wild birds on forest reserve
365	WEGG6	J2.j. Collects eggs of wild birds on national park land
366	WEGG7	J2.j. Collects eggs of wild birds on other government lands
367	WEGG8	J2.j. Collects eggs of wild birds: do not collect
368	WEGG9	J2.j. Collects eggs of wild birds: buy
369	WEGG10	J2.j. Collects eggs of wild birds: other sources
370	WBERRIES	Wild Berries Number of sources indicated
371	WBERRY1	J2.k. Collects wild berries on HH lands
372	WBERRY2	J2.k. Collects wild berries on village lands
373	WBERRY3	J2.k. Collects wild berries on lands of other villages
374	WBERRY4	J2.k. Collects wild berries on estate lands
375	WBERRY5	J2.k. Collects wild berries on forest reserve
376	WBERRY6	J2.k. Collects wild berries on national park land
377	WBERRY7	J2.k. Collects wild berries on other government lands
378	WBERRY8	J2.k. Collects wild berries: do not collect
379	WBERRY9	J2.k. Collects wild berries: buy
380	WBERRY10	J2.k. Collects wild berries: other sources
381	MICESO	Mice Number of sources indicated
382	MICE1	J2.l. Collects mice on HH lands
383	MICE2	J2.l. Collects mice on village lands
384	MICE3	J2.l. Collects mice on lands of other villages
385	MICE4	J2.l. Collects mice on estate lands
386	MICE5	J2.l. Collects mice on forest reserve
387	MICE6	J2.l. Collects mice on national park land
388	MICE7	J2.l. Collects mice on other government lands
389	MICE8	J2.l. Collects mice: do not collect
390	MICE9	J2.l. Collects mice: buy
391	MICE10	J2.l. Collects mice: other sources
392	LIVESTOC	J3. Household ownership of livestock
393	OWN1	J4.a. Uses pasture in own household land: hold rights to use
394	OWN2	J4.a. Uses pasture in own household land: have permission
395	OWN3	J4.a. Uses pasture in own household land: by paying
396	OWN4	J4.a. Uses pasture in own household land: in emergencies
397	OWN5	J4.a. Uses pasture in own household land: not used
398	LIN1	J4.b. Uses pasture in lineage land: hold rights to use
399	LIN2	J4.b. Uses pasture in lineage land: have permission
400	LIN3	J4.b. Uses pasture in lineage land: by paying
401	LIN4	J4.b. Uses pasture in lineage land: in emergencies
402	LIN5	J4.b. Uses pasture in lineage land: not used
403	DAMBO1	J4.c. Uses pasture in village dambo land: hold rights to use
404	DAMBO2	J4.c. Uses pasture in village dambo land: have permission
405	DAMBO3	J4.c. Uses pasture in village dambo land: by paying
406	DAMBO4	J4.c. Uses pasture in village dambo land: in emergencies
407	DAMBO5	J4.c. Uses pasture in village dambo land: not used
408	VGL1	J4.d. Usage of pasture in other village land: hold rights to use
409	VGL2	J4.d. Usage of pasture in other village land: have permission
410	VGL3	J4.d. Usage of pasture in other village land: by paying
411	VGL4	J4.d. Usage of pasture in other village land: in emergencies
412	VGL5	J4.d. Usage of pasture in other village land: not used
413	ESTATE1	J4.e. Usage of pasture in estate land: hold rights to use
414	ESTATE2	J4.e. Usage of pasture in estate land: have permission
415	ESTATE3	J4.e. Usage of pasture in estate land: by paying

416	ESTATE4	J4.e. Usage of pasture in estate land: in emergencies
417	ESTATE5	J4.e. Usage of pasture in estate land: not used
418	FOREST1	J4.f. Usage of pasture in forest reserve: hold rights to use
419	FOREST2	J4.f. Usage of pasture in forest reserve: have permission
420	FOREST3	J4.f. Usage of pasture in forest reserve: by paying
421	FOREST4	J4.f. Usage of pasture in forest reserve: in emergencies
422	FOREST5	J4.f. Usage of pasture in forest reserve: not used
423	PARK1	J4.g. Usage of pasture in National park: hold rights to use
424	PARK2	J4.g. Usage of pasture in National park: have permission
425	PARK3	J4.g. Usage of pasture in National park: by paying
426	PARK4	J4.g. Usage of pasture in National park: in emergencies
427	PARK5	J4.g. Usage of pasture in National park: not used
428	OGOVT1	J4.h. Usage of pasture in other Government: hold rights to use
429	OGOVT2	J4.h. Usage of pasture in other Government: have permission
430	OGOVT3	J4.h. Usage of pasture in other Government: by paying
431	OGOVT4	J4.h. Usage of pasture in other Government: in emergencies
432	OGOVT5	J4.h. Usage of pasture in other Government: not used
433	OTHERL1	J4.i. Usage of pasture in other lands: hold rights to use
434	OTHERL2	J4.i. Usage of pasture in other lands: have permission
435	OTHERL3	J4.i. Usage of pasture in other lands: by paying
436	OTHERL4	J4.i. Usage of pasture in other lands: in emergencies
437	OTHERL5	J4.i. Usage of pasture in other lands: not used
438	CHARC1	J5.a. Charcoal "usually" used for cooking
439	CHARC2	J5.a. Charcoal "Occasionally" used for cooking
440	CHARC3	J5.a. Charcoal "Not available" for cooking
441	CHARC4	J5.a. Charcoal for cooking "not relevant here"
442	CROP1	J5.b. Crop residues (maize, tobacco stems etc) "usually" used for cooking
443	CROP2	J5.b. Crop residues (maize, tobacco stems etc) "Occasionally" used for cooking
444	CROP3	J5.b. Crop residues (maize, tobacco stems etc) "Not available" for cooking
445	CROP4	J5.b. Crop residues (maize, tobacco stems etc) for cooking "not relevant here"
446	DUNG1	J5.c. Cattle dung "usually" used for cooking
447	DUNG2	J5.c. Cattle dung "Occasionally" used for cooking
448	DUNG3	J5.c. Cattle dung "Not available" for cooking
449	DUNG4	J5.c. Cattle dung for cooking "not relevant here"
450	PARAF1	J5.d. Paraffin "usually" used for cooking
451	PARAF2	J5.d. Paraffin "Occasionally" used for cooking
452	PARAF3	J5.d. Paraffin "Not available" for cooking
453	PARAF4	J5.d. Paraffin for cooking "not relevant here"
454	ELECTR1	J5.e. Electricity "usually" used for cooking
455	ELECTR2	J5.e. Electricity "Occasionally" used for cooking
456	ELECTR3	J5.e. Electricity "Not available" for cooking
457	ELECTR4	J5.e. Electricity for cooking "not relevant here"
458	FWOOD1	J5.f. Firewood "usually" used for cooking
459	FWOOD2	J5.f. Firewood "Occasionally" used for cooking
460	FWOOD3	J5.f. Firewood "Not available" for cooking
461	FWOOD4	J5.f. Firewood for cooking "not relevant here"
462	FOTHER1	J5.g. Other types of energy "usually" used for cooking
463	FOTHER2	J5.g. Other types of energy "Occasionally" used for cooking
464	FOTHER3	J5.g. Other types of energy "Not available" for cooking
465	FOTHER4	J5.g. Other types of energy for cooking "not relevant here"
466	OWNL1	J6.a. Firewood sourced from own household land: hold rights
467	OWNL2	J6.a. Firewood sourced from own household land: with permission
468	OWNL3	J6.a. Firewood sourced from own household land: pay for it
469	OWNL4	J6.a. Firewood sourced from own household land: take in emergencies
470	OWNL5	J6.a. Firewood sourced from own household land: not relevant here
471	LINE1	J6.b. Firewood sourced from lineage land: hold rights
472	LINE2	J6.b. Firewood sourced from lineage land: with permission
473	LINE3	J6.b. Firewood sourced from lineage land: pay for it

474	LINE4	J6.b. Firewood sourced from lineage land: take in emergencies
475	LINE5	J6.b. Firewood sourced from lineage land: not relevant here
476	FVLG1	J6.c. Firewood sourced from other village lands: hold rights
477	FVLG2	J6.c. Firewood sourced from other village lands: with permission
478	FVLG3	J6.c. Firewood sourced from other village lands: pay for it
479	FVLG4	J6.c. Firewood sourced from other village lands: take in emergencies
480	FVLG5	J6.c. Firewood sourced from other village lands: not relevant here
481	EST1	J6.d. Firewood sourced from estate lands: hold rights
482	EST2	J6.d. Firewood sourced from estate lands: with permission
483	EST3	J6.d. Firewood sourced from estate lands: pay for it
484	EST4	J6.d. Firewood sourced from estate lands: take in emergencies
485	EST5	J6.d. Firewood sourced from estate lands: not relevant here
486	FFOREST1	J6.e. Firewood sourced from forest reserve: hold rights
487	FFOREST2	J6.e. Firewood sourced from forest reserve: with permission
488	FFOREST3	J6.e. Firewood sourced from forest reserve: pay for it
489	FFOREST4	J6.e. Firewood sourced from forest reserve: take in emergencies
490	FFOREST5	J6.e. Firewood sourced from forest reserve: not relevant here
491	FPARK1	J6.f. Firewood sourced from national parks: hold rights
492	FPARK2	J6.f. Firewood sourced from national parks: with permission
493	FPARK3	J6.f. Firewood sourced from national parks: pay for it
494	FPARK4	J6.f. Firewood sourced from national parks: take in emergencies
495	FPARK5	J6.f. Firewood sourced from national parks: not relevant here
496	FGOVT1	J6.g. Firewood sourced from other Government lands: hold rights
497	FGOVT2	J6.g. Firewood sourced from other Government lands: with permission
498	FGOVT3	J6.g. Firewood sourced from other Government lands: pay for it
499	FGOVT4	J6.g. Firewood sourced from other Government lands: take in emergencies
500	FGOVT5	J6.g. Firewood sourced from other Government lands: not relevant here
501	FEXCH1	J6.h. Firewood sourced from exchange of goods with other villagers: hold rights
502	FEXCH2	J6.h. Firewood sourced from exchange of goods with other villagers: with permission
503	FEXCH3	J6.h. Firewood sourced from exchange of goods with other villagers: pay for it
504	FEXCH4	J6.h. Firewood sourced from exchange of goods with other villagers: take in emergencies
505	FEXCH5	J6.h. Firewood sourced from exchange of goods with other villagers: not relevant here
506	FBUY1	J6.i. Firewood bought in the market: hold rights
507	FBUY2	J6.i. Firewood bought in the market: with permission
508	FBUY3	J6.i. Firewood bought in the market: pay for it
509	FBUY4	J6.i. Firewood bought in the market: take in emergencies
510	FBUY5	J6.i. Firewood bought in the market: not relevant here
511	F_OTHER1	J6.j. Firewood sourced from other sources: hold rights
512	F_OTHER2	J6.j. Firewood sourced from other sources: with permission
513	F_OTHER3	J6.j. Firewood sourced from other sources: pay for it
514	F_OTHER4	J6.j. Firewood sourced from other sources: take in emergencies
515	F_OTHER5	J6.j. Firewood sourced from other sources: not relevant here
		Data for parcels
516	datevisi	Date of visit
517	position	Position in household
518	PlotID1	Plot identification number parcel no 1
519	parcel	Name/Nickname/Description of parcel 1
520	operator	U1. Operator of parcel
521	source	U2. How operator obtained the parcel of land
522	owner	U3. Owner of the parcel
523	typeparc	U4. Type of parcel
524	location	U5. location of the parcel
525	distance	U6. Distance (in km) of the parcel from the dwelling unit
526	area	U7. Area of parcel in hactares
527	perimete	U8. Perimeter of parcel in meters

528	measurer	U9. Measurer of area of parcel
529	topograp	U10. Topography of parcel of and
530	plots	U11. Number of separate plots on parcel of land
531	croppattn	type of cropping patten
532	maize	V2.Planted maize
533	sharemz	V1.a.i. Share of maize
534	m.fertlz	V1.a.ii. Use of fertilizer in maize plot
535	rice	V2.planted rice
536	sharerice	V1.b.i. Share of rice
537	r.fertlz	V1.b.ii. Use of fertilizer in rice plot
538	sorgum	V2 planted sorgum
539	sharesorgum	V1.c.i. Share of sorgum
540	s.fertlz	V1.c.ii. Use of fertilizer in sorgum plot
541	wheat	V2. planted wheat
542	sharewheat	V1.d.i. Share of wheat
543	w.fertlz	V1.d.ii. Use of fertilizer in wheat plot
544	millet	V2. planted millet
545	sharemillet	V1.e.i. Share of millet
546	milfertz	V1.e.ii. Use of fertilizer in millet plot
547	beans	V2. planted beans
548	sharebeans	V1.f.i. Share of beans
549	b.fertlz	V1.f.ii. Use of fertilizer in beans plot
550	soya	V2.planted soya
551	sharesoya	V1.g.i.Share of soya
552	soyafert	V1.g.ii. Use of fertilizer in soya plot
553	velvet	V2. planted velvet
554	sharevelvet	v1.h.i. Share of velvet
555	velfertl	V1.h.ii. Use of fertilizer in velvet plot
556	Gbeans	V2.Planted Gbeans
557	sharegbeans	V1.i.i. Share of groundbeans
558	gbntfert	V1.i.ii. Use of fertilizer in groundbeans plot
559	pigeon	V2. planted pigeon peas
560	sharepigeon	V1.j.i. Share of pigeon
561	pigfertl	V1.j.ii. Use of fertilizer in pigeon plot
562	Cowpeas	V2. planted cowpeas
563	sharecowp	V1.k.i. Share of cowpeas
564	cowfertl	V1.k.ii. Use of fertilizer in cowpeas plot
565	Gnuts	V2.planted groundnuts
566	sharegnut	V1.l.i. Share of groundnuts
567	gnutfert	V1.l.ii. Use of fertilizer in groundnuts plot
568	sunflower	V2 planted sunflower
569	sharesunflowe	V1.m.i. Share of sun flower
570	sunfertl	V1.m.ii. Use of fertilizer in sunflower plot
571	sweetpotato	V2. plnated sweetpotatos
572	sharesweetpot	V1.n.i. Share of sweet potato
573	fertswtp	V1.n.ii. Use of fertilizer in sweet potato plot
574	irishpota	V2.planted irish potatoes
575	shareirish	V1.o.i. Share of irish potato
576	irisfert	V1.o.ii. Use of fertilizer in irish potato plot
577	Tobacco	V2. planted tobacco
578	sharetoba	V1.p.i. Share of tobacco
579	tbcfertl	V1.p.ii. Use of fertilizer in tobacco plot
580	cotton	V2. planted cotton
581	sharecotton	V1.q.i. Share of cotton
582	cotfertl	V1.q.ii. Use of fertilizer in cotton plot
583	Tea	V2.planted tea
584	sharetea	V1.r.i. Share of tea
585	teafertl	V1.r.ii. Use of fertilizer in tea plot

586	sugercane	V2 planted sugarcane
587	sharesugarcan	V1.s.i. Share of sugarcane
588	sugarfer	V1.s.ii. Use of fertilizer in sugarcane plot
589	coffee	V2 planted coffee
590	sharecoffee	V1.s.t.i. Share of coffee
591	cofefert	V1.t.ii. Use of fertilizer in coffee plot
592	Tchana	V2 Planted Tchana
593	sharetchana	V1.u.1. Share of tchana
594	tchanafe	V1.u.ii. Use of fertilizer in tchana plot
595	Cassava	Planted Cassava
596	Sharecas	Share of cassava
597	Casfert	Use fertilizer on cassava
598	othercrops	V2 planted othercrops
599	specifiname	Name of other crop planted
600	shareothercro	V1.v.1. Share of other crop on parcel
601	otherfer	V1.v.ii. Use of fertilizer in other crop's plot
602	terrace	W1.a. Operator built terraces on parcel of land
603	contour	W1.b. Operator constructed contour ridges on parcel of land
604	canal	W1.c. Operator dug irrigation canals on parcel of land
605	well	W1.d. Operator dug well/dam on parcel of land
606	trees	W2. Presence of trees on parcel
607	mangos	W3.a. Number of mango trees on parcel
608	oranges	W3.b. Number of orange trees on parcel
609	pawpaw	W3.c. Number of pawpaw trees on parcel
610	banana	W3.d. Number of banana trees on parcel
611	avocado	W3.e. Number of avocado trees on parcel
612	guava	W3.f. Number of guava trees on parcel
613	lemons	W3.g. Number of lemon trees on parcel
614	tangerin	W3.h. Number of tangerine trees on parcel
615	peaches	W3.i. Number of peach trees on parcel
616	poza	W3.j. Number of custade apple (poza) trees on parcel
617	masuku	W3.k. Number of Mexican apple (masuku) trees on parcel
618	masau	W3.l. Number of masau trees on parcel
619	pineappl	W3.m. Number of pineapple trees on parcel
620	planter	W4. Operator planting trees himself/herself
621	ownershi	W5. Operator ownership of all trees on parcel
622	vlghdmn	W6.a. Village headman's ownership of trees on parcel
623	reltvs	W6.b. Relatives' ownership of trees on parcel
624	govt2	W6.c. Government's ownership of trees on parcel
625	landlord	W6.d. Landlord's ownership of trees on parcel
626	ownother	W6.e. Other people's ownership of trees on parcel
627	parctype	W7. Type of parcel
628	irrigatn2	W8. Irrigation practised on parcel
629	irigtype	W9. Type of irrigation practiced
630	grazing	W10. Usage of parcel as grazing land after harvest
631	PlotId2	Plot identification number parcel no 2
632-743	Repeat for plot 2	
744	PlotId3	Plot identification number parcel no 3
745-856	Repeat for plot 3	
857	PlotId4	Plot identification number parcel no 4
858-969	Repeat for plot 4	
970	PlotId5	Plot identification number parcel no 5
971-1082	Repeat for plot 5	
1083	PlotId6	Plot identification number parcel no 6

1084-1195	Repeat for plot 6	
1196	LastVar	Indicates end of record

MALAWIAN LAND TENURE AND SOCIAL CAPITAL

Technical Documentation Report

Trust Games played in Malawi in 2007

Research Group¹:

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The Research Council of Norway and
NORAD (consultants to the National Census of Agricultural and Livestock
(NACAL) in Malawi)

¹ Kambewa, Khaila, and Munthali, University of Malawi; Wiig, Norwegian Institute for Urban and Regional Research; Berge, Norwegian University of Science and Technology.

Preface

During the design of the “Malawian Land Tenure and Social Capital Project” Henrik Wiig approached Abigail Barr, University of Oxford, asking her permission to use the trust game script she had developed for the games she conducted in Zambia (Barr 2003, Barr in Henrich et al. 2004:305-334). In an e-mail dated 30 May 2006 she graciously gave her permission. As inexperienced game conductors we were very grateful. Translations of the script into Chichewa and Chitumbuka were done by Stanley Khaila and Alister Munthali.

During the field work period, 1. June to 31 August 2007, we played the game once in 18 villages. The villages were selected with 6 from each region in the north, central and south. They were the sample of villages selected for the in depth study of land tenure and social capital questions. In each village 15 households were randomly selected to answer a questionnaire and be interviewed at length about the same questions. Each household was invited to participate in a trust game playing against some other member of the village. The game was the last item on our agenda in each village. It was played at the end of the 6 week period of fieldwork in that village. Not all villages provided 15 pairs of players. One village was just too small and in another village a burial intervened taking players away.

The questionnaire data provide extra information for about half of the players. The instructions say that the 15 households selected for ordinary fieldwork should provide one player each for the trust game on the last day. These would be paired with 15 other villagers selected in any feasible way. Since all participants were assured of a minimum of 80 kwacha and then a bit more – or less - according to the development of the game we considered it our fare well gift to the village.

Some preliminary results were presented by Stag (2008).

Our interest in the methodology and the topics that experimental games throw light on, could not have been followed up without the funding provided by the Norwegian Research Council (Grant no 178757), the initial grant from NORAD to develop Land Tenure and Social Capital questions for the National Census of Agricultural and Livestock (NACAL) in Malawi, and the exemplary services provided by our research assistants: Ellen Nkosinathi Harazi, Ockens Chipeta, Robson Malichi Gama, Nitta Kalonga, Canchy Mulima, Noel Mbuluma, Moses Munthali, James Amani, Alinafe Chibwana, and Andrew Joabe. The team designing questions for NACAL also included Pauline E. Peters from Harvard University and Paul A. K. Kishindo from Chancellors College, University of Malawi.

It all hangs together. Thanks to all.

Oslo, August 1, 2008

Erling Berge, Henrik Wiig, Stanley Khaila, Alistair Munthali, Daimon Kambewa

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1. Trust Game Script by Abigail Barr in English and Chichewa

THE TRUST GAME: Chichewa translation

Script by Abigail Barr

Translation by Stanley Khaila

Used in Malawi in the districts Kasungu, Dowa, Chiradzulu, and Phalombe, July-August 2007, as part of the Malawian Land Tenure and Social Capital Project

[Note to researchers: Be sure to read the general instructions that you always read before a game (see below). Group 1 players and Group 2 players should be separated in two rooms/locations before you begin this game. The risk of collusion in the holding room is greater in this game due to the tripling effect and warrants the trade-off. First instruct the Group 1 players to put their offers in envelopes, then take all of their envelopes. Ask them to wait while you play with the Group 2 players and then call back the Group 1 players to pay them off. Remember that there is no show-up fee with the trust game because both sides are given the same initial endowment.]

[Note to researchers: Be sure to read the general instructions that you always read before a game (see below). Group 1 players and Group 2 players should be separated in two rooms/locations before you begin this game. The risk of collusion in the holding room is greater in this game due to the tripling effect and warrants the trade-off. First instruct the Group 1 players to put their offers in envelopes, then take all of their envelopes. Ask them to wait while you play with the Group 2 players and then call back the Group 1 players to pay them off. Remember that there is no show-up fee with the trust game because both sides are given the same initial endowment.]

THE TRUST GAME

GENERAL INSTRUCTIONS

Thank you all for taking the time to come today. This game may take 3-4 hours, so if you think you will not be able to stay that long without leaving please let us know now. Before we begin I want to make some general comments about what we are doing here today and explain some rules that we need to follow. We will be playing a game for real money that you will take home. You should understand that this is not *[insert name of researcher]*'s own money. It is money given to *[him/her]* by *[his/her]* university to use to do a research study. This is research—which will eventually be part of a book; it is not part of a development project of any sort. *[Insert name of researcher]* is working together with many other university professors who are carrying out the same kind of games all around the world.

Before we proceed any further, let me stress something that is very important. Many of you were invited here without understanding very much about what we are planning to do today. If at any time you find that this is something that you do not wish to participate in for any reason, you are of course free to leave whether we have started the game or not.

If you have heard about a game that has been played here in the past you should try to forget everything that you have been told. This is a completely different game. We are about to begin the game. It is important that you listen as carefully as possible, because only people who understand the game will actually be able to play it. *[Insert name of researcher]* will run through some examples here while we are all

MASEWERO YA KUKHULUPIRIRANA

MAU OYAMBA PA MASEWERA

Zikomo kwambiri amai ndi abambo chifukwa chakubwera kwanu. Masewerawa atenga maola atatu kapena anai. Motero kuti ngati muganiza kuti simungathe kukhala nthawi yonseyo osachoka muneneretu tisadayambe. Tisadayambe, ndifuna ndifotokoze malamulo kapena dongosolo la masewerawa. Maserewa tichita ndi ndalama zeni-zeni zoti pomaliza mupita nazo kunyumba. Koma zindikilani kuti ndalamazo siza bambo Khaila ai. Ndindalama zimene bambo Khaila apatsidwa ku Univesiteko kuti tichitire kafukufuku ameneyi. Uyu ndi kafukufuku ndipo zotsatira zake zidzalembedwa ngati gawo la buku; maserawa satanthauza kuti kuno kubwera chitukuko china chilli chonse, ai. Bambo Khaila akugwira ntchoto iyi ndi aziphunzitsi ambiri a m'maunivesite ena amene akuchita masewera ngati amenewa pa dziko lonse la pansi.

Tisanapitirire, ndiloreni ndinene motsindika zina zofunikira kwambiri. Ambirinu mwabwera kuno musakumvetsa kweni-kweni zimene tipange lerori. Ndifuna ndikumasuleni kuti ngati nthawi ina iriyonse muona kuti simukufuna kusewera nawo maserawa pachifukwa chiri chonse, muli omasuka kuchoka, ngakhale masewerawa atayambika kale kapena asadayambike.

Ngati mudamvapo za masewera amene anthu ena anachitapo kuno kale, muyesetse kuyiwala zonse zimene mudamvapo za maserawa. Masera amene tisewere lerowa diwosafanana ndi amenewo. Tsopano tatsala pang'ono kuti tiyambe masewerawo. Ndikofunika kuti mumvetsetse, chifukwa ngati simumvetsetsa simungathe kusewera maserawa. A bamboo Khaila atipatsapo zitsanzo tiri pamodzi pompano. Simuli oloedwa kufunsa mafunso kapena

together. You cannot ask questions or talk about the game while we are here together. This is very important and please be sure that you obey this rule, because it is possible for one person to spoil the game for everyone, in which case we would not be able to play the game today. Do not worry if you do not completely understand the game as we go through the examples here in the group. Each of you will have a chance to ask questions in private with [*insert name of researcher*] to be sure that you understand how to play.

TRUST GAME INSTRUCTIONS

This game is played by pairs of individuals. Each pair is made up of a Player 1 and a Player 2. Each of you will play this game with someone from your own village. However, none of you will know exactly with whom you are playing. Only [*insert name of researcher*] knows who is to play with whom and [*he/she*] will never tell anyone else.

[*Insert name of researcher*] will give \$4 to each Player 1 and another \$4 to each Player 2. Player 1 then has the opportunity to give a portion of their \$4 to Player 2. They could give \$4, or \$3, or \$2, or \$1, or nothing.

[Note: It is important to allow only 5 options for dividing the money—this is to simplify the game and to create the same focal points across sites.]

Whatever amount Player 1 decides to give to Player 2 will be tripled by [*insert name of researcher*] before it is passed on to Player 2. Player 2 then has the option of returning any portion of this tripled amount to Player 1.

kukambirana za maserawa pano tiriri pano. Ichi nchofunikira kwambiri, chooncho onetsetsani kuti simukulankhulana kapena kufunsa mafunso. Ngati wina samvera lamulo limeneri, akhonza kuipitsira masewerowa anzeka onse. Zitatero ndiye kuti sititha kusewera masewerowa lero. Osadera nkhawa kwambiri ngati simukumvetsetsa pamene tikupereka zitsanzo za masewerwa tiri tonse pano. Pofuna kuti mumvetsetse maseweredwe amasewera amenewa, aliyense wainu apatsidwa mpata kuti afunse mafunso payekha kwa bambo Khaila.

KASEWEREDWE KA MASEWERA

Masewera amenewa amasewera anthu awiri-awiri. Pa wanthu awiri amenewa wina akhala oyamba kusewera ndipo wina akhala wichiwiri. Aliyense asewera ndi munthu wa m'mudzi mwawo. Koma palibe wina mwainu amene adziwe munthu amene akusewera naye. Ndi bambo Khaila okha amene akudzi anthu amene akusewera pamodzi koma iwowo sauza wina aliyense zimene akudziwazo.

Bambo Khaila apereka MK80 kwa aliyense wosewera woyamba ndiponso MK80 kwa aliyense wosewera wachiwiri. Osewera woyamba apatsidwa mwai oti ampatseko wosewera nayeyo ndalama kuchokera pa MK80 wapatsidwa ija. Ali ndi ufulu kumpatsa mzakeyo MK80, MK60 MK40, MK20 kapena osampatsa kanthu.

[Note: It is important to allow only 5 options for dividing the money—this is to simplify the game and to create the same focal points across sites.]

Ndalama ili yonse imene woyamba kusewera angapatse mzakeyo a bambo Khaila awonjezapo ziwiri zisadaperekedwe kwa osewera wachiwiriyo. Kenaka wosewera wachiriyo apatsidwa ufulu obwezera ndalama monga m'mene angafunira kwa m'nzawo woyamba uja.

<p>Then, the game is over.</p> <p>Player 1 goes home with whatever he or she kept from their original \$4, <u>plus</u> anything returned to them by Player 2. Player 2 goes home with their original \$4, <u>plus</u> whatever was given to them by Player 1 and then tripled by [<i>insert name of researcher</i>], <u>minus</u> whatever they returned to Player 1.</p> <p>Here are some examples.</p> <p><i>[You should work through these examples by having all the possibilities laid out in front of people, with Player 1's options from \$4 to \$0 and a second column showing the effects of the tripling. As you go through each example demonstrate visually what happens to the final outcomes for each Player. Be careful to remind people that Player 2 always also has the original \$4]:</i></p> <ol style="list-style-type: none"> 1. Imagine that Player 1 gives \$4 to Player 2. [<i>Insert name of researcher</i>] triples this amount, so Player 2 gets \$12 (3 times \$4 equals \$12) <u>over and above</u> their initial \$4. At this point, Player 1 has nothing and Player 2 has \$16. Then Player 2 has to decide whether they wish to give anything back to Player 1, and if so, how much. Suppose Player 2 decides to return \$3 to Player 1. At the end of the game Player 1 will go home with \$3 and Player 2 will go home with \$13. 2. Now let's try another example. Imagine that Player 1 gives \$3 to Player 2. [<i>Insert name of researcher</i>] triples this amount, so Player 2 gets \$9 (3 times \$3 equals \$9) <u>over and above</u> 	<p>Amenewa akatero ndalamazo a bambo Khaila akapereka kwa woyamba uja ndipo masewera athera pamenepo.</p> <p>Wosewera woyamba apita kwawo ndi ndalama zimene adasungako pa MK80 ija kuwonjezerapo zimene wosewera wachiwiri wawabwezera. Wosewera wachiwiri apita kwawo ndi MK80 imene adalandira ndi kuwonjezapo zimene anapereka wosewera woyama ndi kuzimene anawonjezapo bamboo Khaila koma kuchotsapo zimene anabwezera kwa wosewera woyamba.</p> <p>Tsopano tikupatsani zitsanzo.</p> <p><i>[You should work through these examples by having all the possibilities laid out in front of people, with Player 1's options from MK80 to MK0 and a second column showing the effects of the tripling. As you go through each example demonstrate visually what happens to the final outcomes for each Player. Be careful to remind people that Player 2 always also has the original MK80]:</i></p> <ol style="list-style-type: none"> 1. Tingoyeseza kuti wosewera woyamba wapereka kwa wachiwiri MK80. Abambo Khaila ndikuwonjeza ma MK80 awiri kotero kuti wosewera wachiwiri alandira MK240 (MK80 + MK160 = MK240) pamwamba pa MK80 imene alandira kale ija. Pamenepa ndiye kuti wosewera woyambayu alibe ndalama tsopano koma wachiwiriyu ali ndi MK320. Tsopano wachiwiriyu aganize ngati afuna kupereka ndalama iliyonse kwa woyamba uja ndipo ngati akufuna, apereka zingati? Tiyese kuti wachiwiriyu waganiza zopereka MK60 kwa woyamba. Ndiye kuti apa woyamba kusewerayi apita kwawo ndi MK60 koma wachiwiri apita kwawo ndi MK260. 2. Chabwino, tsopano tiyeni tione chitsanzo china. Tiyese kuti wosewera woyamba wapereka MK60 kwa wachiwiri. A bambo Khaila awonjezapo ma MK60 awiri kotero kuti wosewera wachiwiri alandira MK180
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<p>their initial \$4. At this point, Player 1 has \$1 and Player 2 has \$13. Then Player 2 has to decide whether they wish to give anything back to Player, and if so, how much. Suppose Player 2 decides to return \$0 to Player 1. At the end of the game Player 1 will go home with \$1 and Player 2 will go home with \$13.</p> <p>3. Now let's try another example. Imagine that Player 1 gives \$2 to Player 2. [<i>Insert name of researcher</i>] triples this amount, so Player 2 gets \$6 (3 times \$2 equals \$6) <u>over and above</u> their initial \$4. At this point, Player 1 has \$2 and Player 2 has \$10. Then Player 2 has to decide whether they wish to give anything back to Player 1, and if so, how much. Suppose Player 2 decides to return \$3 to Player 1. At the end of the game Player 1 will go home with \$5 and Player 2 will go home with \$7.</p> <p>4. Now let's try another example. Imagine that Player 1 gives \$1 to Player 2. [<i>Insert name of researcher</i>] triples this amount, so Player 2 gets \$3 (3 times \$1 equals \$3) <u>over and above</u> their initial \$4. At this point, Player 1 has \$3 and Player 2 has \$7. Then Player 2 has to decide whether they wish to give anything back to Player 1, and if so, how much. Suppose Player 2 decides to return \$2 to Player 1. At the end of the game Player 1 will go home with \$5 and Player 2 will go home with \$5.</p> <p>5. Now let's try another example. Imagine that Player 1 gives nothing to Player 2. There is nothing for [<i>insert</i></p>	<p>(MK60 + MK120 = MK180) pamwamba pa MK80 imene ali nayo kale. Apa ndiye kuti wosewera woyamba tsopano watsala ndi MK20 koma wachiwiri ali ndi MK260. Tsopano wachiwiri aganize ngati afuna kum'bwezerako woyamba uja ndipo ngati afuna kutero abweza ndalama zingati? Tiyese kuti wachiwiri waganiza zonsam'bwezerako kanthu mzakeyo. Apa ndiye kuti pakutha kwamasewera woyambayo apita kwawo ndi MK20 koma wachiwiri apita kunyumba ndi MK260.</p> <p>3. Tiyeni tiyese chitsanzo china. Tiyese kuti wosewera woyamba wampatsa wachiwiriyo MK40. Bambo Khaila awonjezapo ma MK40 awiri koteru kuti wosewera wachiwiri walandira MK120 (MK40 + MK80 = MK120) pamwamba pa MK80 imene walandira kale. Ndiye kuti apa wosewera woyamba watsala ndi MK40 koma wachiwiri ali ndi MK200. Tsopano wachiwiriyo aganize ngati afuna kapena safuna kumugawirako mzakeyo; ngati afuna amupatsa zingati? Tiyerekeze kuti wachiwiriyo waganiza zobweza MK60 kwa mzakeyo. Apa ndiye kuti woyambayo apita kunyumba ndi MK100 ndipo mzakeyo apita kwawo ndi MK140.</p> <p>4. Tione chitsanzo china. Tiyese kuti wosewera woyamba wapereka MK20 kwa wosewera wachiwiri. Bambo Khaila awonjezapo ma MK20 awiri koteru uti wosewera wachiwiri alandira MK60 (MK20 + MK40 = MK60) pamwamba pa MK80 imene walandira kale. Ndiye kuti apa wosewera woyambayo watsala ndi MK60 koma wachiwiri pano ali ndi MK140. Tsopano wosewera wachiwiri aganize ngati afuna kum'bwezerako woyambayo ndipo ngati afuna apereka zingati? Tiyese kuti wosewera wachiwiri waganiza zom'bwezera mzakeyo MK40. Ndiye kuti pakutha kwa masewerowa wosewera woyamba apita kunyumba ndi MK100 ndipo mzakeyonso apita ndi MK100.</p> <p>5. Tsopano tiyese kuti wosewera woyamba waganiza kuti asapereke kanthu kwa mzakeyo. Apa ndiye kuti bambo Khaila</p>
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<p><i>name of researcher</i>] to triple. Player 2 has nothing to give back and the game ends here. Player 1 goes home with \$4 and Player 2 goes home with \$4.</p> <p>Note that the larger the amount that Player 1 gives to player 2, the greater the amount that can be taken away by the two players together. However, it is entirely up to Player 2 to decide what he should give back to Player 1. The first player could end up with more than \$4 or less than \$4 as a result.</p> <p>We will go through more examples with each of you individually when you come to play the game. In the mean time, do not talk to anyone about the game. Even if you are not sure that you understand the game, do not talk to anyone about it. This is important. If you talk to anyone about the game while you are waiting to play, we must disqualify you from playing.</p> <p><i>[Bring in each Player 1 one by one. Use as many of the examples below as necessary.]</i></p> <p>6. Imagine that Player 1 gives \$4 to Player 2. <i>[Insert name of researcher]</i> triples this amount, so Player 2 gets \$12 (3 times \$4 equals \$12) <u>over and above</u> their initial \$4. At this point, Player 1 has nothing and Player 2 has \$16. Then Player 2 has to decide whether they wish to give anything back to Player 1, and if so, how much. Suppose Player 2 decides to return \$6 to Player 1. At the end of the game Player 1 will go home with \$6 and Player 2 will go home with \$10.</p> <p>7. Now let's try another example. Imagine that Player 1 gives \$3 to Player 2. <i>[Insert name of researcher]</i> triples this amount, so Player 2 gets \$9</p>	<p>palibe ndalama zoti achulukitse. Chooncho wosewera wachiwiri alibe ndalama zoti abwezere kwa woyambayu. Ndiye kuti masewera athera pamenenpa. Wosewera woyamba apita kwawo ndi MK80 ndipo wachiwiri apita kwawo ndi MK80.</p> <p>Apa ndiganiza mukuwona kuti ngati wosewera woyamba apereka ndalama zambiri kwa wachiwiri, pakutha kwa masewerawa papita ndalama zambiri. Koma ziri kwa wosewera wachiwiri kuganiza ndalama zimene afuna kum'bwezera mzakeyo. Chooncho wosewera woyambayu akhonza kuchoka ndi ndalama zoposa MK80 kapena zochepera MK80.</p> <p>Tikafika poti tikuyamba kusewera masewerowa tikupatsani zitsanzo zina m'modzi m'modzi mwainu. Pali pano mungokhala phe osalankhula. Ngakhale ngati mukuganiza kuti simudamvetsetse, osalankhula ndi ali yense za masewerwa. Kusalankhula ndikofunika. Ngati mulankhula ndiwina aliyense za masewerawa pamene mukudikira kuti musewere, tikuchotsani ndipo simusewera.</p> <p><i>[Bring in each Player 1 one by one. Use as many of the examples below as necessary.]</i></p> <p>6. Tsopano tiyese kuti woyamba wapereka MK80 kwa wachiwiri. Ndipo a Khaila awonjezapo ma MK80 awiri kotero kuti wachiwiri walandira MK240 (MK80 + MK160 = MK240) pamwamba pa MK80 imene walandira kale. Apa ndiye kuti woyamba alibe ndalama tsopano koma wachiwiri ali ndi MK320. Tsopano wachiwiri aganize ngati afuna kubweko kapena ai. Tiyese kuti waganiza kuti kum'bwezera mzakeyo MK120. Apa ndiye kuti wosewera wachiwiri apita kunyumba ndi MK120 ndipo wachiwiri apita ndi MK200.</p> <p>7. Tiyesenso chitsanzo china. Tiyerekeze kuti wosewera woyamba wapereka MK60 kwa wachiwiri. A Khaila achulukitsa powonjezapo ma MK60 awiri kotero kuti wachiwiri alandira</p>
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<p>(3 times \$3 equals \$9) <u>over and above</u> their initial \$4. At this point, Player 1 has \$1 and Player 2 has \$13. Then Player 2 has to decide whether they wish to give anything back to Player, and if so, how much. Suppose Player 2 decides to return \$1 to Player 1. At the end of the game Player 1 will go home with \$2 and Player 2 will go home with \$12.</p>	<p>MK180 (MK60 + MK120 = MK180) pamwamba pa MK80 imene analandira kale. Pamenepa ndi ye kuti woyamba ali ndi MK20 pamene wachiwiri tsopano ali ndi MK260. Koma ziri kwa wachiwiri kuganiza ngati afuna kum'bwezerako woyambayu. Tiyese kuti waganiza zom'bwezerako mzakeyo MK20. Apa ndiye kuti wayambayu apita kwawo ndi MK40 koma mzakeyo apita kwawo ndi MK240.</p>
<p>8. Now let's try another example. Imagine that Player 1 gives \$2 to Player 2. [<i>Insert name of researcher</i>] triples this amount, so Player 2 gets \$6 (3 times \$2 equals \$6) <u>over and above</u> their initial \$4. At this point, Player 1 has \$2 and Player 2 has \$10. Then Player 2 has to decide whether they wish to give anything back to Player 1, and if so, how much. Suppose Player 2 decides to return \$0 to Player 1. At the end of the game Player 1 will go home with \$2 and Player 2 will go home with \$10.</p>	<p>8. Tione chitsanzo chinanso. Ulendo uno tiyese kuti wosewera woyamba waganiza zompatsa mzake MK40. A Khaila achulukitsa MK40 powonjezapo ma MK40 awiri kotero kuti wosewera wachiwiri walandira MK120 (MK40 + MK80 = MK120) pamwamba pa MK80 imene analandira kale. Apa wosewera wachiwiri aganizire ngati akufuna kum'bwezerako wosewera woyambayu ndipo ngati ndi chooncho ampatsa ndalama zingati? Tiyese kuti wachiwiriyu waganiza kuti samubwezera mzakeyu ndalama iriyonse. Apa ndiye kuti pakutha kwa masewerowa wosewera woyamba apita kumudzi ndi MK40 pamene wachiwiri apita kwawo ndi MK200.</p>
<p>9. Now let's try another example. Imagine that Player 1 gives \$1 to Player 2. [<i>Insert name of researcher</i>] triples this amount, so Player 2 gets \$3 (3 times \$1 equals \$3) <u>over and above</u> their initial \$4. At this point, Player 1 has \$3 and Player 2 has \$7. Then Player 2 has to decide whether they wish to give anything back to Player 1, and if so, how much. Suppose Player 2 decides to return \$2 to Player 1. At the end of the game Player 1 will go home with \$5 and Player 2 will go home with \$5.</p>	<p>9. Tione chitsanzo chinanso. Ulendo uno tiyese kuti wosewera woyamba waganiza zompatsa mzake MK20. A Khaila achulukitsa MK20 powonjezapo ma MK20 awiri kotero kuti wosewera wachiwiri walandira MK60 (MK20 + MK40 = MK60) pamwamba pa MK80 imene analandira kale. Apa wosewera wachiwiri aganizire ngati akufuna kum'bwezerako wosewera woyambayu ndipo ngati ndi chooncho ampatsa ndalama zingati? Tiyese kuti wachiwiriyu waganiza kuti amubwezera mzakeyu MK40. Apa ndiye kuti pakutha kwa masewerowa wosewera woyamba apita kumudzi ndi MK100 pamene wachiwiri apita kwawo ndi MK100.</p>
<p>10. Now let's try another example. Imagine that Player 1 gives nothing to Player 2. There is nothing for [<i>insert name of researcher</i>] to triple. Player 2 has nothing to give back and the game</p>	<p>10. Tsopano tiyese kuti wosewera woyamba waganiza kuti asapereke kanthu kwa mzakeyu. Apa ndiye kuti bambo Khaila palibe ndalama zoti achulukitse. Chooncho wosewera wachiwiri alibe ndalama zoti</p>

<p>ends here. Player 1 goes home with \$4 and Player 2 goes home with \$4.</p> <p>Now, can you work through these examples for me:</p> <p>11. Imagine that Player 1 gives \$3 to Player 2. So, Player 2 gets \$9 (3 times \$3 equals \$9) <u>over and above</u> their initial \$4. At this point, Player 1 has \$1 and Player 2 has \$13. Suppose Player 2 decides to return \$5 to Player 1. At the end of the game Player 1 will have how much?</p> <p><i>[the initial \$4-\$3 (given to Player 2)=\$1+return from player 2 of \$5=\$6. If they are finding it difficult, talk through the maths with them and be sure to use demonstration with the actual money].</i> And Player 2 will have how much?</p> <p><i>[Their original \$4+\$9 (after the tripling of the \$3 sent by Player 1)-\$5 they return to Player 1=\$8, if they are finding it difficult, talk through the maths with them].</i></p> <p>12. Imagine that Player 1 gives \$1 to Player 2. So Player 2 gets \$3 (3 times \$1 equals \$3) <u>over and above</u> their initial \$4. Then, suppose that Player 2 decides to give \$1 back to Player 1. At the end of the game Player 1 will have how much?</p> <p><i>[The initial \$4-\$1 (given to Player 2)=\$3+return from player 2 of \$1=\$4. If they are finding it difficult, talk through the maths with them and be sure to use demonstration with the actual money].</i> And Player 2 will have how much? <i>[Their original \$4+\$6 (after the tripling of the \$3</i></p>	<p>abwezere kwa woyambayu. Ndiye kuti masewera athera pamenenpa. Wosewera woyamba apita kwawo ndi MK80 ndipo wachiwiri apita kwawo ndi MK80.</p> <p>Tsopano ndifuna mupange zitsanzo izi nokha.</p> <p>11. Tiyerekeze kuti wosewera woyamba wapereka MK60 kwa wachiwiri. A Khaila achulukitsa powonjezapo ma MK60 awiri kotero kuti wachiwiri alandira MK180 (MK60 + MK120 = MK180) pamwamba pa MK80 imene analandira kale. Pamene pa ndi ye kuti woyamba ali ndi MK20 pamene wachiwiri tsopano ali ndi MK260. Koma ziri kwa wachiwiri kuganiza ngati afuna kum'bwezerako woyambayu. Tiyese kuti waganiza zom'bwezerako mzakeyo MK20. Pamene ndiye kuti wayambayu apita kwawo ndi ndalama zingati? Nanga wachiwiri apita ku nyumba ndi ndalama zingati?</p> <p><i>[Their original MK80+MK180 (after the tripling of the MK60 sent by Player 1)-MK100 they return to Player 1=MK160, if they are finding it difficult, talk through the maths with them].</i></p> <p>12. Tsopano tiyese kuti wosewera woyamba waganiza zompatsa mzake MK20. A Khaila achulukitsa MK20 powonjezapo ma MK20 awiri kotero kuti wosewera wachiwiri walandira MK60 (MK20 + MK40 = MK60) pamwamba pa MK80 imene analandira kale. Tiyese kuti wachiwiri waganiza kuti amubwezera mzakeyo MK20. Tanduzani ndalama zimene wosewera woyamba ndi wachiwiri akhale nazo pakutha kwamasewerowa.</p> <p><i>[The initial MK80-MK20 (given to Player 2)=MK60+return from player 2 of MK20=MK80. If they are finding it difficult, talk through the maths with them and be sure to use demonstration with the actual money].</i> And Player 2 will have how much? <i>[Their original MK80+MK120 (after the tripling of</i></p>
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sent by Player 1)-\$1 they return to Player 1=\$6, if they are finding it difficult, talk through the maths with them].

HOW TO PLAY THE GAME

First player: You are Player 1. Here is your \$4. [*At this point \$4 is placed on the table in front of the player.*] While I am turned away, you must hand [*insert researcher's name*] the amount of money you want to be tripled and passed on to Player 2. You can give Player 2 nothing, \$1, \$2, \$3, or \$4. Player 2 will receive this amount tripled by me plus their own initial \$4. Remember the more you give to Player 2 the greater the amount of money at his or her disposal. While Player 2 is under no obligation to give anything back, we will pass onto you whatever he or she decides to return.

[*Now the player hands back whatever he or she wants to have tripled and passed to player 2.*]

[*Note to researcher: Finish all Player 1's and send them to a third holding location—they must not return to the group of Player 1's who have not played and they must not join the Player 2's. Once all Player 1's have played you can begin to call Player 2's. Player 2's can be paid off immediately after they play and sent home.*]

Second player: You are Player 2. First, here is your \$4. [*Put the \$4 in front of Player 2.*] Let's put that to one side. [*Move the \$4 to one side but leave it on the table.*] This pile represents Player 1's initial \$4. [*Put this \$4 in front of the researcher.*] Now [*insert name of researcher*] will show you how much Player 1 decided to give to you. Then [*he/she*] will triple it. Then you must hand back the amount that you want

the MK60 sent by Player 1)-MK20 they return to Player 1=MK120 if they are finding it difficult, talk through the maths with them].

HOW TO PLAY THE GAME

First player: You are Player 1. You have MK80 in your envelope. [*At this point the player must have the envelope.*] The researcher looks away and asks the player to decide on the amount of money he/wishes to be tripled and passed to [*insert researcher's name*] and to be passed on to Player 2. Tell the player that he/she can give Player 2 nothing, MK20, MK40, MK60 or MK60. Player 2 will receive this amount tripled by the researchers plus their own initial MK80. Remind the player that the more he/she gives to Player 2 the greater the amount of money at his or her disposal. While Player 2 is under no obligation to give anything back, we will pass onto you whatever he or she decides to return.

[*Now the player hands back whatever he or she wants to have tripled and passed to player 2.*]

[*Note to researcher: Finish all Group 1 Players and ask them to remain where they are. They must not talk to each other during this time and must not join group 2 Players. Once all group 1 Players have played you take the envelopes to the accounting office for recording the pledged amounts and tripling the money before passing the money on to group 2 Players.*]

Second player: You are Player 2. First, here is your MK80. [*Put the MK80 in front of Player 2.*] Let's put that to one side. [*Move the MK80 to one side but leave it on the table.*] This pile represents Player 1's initial MK80. [*Put this MK80 in front of the researcher.*] Now [*insert name of researcher*] will show you how much Player 1 decided to give to you. Then [*he/she*] will triple it. Then you must hand back the amount that you want returned to Player 1. [*Take Player 1's*

returned to Player 1. [Take Player 1's offer out of the pile representing Player 1's stake and put it down in front of Player 2, near but not on top of Player 2's \$4. Then add to Player 1's offer to get the tripled amount. Receive back Player 2's response.] Remember, you can choose to give something back or not. Do what you wish. While I am turned away, you must hand [insert researcher's name] the amount of money you want to send back to Player 1. [Now the player hands back his return for Player 1.] You are now free to go home, but do not visit with any of the waiting players.

offer out of the pile representing Player 1's stake and put it down in front of Player 2, near but not on top of Player 2's MK80. Then add to Player 1's offer to get the tripled amount. Receive back Player 2's response.] Remember, you can choose to give something back or not. Do what you wish. While I am turned away, you must hand [insert researcher's name] the amount of money you want to send back to Player 1. [Now the player hands back his return for Player 1.] You are now free to go home, but do not visit with any of the waiting players.

2. Trust Game Script by Abigail Barr in English and Chitumbuka

THE TRUST GAME: Chitumbuka Translation

Script by Abigail Barr

Translation by Alistair Munthali

Used in Malawi in the districts Rumphu and Mzimba, July-August 2007, as part of the Malawian Land Tenure and Social Capital Project

[Note to researchers: Be sure to read the general instructions that you always read before a game (see below). Player's 1 and 2 should be separated in two rooms/locations before you begin this game. The risk of collusion in the holding room is greater in this game due to the tripling effect and warrants the trade-off. First instruct the Player 1's in a group, then take all of their offers. Ask them to wait while you play with the Player 2's and then call back the Player 1's to pay them off. Remember that there is no show-up fee with the trust game because both sides are given the same initial endowment.]

[Note to researchers: Be sure to read the general instructions that you always read before a game (see below). Player's 1 and 2 should be separated in two rooms/locations before you begin this game. The risk of collusion in the holding room is greater in this game due to the tripling effect and warrants the trade-off. First instruct the Player 1's in a group, then take all of their offers. Ask them to wait while you play with the Player 2's and then call back the Player 1's to pay them off. Remember that there is no show-up fee with the trust game because both sides are given the same initial endowment.]

<p>THE TRUST GAME</p> <p>GENERAL INSTRUCTIONS</p> <p>Thank-you all for taking the time to come today. This game may take 3-4 hours, so if you think you will not be able to stay that long without leaving please let us know now. Before we begin I want to make some general comments about what we are doing here today and explain some rules that we need to follow. We will be playing a game for real money that you will take home. You should understand that this is not <i>[insert name of researcher]</i>'s own money. It is money given to <i>[him/her]</i> by <i>[his/her]</i> university to use to do a research study. This is research—which will eventually be part of a book; it is not part of a development project of any sort. <i>[Insert name of researcher]</i> is working together with many other university professors who are carrying out the same kind of games all around the world.</p> <p>Before we proceed any further, let me stress something that is very important. Many of you were invited here without understanding very much about what we are planning to do today. If at any time you find that this is something that you do not wish to participate in for any reason, you are of course free to leave whether we have started the game or not.</p> <p>If you have heard about a game that has been played here in the past you should try to forget everything that you have been told. This is a completely different game. We are about to begin the game. It is important that you listen as carefully as possible, because only people who understand the game will actually be able to play it. <i>[Insert name of researcher]</i> will run through some</p>	<p>THE TRUST GAME</p> <p>GENERAL INSTRUCTIONS</p> <p>Yewo chomene kuti mwiza kuzakakhala nase. Masewero aya yatitolelenge ma ola yatatu panyakhe yanayi, sono pala mukhakhala yayi nyengo yose iyi tiphalirane sono kuti timanyirethu. Pambere tindambe masewero yithu nkhukhumba kuti nilongosole ivyo tipangenge mwahuno na malango ayo tilondezgenge. Masewero aya nga ndalama izo mungaluta nazo kunyumba kwinu. Mukwenera kumanyaso kuti izi ni ndalama zane yayi. Nindalama izo bakanipa wa ku univesite ku Bunda kuti tigwiriskire ntchito pakafukufuku withu uyu. Kafukufuku uyu ngwakwiziska chitukuko chili chose yayi kweni paumaliro wakhe ivyo tasanga kuno vizamulembeka mu mabuku. Ine nkhugwira ntchito na basambizi balala ba ku maunivesite yakupambanapambana abo bakupangaso masebera aya tipangenge pano mwahuno mu vyalo vyakupambanapambana pa chalo chapasi.</p> <p>Pambere tindalutilire munizomerezge kuti nididimizgepo pa chinthu chinyakhe chakukhumbikwa chomene. Mwanandi mwiza kuno kwambula kumanya ivyo tipangenge. Pala mukuwona kuti mukhalenge nase yayi pa masewero aya muli bakuzomerezgeka kuluta ku zintchito zinu nanga uli tingaba kuti tambako kale masebero yithu.</p> <p>Pala muli kupulikapo za masebera ayo yali kuchitikapo kuno muyezeske kuluwa vyose ivyo muli kuphalilika. Aya ni masebera yanyakhe. Sono tambengeko masebera yithu. Mupulikizge chomene chifukwa abo bapulikiska ndiwo baseberenge masebera aya. Nimuphaliraninge viyerezgero na umo tilili lumoza paumba ubu. Mungafumba mafumbo panji kuyoboya vya masebera aya yayi pala tili pano lumoza. Ichi ntchakuzirwa</p>
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examples here while we are all together. You cannot ask questions or talk about the game while we are here together. This is very important and please be sure that you obey this rule, because it is possible for one person to spoil the game for everyone, in which case we would not be able to play the game today. Do not worry if you do not completely understand the game as we go through the examples here in the group. Each of you will have a chance to ask questions in private with *[insert name of researcher]* to be sure that you understand how to play.

TRUST GAME INSTRUCTIONS

This game is played by pairs of individuals. Each pair is made up of a Player 1 and a Player 2. Each of you will play this game with someone from your own village. However, none of you will know exactly with whom you are playing. Only *[insert name of researcher]* knows who is to play with whom and *[he/she]* will never tell anyone else.

[Insert name of researcher] will give \$4 to each Player 1 and another \$4 to each Player 2. Player 1 then has the opportunity to give a portion of their \$4 to Player 2. They could give \$4, or \$3, or \$2, or \$1, or nothing. *[Note: It is important to allow only 5 options for dividing the money—this is to simplify the game and to create the same focal points across sites.]* Whatever amount Player 1 decides to give to Player 2 will be tripled by *[insert name of researcher]* before it is passed on to Player 2. Player 2 then has the option of returning any portion of this tripled amount to Player 1.

chomene ndipo nkhumupemphani kuti dango ili mulisunge chomene chifukwa munthu yumoza mwa ise angananga masebera yithu aya, pala ivi vyachitika ndikuti mbwenu tingapanga yayi masebera aya mwahuno. Mungadandaulanga yayi pala mundapulikiske vyose vyakukhwaskana na masebera yithu aya na umo nimuphaliraninge viyerezgero. Mose muna mwabi wakufumbila mafumbo pamwekha na ine kuti mupulikiske na umo mungaseberela masebera aya.

TRUST GAME INSTRUCTIONS

Masebera aya bakusebera mbanthu babiri-babiri. Yumoza mwa imwe waseberenge masebera aya na munthu wakufuma mumuzi mwinu. Kweni, paliye uyo amanyenge kuti akusebera na njani. Ine ndekha ndine nimanenge kuti munthu uyu akusebera na njani ndipo nane niphaliyenge wali yose yayi.

Ine niperekenge MK80 kwa munthu wakwamba ndiposo niperekengeso MK80 kwa munthu wa chibiri. Munthu wakwamba yula angapereka mwazinyakhe za ndalama zakhe kwa munthu wachibiri. Wangamupa ndalama zose MK80, panji wangamugabirako MK60, panji MK40 panjiso MK20 panji wangamupaso ndalama yayi. *[Note: It is important to allow only 5 options for dividing the money—this is to simplify the game and to create the same focal points across sites.]* Ndalama izo munthu wakwamba amugabirengoko munthu wachibiri ine nizamwandaniska katatu pambere nindamupe munthu wachibiri uyo museberenge nayo. Munthu wachibiri uyu anaufulu wakumugabira munthu wakwamba yula gawo la ndalama izo nandaniska.

<p>Then, the game is over.</p> <p>Player 1 goes home with whatever he or she kept from their original \$4, <u>plus</u> anything returned to them by Player 2. Player 2 goes home with their original \$4, <u>plus</u> whatever was given to them by Player 1 and then tripled by [<i>insert name of researcher</i>], <u>minus</u> whatever they returned to Player 1.</p> <p>Here are some examples</p> <p><i>[You should work through these examples by having all the possibilities laid out in front of people, with Player 1's options from \$4 to \$0 and a second column showing the effects of the tripling. As you go through each example demonstrate visually what happens to the final outcomes for each Player. Be careful to remind people that Player 2 always also has the original \$4]:</i></p> <ol style="list-style-type: none"> 1. Imagine that Player 1 gives \$4 to Player 2. [<i>Insert name of researcher</i>] triples this amount, so Player 2 gets \$12 (3 times \$4 equals \$12) <u>over and above</u> their initial \$4. At this point, Player 1 has nothing and Player 2 has \$16. Then Player 2 has to decide whether they wish to give anything back to Player 1, and if so, how much. Suppose Player 2 decides to return \$3 to Player 1. At the end of the game Player 1 will go home with \$3 and Player 2 will go home with \$13. 	<p>Pala tafika apa ndiko kuti masebera yithu yamala.</p> <p>Munthu wakwamba yula ndikuti walutenge na ndalama izo wangusunga pa MK80 yila angupika pakwamba kusazgirapo pa izo munthu wachibiri yula amugabirako. Munthu wachibiri yula alutenge kunyumba na MK80 iyo angupika pakwamba kusazgirapo ndalama izo wakusebera wakwamba angumupa pamoza na izo nangwandaniska kufumyako izo wangumupa wakusebera wakwamba yula.</p> <p>Sono nkhuumba kuti nimupani viyerezgero.</p> <p><i>[You should work through these examples by having all the possibilities laid out in front of people, with Player 1's options from \$4 to \$0 and a second column showing the effects of the tripling. As you go through each example demonstrate visually what happens to the final outcomes for each Player. Be careful to remind people that Player 2 always also has the original \$4]:</i></p> <ol style="list-style-type: none"> 1. Tiyezgere kuti wakusebera wakwamba apereka MK80 yose kwa wakusebera wachibiri. Ine ndalama izi nizandaniskenge katatu nakumupa wakusebera wachibiri yula MK240 pachanya pa zila angupika pakwamba MK80. Apa sono ndikuti wakusebera wakwamba yula alije chilli chose kweni wakusebera wachibiri ndikuti ali na MK320. Wakusebera wachibiri ndikuti wakwenera kusanda kuti kasi wakusebera wakwamba yula amugawireko zilinga. Tiyezgere kuti wakusebera wachibili yula aghanaghana kuti amupe wakusebera wakwamba yula MK60. Apa ndikuti wakusebera wakwamba alutenge kunyumba na MK60 kweni wakusebera wachibiri alutenge kunyumba na MK260.
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<p>2. Now let's try another example. Imagine that Player 1 gives \$3 to Player 2. [<i>Insert name of researcher</i>] triples this amount, so Player 2 gets \$9 (3 times \$3 equals \$9) <u>over and above</u> their initial \$4. At this point, Player 1 has \$1 and Player 2 has \$13. Then Player 2 has to decide whether they wish to give anything back to Player, and if so, how much. Suppose Player 2 decides to return \$0 to Player 1. At the end of the game Player 1 will go home with \$1 and Player 2 will go home with \$13.</p>	<p>2. Sono tiwone chiyerezgero chinyakhe. Tiyezgere kuti wakusebera wakwamba apereka MK60 kwa wakusebera wachibiri. Ine nindaniskanenge katatu kuti wakusebera wachibiri wapokenge MK180 pachanya pa ndalama izo wangupoka pakwamba ndikuti pamoza wabenge na MK260.00 Wakusebera wachibiri wakwenera kusanda kuti kasi wakusebera wakwamba amupeko zilinga. Tiyerekezege kuti wakusebera wachibiri waghanaghana kuti wakusebera wakwamba amupengeko ndalama yili yose yayi. Pala tamalizga kusebera ndikuti wakusebera wakwamba alutenge ku nyumba na MK20 apo wakusebera wachibiri walutenge kunyumba na MK260.</p>
<p>3. Now let's try another example. Imagine that Player 1 gives \$2 to Player 2. [<i>Insert name of researcher</i>] triples this amount, so Player 2 gets \$6 (3 times \$2 equals \$6) <u>over and above</u> their initial \$4. At this point, Player 1 has \$2 and Player 2 has \$10. Then Player 2 has to decide whether they wish to give anything back to Player 1, and if so, how much. Suppose Player 2 decides to return \$3 to Player 1. At the end of the game Player 1 will go home with \$5 and Player 2 will go home with \$7.</p>	<p>3. Tiyeni tiboneso chiyerezgero chinyakhe. Tiyerekezege kuti wakusebera wakwamba apereka MK40 kwa wakusebera wachibiri. Ine ndalama izi nandaniskanenge katatu, ndikuti wakusebera wachibiri apokenge MK120 pachanya pazila angupoka pakwamba abenge na MK200. Apa wakusebera wachibiri akwenera kughanaghanaso kuti kasi wakusebera wakwamba amugabireko ndalama ziringa. Tiyezgere kuti wakusebera wachibiri waghanaghana kuti amugawireko wakwamba yula MK60. Apa ndikuti wakusebera wakwamba alutenge kunyumba na MK100 ndipo wakusebera wachibiri alutenge kunyumba na MK140.</p>
<p>4. Now let's try another example. Imagine that Player 1 gives \$1 to Player 2. [<i>Insert name of researcher</i>] triples this amount, so Player 2 gets \$3 (3 times \$1 equals \$3) <u>over and above</u> their initial \$4. At this point, Player 1 has \$3 and Player 2 has \$7. Then Player 2 has to decide whether they wish to give anything back to Player 1, and if so, how much. Suppose Player 2 decides to return \$2 to Player 1. At the end of the game Player 1 will go</p>	<p>4. Tiyeni tiboneso chiyerezgero chinyakhe. Tiyezgere kuti wakusebera wakwamba amupako MK20 wakusebera wachibiri. Ine ndalama izi nizandaniskanenge katatu ndipo wakusebera wachibiri apokenge MK60 pachanya pa izo angupoka pakwamba ndikuti wakusebera wachibiri abenge na MK140. Apa ndikuti wakusebera wakwamba abenge na MK60 ndipo wakusebera wachibiri abenge na MK140. Wakusebera wachibiri akwenera kughanaghana kuti kasi wakusebera</p>

<p>home with \$5 and Player 2 will go home with \$5.</p> <p>5. Now let's try another example. Imagine that Player 1 gives nothing to Player 2. There is nothing for [<i>insert name of researcher</i>] to triple. Player 2 has nothing to give back and the game ends here. Player 1 goes home with \$4 and Player 2 goes home with \$4.</p> <p>Note that the larger the amount that Player 1 gives to player 2, the greater the amount that can be taken away by the two players together. However, it is entirely up to Player 2 to decide what he should give back to Player 1. The first player could end up with more than \$4 or less than \$4 as a result.</p> <p>We will go through more examples with each of you individually when you come to play the game. In the mean time, do not talk to anyone about the game. Even if you are not sure that you understand the game, do not talk to anyone about it. This is important. If you talk to anyone about the game while you are waiting to play, we must disqualify you from playing.</p> <p>[<i>Bring in each Player 1 one by one. Use as many of the examples below as necessary.</i>]</p> <p>6. Imagine that Player 1 gives \$4 to</p>	<p>wakwamba angamugabirako zilinga. Tiyezgere kuti wakusebera wachibiri aghanaghana kuti amupeko MK40 wakusebera wakwamba. Apa ndikuti wakusebera wakwamba alutenge kunyumba na MK100 ndipo wakusebera wachibiri alutenge na MK100.</p> <p>5. Sono tiyeni tiwone chiyezgero chinyakhe. Tiyezgere kuti wakusebera wakwamba andamugabireko wakusebera wachibiri ndalama yili yose. Apa ndikuti ine ndalama izi ningandaniskaso yayi. Wakusebera wachibiri ndikuti aliye ndalama izo angamuwezgeraso wakwamba yula ndipo masebera ndikuti yamalira penepapa. Wakusebera wakwamba alutenge kunyumba na MK80 ndiposo wakusebera wachibiri alutenge kunyumba na MK80.</p> <p>Pala tingati tisande ndikuti pala wakusebera wakwamba apereka ndalama zinandi kwa wakusebera wachiwiri ndikuti bakusebera bose bangaluta na ndalama zinandi kunyumba. Kweni vili kwawakusebera wachibiri kuti kasi wakusebera wakwamba amupeko ndalama zilinga. Apa ndikuti wakusebera wakwamba angamanya kuluta kunyumba na ndalama zakujumpha MK80 panji zakucheperako.</p> <p>Tibonengeso viyerezgero vinyakhe pala mwiza kuzakasebera masebera aya. Sono mungayowoyeskananga na waliyose yayi za masebera yithu aya nanga uli mungaba kuti mundapulikiske malango ya masebera aya. Ichi ntchakuzirwa chomene. Pala mwayoboyiskana na munyinu uko mukulindizga kuti musebere ndikuti timulekeskaninge museberengeko yayi.</p> <p>[<i>Bring in each Player 1 one by one. Use as many of the examples below as necessary.</i>]</p> <p>6. Tiyezgere kuti mwapereka MK80 yose kwa</p>
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Player 2. [*Insert name of researcher*] triples this amount, so Player 2 gets \$12 (3 times \$4 equals \$12) over and above their initial \$4. At this point, Player 1 has nothing and Player 2 has \$16. Then Player 2 has to decide whether they wish to give anything back to Player 1, and if so, how much. Suppose Player 2 decides to return \$6 to Player 1. At the end of the game Player 1 will go home with \$6 and Player 2 will go home with \$10.

7. Now let's try another example. Imagine that Player 1 gives \$3 to Player 2. [*Insert name of researcher*] triples this amount, so Player 2 gets \$9 (3 times \$3 equals \$9) over and above their initial \$4. At this point, Player 1 has \$1 and Player 2 has \$13. Then Player 2 has to decide whether they wish to give anything back to Player, and if so, how much. Suppose Player 2 decides to return \$1 to Player 1. At the end of the game Player 1 will go home with \$2 and Player 2 will go home with \$12.

8. Now let's try another example. Imagine that Player 1 gives \$2 to Player 2. [*Insert name of researcher*] triples this amount, so Player 2 gets \$6 (3 times \$2 equals \$6) over and above their initial \$4. At this point, Player 1 has \$2 and Player 2 has \$10. Then Player 2 has to decide whether they wish to give anything back to Player 1, and if so, how much. Suppose Player 2 decides to return \$0 to Player 1. At the end of the game Player 1 will go

wakusebera munyinu wachibiri. Ine ndalama izi nizandaniskenge katatu, ndikuti wakusebera wachibiri apokenge MK240 pachanya pa izo angupoka pakwamba. Pa nyengo iyi ndikuti imwe mulije ndalama yiliyose apo wakusebera wachibiri abenge na MK320. Munyinu uyo aseberenge kachibiri ndikuti akwenera kughanaghana kuti kasi munyane wakwamba yula nimugabireko ziringa. Tiyezgere kuti wakusebera wachibiri aghanaghana kuti amugabiraniko MK120. Paumaliro ndikuti wakusebera wakwamba alutenge kunyumba kwakhe na MK120 ndipo wakusebera wachibiri alutenge na MK200.

7. Sono tiyeni tiwone chiyezgero chnyakhe. Tiyezgere kuti wakusebera wakwamba amupa wakusebera wachibiri MK60. Ine ndalama izi nizandaniskanenge katatu, wakusebera wachibiri ndikuti abenge na MK180 pachanya pa izo angupoka pakwamba MK80. Panyengo iyi ndikuti wakusebera wakwamba abenge na MK20 ndipo wakusebera wachibiri abenge na MK260. Wakusebera wachibiri akwenera kughanaghana kuti kasi wakusebera wakwamba nimugabireko ndalama ziringa. Tiyezgere kuti wakusebera wachibiri atola MK20 nakumupa wakusebera wakwamba. Paumaliro wa masewera aya ndikuti wakusebera wakwamba alutenge kunyumba na MK40 ndipo wakusebera wachibiri alutenge na MKMk240.

8. Tiyeni tiwoneso chiyezgero chinyakhe. Tiyezgere kuti wakusebera wakwamba apereka MK40 kwa wakusebera wachibiri. Ine ndalama izo nizandaniskenge, ndikuti wakusebera wachibiri apokenge MK120 pachanya pa izo angupoka kale. Panyengo iyi ndikuti wakusebera wakwamba ana MK40 apo wakusebera wachibiri ana MK200. Sono wakusebera wachibiri akwenera kughanaghana kuti kasi munyane uyo asebera pakwamba nimugaworeko ndalama ziringa. Titezgere kuti wakusebera

<p>home with \$2 and Player 2 will go home with \$10.</p> <p>9. Now let's try another example. Imagine that Player 1 gives \$1 to Player 2. [<i>Insert name of researcher</i>] triples this amount, so Player 2 gets \$3 (3 times \$1 equals \$3) <u>over and above</u> their initial \$4. At this point, Player 1 has \$3 and Player 2 has \$7. Then Player 2 has to decide whether they wish to give anything back to Player 1, and if so, how much. Suppose Player 2 decides to return \$2 to Player 1. At the end of the game Player 1 will go home with \$5 and Player 2 will go home with \$5.</p> <p>10. Now let's try another example. Imagine that Player 1 gives nothing to Player 2. There is nothing for [<i>insert name of researcher</i>] to triple. Player 2 has nothing to give back and the game ends here. Player 1 goes home with \$4 and Player 2 goes home with \$4.</p> <p>Now, can you work through these examples for me:</p> <p>11. Imagine that Player 1 gives \$3 to Player 2. So, Player 2 gets \$9 (3 times \$3 equals \$9) <u>over and above</u> their initial \$4. At this point, Player 1 has \$1 and Player 2 has \$13. Suppose Player 2 decides to return \$5 to Player 1. At the end of the game Player 1 will have how much?</p>	<p>wachibiri andamupeko munyakhe ndalama yiliyose. Paumairo wa masebera aya ndikuti wakusebera wakwamba abenge na MK40 ndipo wakusebera wachibiri abenge na MK200.</p> <p>9. Tiyeni tiwonaso chiyerezgero chinyakhe. Tiyezgere kuti wakusebera wakwamba amupako MK20 wakusebera wachibiri. Ine ndalama izi nizandaniskenge katatu ndipo wakusebera wachibiri apokenge MK60 kusazgirapo pa izo angupoka pakwamba ndikuti wakusebera wachibiri abenge na Mk140. Apa ndikuti wakusebera wakwamba abenge na MK60 ndipo wakusebera wachibiri abenge na MK140. Wakusebera wachibiri akwenera kughanaghana kuti kasi wakusebera wakwamba angamugawirako zilinga. Tiyezgere kuti wakusebera wachibiri aghanaghana kuti amupeko MK40 wakusebera wakwamba. Apa ndikuti wakusebera wakwamba alutenge kunyumba na Mk100 ndipo wakusebera wachibiri alutenge na MK100.</p> <p>10. Sono tiyeni tiwone chiyezgero chinyakhe. Tiyezgere kuti wakusebera wakwamba andamugawireko wakusebera wachibiri ndalama yili yose. Apa ndikuti ine ndalama izi ningandaniskaso yayi. Wakusebera wachibiri ndikito aliye ndalama izo angamuwezgeraso wakwamba yula ndipo masewera ndikuti yamalira penepapa. Wakusebera wakwamba alutenge kunyumba na MK80 ndiposo wakusebera wachibiri alutenge kunyumba na MK80.</p> <p>Sono tiwoneso viyerezgero vinyakhe:</p> <p>11. Tiyezgere kuti wakusebera wakwamba apereka MK60 kwa wakusebera wachibiri. Ndikuti, wakusebera wachibiri apokenge MK180 pachanya pa ndalama izo angupoka pakwamba MK80. <u>Apa ndikuti wakusebera wakwamba ana MK20 ndipo wakusebera wachibiri ana MK260.</u> Tiyezgere kuti wakusebera wachibiri awezga MK100 kwa</p>
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<p>[the initial \$4-\$3 (given to Player 2)=\$1+return from player 2 of \$5=\$6. If they are finding it difficult, talk through the maths with them and be sure to use demonstration with the actual money]. And Player 2 will have how much?</p> <p>[Their original \$4+\$9 (after the tripling of the \$3 sent by Player 1)-\$5 they return to Player 1=\$8, if they are finding it difficult, talk through the maths with them].</p> <p>12. Imagine that Player 1 gives \$1 to Player 2. So Player 2 gets \$3 (3 times \$1 equals \$3) <u>over and above</u> their initial \$4. Then, suppose that Player 2 decides to give \$1 back to Player 1. At the end of the game Player 1 will have how much?</p> <p>[The initial \$4-\$1 (given to Player 2)=\$3+return from player 2 of \$1=\$4. If they are finding it difficult, talk through the maths with them and be sure to use demonstration with the actual money]. And Player 2 will have how much? [Their original \$4+\$6 (after the tripling of the \$3 sent by Player 1)-\$1 they return to Player 1=\$6, if they are finding it difficult, talk through the maths with them].</p> <p>HOW TO PLAY THE GAME</p> <p>First player: You are Player 1. Here is your \$4. [At this point \$4 is placed on the table in front of the player.] While I am turned away, you must hand [insert</p>	<p>wakusebera wakwamba. Kasi pala masebera yamala wakusebera wakwamba abenge na ndalama zilinga?</p> <p>[the initial MK80-\$60 (given to Player 2)=\$20+return from player 2 of \$100=MK120. If they are finding it difficult, talk through the maths with them and be sure to use demonstration with the actual money]. Kasi wakusebera wachibiri abenge na ndalama ziringa?</p> <p>[Their original MK80+MK180(after the tripling of the MK60 sent by Player 1)-MK100 they return to Player 1=MK160, if they are finding it difficult, talk through the maths with them].</p> <p>12. Tiyezgere kuti wakusebera wakwamba apereka MK20 kwa wakusebera wachibiri. Apa, ndikuti wakusebera wachibiri wapokenge MK60 pachanya pandalama izo wangupoka pakwamba MK80. Sono tiyezgere kuti wakusebera wachibiri apereka MK20 kwa wakusebera wakwamba. Paumaliro wamasebera ndikuti wakusebera wakwamba ana ndalama zilinga?</p> <p>[The initial MK80-MK20 (given to Player 2)=MK60+return from player 2 of MK20=MK80. If they are finding it difficult, talk through the maths with them and be sure to use demonstration with the actual money]. Kasi wakusebera wachibiri ndikuti ana ndalama ziringa? [Their original MK80+MK120 (after the tripling of the MK60 sent by Player 1)-MK20 they return to Player 1=MK120, if they are finding it difficult, talk through the maths with them].</p> <p>HOW TO PLAY THE GAME</p> <p>First player: Imwe sono ndimwe bakusebera bakwamba. Mk80 iyi. [At this point MK80 is placed on the table in front of the player.] Apa ine nkhumalawiska kunyakhe, munipe ndalama izo mukukhumba kuti nizandaniske katatu</p>
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<p><i>researcher's name</i>] the amount of money you want to be tripled and passed on to Player 2. You can give Player 2 nothing, \$1, \$2, \$3, or \$4. Player 2 will receive this amount tripled by me plus their own initial \$4. Remember the more you give to Player 2 the greater the amount of money at his or her disposal. While Player 2 is under no obligation to give anything back, we will pass onto you whatever he or she decides to return.</p> <p>[<i>Now the player hands back whatever he or she wants to have tripled and passed to player 2.</i>]</p> <p>[<i>Note to researcher: Finish all Player 1's and send them to a third holding location—they must not return to the group of Player 1's who have not played and they must not join the Player 2's. Once all Player 1's have played you can begin to call Player 2's. Player 2's can be paid off immediately after they play and sent home.</i>]</p> <p>Second player: You are Player 2. First, here is your \$4. [<i>Put the \$4 in front of Player 2.</i>] Let's put that to one side. [<i>Move the \$4 to one side but leave it on the table.</i>] This pile represents Player 1's initial \$4. [<i>Put this \$4 in front of the researcher.</i>] Now [<i>insert name of researcher</i>] will show you how much Player 1 decided to give to you. Then [<i>he/she</i>] will triple it. Then you must hand back the amount that you want returned to Player 1. [<i>Take Player 1's offer out of the pile representing Player 1's stake and put it down in front of Player 2, near but not on top of Player 2's \$4. Then add to Player 1's offer to get the tripled amount. Receive back Player 2's response.</i>] Remember, you</p>	<p>kuti nizakapereke kwa wakusebera wachibiri. Mungamupa wakusebera wachibiri MK0, MK20, MK40, MK60 panji MK80. Wakusebera wachibiri wapokenge ndalama izo nazandaniska pachanya pa ndalama izo timupenge pakwamba MK80. Mukumbukenge kuti pala mwamupa ndalama zinandi munyinu uyo aseberenge kachibiri ndikuti iyo abengeso na ndalama zinandi. Nanga uli wakusebera wachibiri angaghanaghana kuti aleke kumugabiraniko ndalama yili yose, ise timupaninge ndalama yili yose iyo amugawiraningiko.</p> <p>[<i>Now the player hands back whatever he or she wants to have tripled and passed to player 2.</i>]</p> <p>[<i>Note to researcher: Finish all Player 1's and send them to a third holding location—they must not return to the group of Player 1's who have not played and they must not join the Player 2's. Once all Player 1's have played you can begin to call Player 2's. Player 2's can be paid off immediately after they play and sent home.</i>]</p> <p>Second player: Imwe ndimwe bakusebera bachibiri. Chakwamba, MK80 iyi. [<i>Put the MK80 in front of Player 2.</i>] Iyi bikani pamphepete. [<i>Move the MK80 to one side but leave it on the table.</i>] Ndalama izi zikwimilira izo wakusebera wakwamba angupoka. [<i>Put this MK80 in front of the researcher.</i>] Sono nimulongolaninge ndalama izo wakusebera wakwamba angumupani imwe. Ine ndalama izi nizandaniskanenge katatu. Imwe mu nipenge ndalama izo mukukhumba kuti mumupeko wakusebera wakwamba. [<i>Take Player 1's offer out of the pile representing Player 1's stake and put it down in front of Player 2, near but not on top of Player 2's MK80. Then add to Player 1's offer to get the tripled amount. Receive back Player 2's response.</i>] Mukumbukire, mungamanya kumugawirako munyinu panji</p>
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<p>can choose to give something back or not. Do what you wish. While I am turned away, you must hand <i>[insert researcher's name]</i> the amount of money you want to send back to Player 1. <i>[Now the player hands back his return for Player 1.]</i> You are now free to go home, but do not visit with any of the waiting players.</p>	<p>yayi. Chitani icho mukukhumba imwe. Apo nkhumlawiska kunyakhe, mupereke ndalama izo mukukhumba kuwezgera panyakhe kupereka kwa wakusebera wakwamba. <i>[Now the player hands back his return for Player 1.]</i> Sono mungaluta kunyumba kweni mungenderanga uko kuli banyinu abo bakulindizga kuti nabo basebere yayi.</p>
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3. Trust Game Practical Instructions

THE TRUST GAME: SOME PRACTICAL CONSIDERATIONS

1. The participants
 - a. 15 members from the sample of households, one from each.
 - b. Key informers during the interviews
 - c. Other village members randomly selected so that it adds up to 30. The last group can be drawn by lot before the game and asked to come or they can be drawn by lot from a general call to participate.
2. The 30 participants shall be divided into two groups. This can be done in the following way. Create 30 numbered envelopes each containing MK80 in MK20 notes, put these into a bag or basket and let each participant draw a number at random. When all have a numbered envelope, you take up a list of names where the number is linked to the name of the person (an attachment provides a form for doing this).
3. After making the list of names it is announced that those with numbers 1- 15 will have to follow the rules for player 1 while those with numbers 16-30 will have to follow the rules for player 2.
4. Then the rules are explained according to script translated into Chitumbuka or Chichewa as the case may be. After this there is a session with questions, demonstrations and discussions of the rules. In answering the questions quote as much as possible from the script. Then the two groups are separated. How this can be done have to be tailored to each site. The requirement is that there should not be any communication between the two groups, either directly or indirectly through kids or other spectators. To achieve this it is recommended to employ the VH to keep the two groups isolated and spectators at a suitable distance.
5. Each participant now has a numbered envelope with MK80 in MK20 notes. Players in group 1 are in addition given a second empty envelope with the same number as the one they already have (numbers 1-15). Into these they are advised to put their investment when the time comes.
6. The actual investment should be done in the “accounting office” where players from group 1 are taken one by one to get further demonstrations and answers before they actually put their investment into the envelope while researchers turn their back to the player. As soon as it is done the envelope should be collected. When all are collected at least two researchers take out the money in each envelope, record the amounts in the results form and put the sum in a new envelope. The new envelopes shall be numbered 16-30. The investment from players 1-15 should be transferred to the players in group 2 in envelopes according to the key given on the results form.
7. Players in group 2 are then called in to see how much player 1 has invested in them. Here the researcher adds money so the amount is 3 times the investment. Then player 2 has to decide how much to return. While researchers turn their back player 2 put into their envelope the amount they think should be returned. These envelopes are collected and the amount is counted and entered into the results form. The amounts returned then go into the corresponding envelopes numbered 1-15 according to the key table on the results form. Then the envelopes are returned to the corresponding players in group 1.
8. At this point the game is over.

4. Trust Game Player Identity Form

Identification (time, place and responsible persons):

IDENTIFICATION OF PLAYERS (No 1-30 on two pages)

01	
02	
03	
04	
05	
06	
07	
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29	
30	

5. Trust Game Results Form

Identification (time, place and responsible persons):

GAME RESULTS

Player #	Endow-ment	Invest-ment	Send 3 times investment to group 2 player	#	Endow-ment	Returns to corresponding player in group 1
1	80			22	80	
2	80			21	80	
3	80			19	80	
4	80			23	80	
5	80			17	80	
6	80			25	80	
7	80			27	80	
8	80			26	80	
9	80			20	80	
10	80			30	80	
11	80			18	80	
12	80			16	80	
13	80			29	80	
14	80			28	80	
15	80			24	80	

Player number refers to numbers on the identity form.

Key table linking players in group 1 and 2:

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
22	21	19	23	17	25	27	26	20	30	18	16	29	28	24

MALAWIAN LAND TENURE AND SOCIAL CAPITAL

Technical Documentation Report

Public Goods Games played in Malawi in 2007

Research Group¹:

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With funding from
The Research Council of Norway and NORAD

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Preface

The “Malawian Land Tenure and Social Capital Project” allowed inclusion of students doing fieldwork for their master theses in conjunction with the main project. From the Department of Sociology and Political Science at the Norwegian University of Science and Technology Sverre Bjørnstad and Tomas Moe Skjølvold volunteered to join the project. As part of their training they had received an elementary introduction to the use of experimental games to study trust and cooperation. Inspired by the work of Henrich et al. (2004) it was decided to include a series of public goods games in their data collection.

The script was developed for a public goods game in its simplest form from descriptions provided by Camerer and Fehr (page 60-69 in Henrich et al. 2004) and Gintis (2000:254-255). The game script describes a game for 5 players and frames the game as the problem of a voluntary contribution to a common project (such as maintenance of a bore hole or irrigation system), rather than as a problem of voluntary restraint in withdrawing resources from a common pool. Translation of the script into Chichewa was done by Stanley Khaila. The script was read to the players by the translators hired to assist Bjørnstad and Skjølvold.

During the field work period, 1. June to 31 August 2007, we played the game 12 times distributed over 3 series of 4 games. All games were played in one settlement consisting of several villages. The first series comprised players from one small village of traditional small scale farmers. The second series consisted of players from a village of small scale business people (usually called traders), and the third series consisted of a mixture of players from the two villages. Each series of 4 games were played over 3 days. The first day the first group played 5 times. The second day 2 groups played, the first one 5 times and the second one 10 times, and the last day the last group played 10 times. This will be expected to lead to learning both over time and over number of games.

During each game players were asked some questions and a questionnaire filled out both before and after the game to enhance possibilities for analysis of the data. Two players from each game were further selected for a longer interview, 23 of these interviews were completed. The selection was targeting people who deviated from the pattern of the play, or if all played the same strategy, more or less randomly. Some results on these games are presented by Bjørnstad (2008) and Skjølvold (2008).

Before leaving the area a fourth series of games was played in a neighbouring village where the MLTSC team had done in depth interviewing. It was within walking distance from the settlement where the bulk of the games had been played. Three groups of 5 players played the game 5 times during one day. These games were organised by our research assistant Alinafe Chibwana.

Our interest in the methodology and the topics that experimental games throw light on, could not have been followed up without the funding provided by the Norwegian Research Council (Grant no 178757), the initial grant from NORAD to develop Land Tenure and Social Capital questions for the National Census of Agricultural and Livestock (NACAL) in Malawi, and the exemplary services provided by the translators assisting Bjørnstad and Skjølvold: William Chimombo, Alan Dyles and White

Mwambo. The team designing questions for NACAL also included Pauline E. Peters from Harvard University and Paul A. K. Kishindo from Chancellors College, University of Malawi.

It all hangs together. Thanks to all.

Oslo, September 25, 2008

Erling Berge, Henrik Wiig, Stanley Khaila, Alistair Munthali, Daimon Kambewa

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1. Public Goods Game Script in English and Chichewa

THE PUBLIC GOODS GAME	
Script by Erling Berge Translation by Stanley Khaila Used in Kasungu, Malawi, July-August 2007, as part of the Malawian Land Tenure and Social Capital Project	

THE PUBLIC GOOD GAME	SEWERO LA CHUMA CHA MUDZI
<p>Dear all of you, We are very pleased to see so many here today.</p> <p>We have asked you to come here to play a game. By playing the game we propose, you may earn some money. The rules are simple but the results may be variable, some may earn a substantial amount some very little. But no player will go home with nothing.</p> <p>Since there are so many here we should state very clearly at the outset that there are just 20 people that will be selected to play. You may stay to listen to the explanation for the game. Once we are through with that those who do not think it worthwhile to play will be asked to leave. Then we will select 20 by drawing lots.</p> <p>These 20 will be divided into 4 groups with 5 players in each. Then each group will get to play. Group 1 today, groups 2 and 3 tomorrow and then group 4 the day after that.</p> <p>When the game starts players are given 100 kwacha. Then each participant is supposed to decide on investing the money or not. If you do not invest the money you keep the 100 kwacha. If you want to invest it you can invest 20, 40, 60, 80, or 100 kwacha.</p> <p>Depending on how much each one invests, you may at the end of the game put in your pocket as much as 260 kwacha every time we play or it may be as little as 40. We will play the game 5 times today. Thus in the worst case, the least you will earn is 200 kwacha and in the best of circumstances you may take away 1300 kwacha. But doing that is not easy.</p>	<p>Zikomo amai ndi abambo, Tiri okondwa kuona m'mene mwabwerera mwaunyinji chonchi.</p> <p>Takuitanani kuti mudzapange sewero. Nkusewera masewero amenewa mulandira ndalama ndipo pakutha kwa masewerowa ndalamazo zikhala zanu. Malamulo a masewerowa ndiyapafupi koma zotsatira zake zikhoza kukhala zosiyana-siyana. Ena akhonza kupata ndalama zambiri, koma ena mwina pango'ono. Koma palibe aliyense amene angachoke opanda kanthu.</p> <p>Popeza kuti mwachuluka, tineneretu pano kuti amene asankhidwe kuti asewera nawo masewero amenewa ndi anthu 20 okha. Muli oloedwa kumvera zakaseweredwe ka masewerawa. Ngati muganiza kuti simufuna kusera nawo, tidzakupemphani kuti mupite. Awo aganiza kuti asewera nawo akhale. Ndipo mwa amenewa tidzasankhapo anthu 20 mwa maula.</p> <p>Anthu 20 osankhidwawa tidzawagawa m'magulu anai ya anhtu asanu pagulu. Gulu liri lonse lidzatha kusewera seweroli. Gulu loyamba lisewera lero, lachiwiri ndi lachitatu mawa ndipo lachinai mkuja.</p> <p>Masewera akayamba, aliyense pa gulu adzapatsidwa K100. Tsono aliyense adzayembekezeka kusungako ndalamazi mkathumba ngati ku banki. Ngati simufuna kutero mukhoza kusasungitsa. Koma ngati mufuna kusungitsa mukhoza kusungitsa K20, K40, K60, K80 kapena K100. Malingana ndim'mene aliyense wasungitsira, ndikotheka kuti pakutha paseweroli aliyense akhoza kuchoka ali ndi ndalama zokwana K260 nthawi iriyonse mwasewera masewerowa. Komanso nkutheka kuchoka nditindalama tochepe ngati K40. Gulu liri lonse lidzasewera masewera amenewa kasanu. Motero kuti zitati zabvutitsitsa ka K200 konse munthu atapata. Koma zitayenda bwino, munthu akhonza kuchoka</p>

<p>In each play there will always be 5 players and the rules of the play are simple. But they are made so that what you earn depends as much on what your fellow players do as on what you do yourself.</p> <p>The game is like five persons being offered to do some work together in one day. If the work is completed during the day each will get 200 kwacha. Each one might find work that provides 100 kwacha this day. But sometimes joint work is necessary and if all work hard and complete the work they have started the pay will be 200 kwacha to each this day. However if someone goes away to do extra work for himself, hoping that the others will be able to complete the work, the work will not be completed and the pay to each will be less than 200. Sometimes it will be less than the 100 kwacha one might have earned working alone.</p> <p>In the game here we are not doing work. We call it investment. The investments you make or do not make go into a common chest and there the money breeds so that the amount coming out is twice as large as the one you put in. This is the same as five working together can earn more than each one working alone. If all five players put in 20 of the 100 kwacha you will be given, there will be 5 times 20 kwacha, or one hundred kwacha. After breeding these become 200 kwacha and this is then divided equally between the players so that each gets back 40 kwacha. You put in 20 kwacha and get 40 back. You still have 80 so that after such a game you will have 120 rather than 100.</p> <p>Now we come to the part that may cause you some problems. There is no rule about how much each one of you should put into the</p>	<p>pano ndi K1300. Koma zimenezo sizapafupi ai.</p> <p>Nthawi iriyonse masewerawa adzakhala a gulu la anthu asanu ndipo malamulo ake ndi apafupi. Koma maserawa akonzedwa motero kuti ndalama zimene mungapate zidzalingana ndi m'mene anzanu kapena inuyo mukusungitsira.</p> <p>Masewera amenewa afanana ndi kuti anthu asanu agwire ntchito pamodzi ya tsiku limodzi. Ngati amaliza ntchitoyi, aliyense alandira K200. Koma aliyense payekha akhoza kupeza ntchito ya malipiro yokwana K100 patsiku. Koma nthawi zina ntchito yangwirizano imafunika ndipo aliyense akamalimbikira ndi kumaliza ntchitoyo, aliyense alandira K200. Koma ngati wina akagwira ntchito kwina alikuganiza kuti anzakewo amaliza ntchitoyo, ntchitoyo siingathe ndipo aliyense akhoza kulandila ndalama zochepera K200. Mwinanso ukakagwira ntchito pawekha ukhonzza kulandila ndalama zochepera K100.</p> <p>Koma pano tichita masewera osati kugwira ntchito. Masewerowo tikuwacha kusungitsa ndalama ndicholinga chopanga phindu. Mukasungitsa, kaya simudasungitse koma azanu asungitsa, ndalamazo zikalowa mu thumba la nonsenu ndipo ndalamazo zikachulukitsidwa kotero kuti Kwacha iriyonse ikabala inzake. Izi ndichimodzimidzi ngati anthu asanu kugwira ntchito pamodzi kuti alandire ndalama zochuluka kupambana kugwira aliyense payekha. Ngati aliyense atasungitsa K20 pa K100 imene mwapatsidwa, ndiye kuti mwasungitsa K100. Ndipo K100 imeneyi itachulukitsidwa ikwana K200 ndipo idzagawidwa mofanana kotero kuti aliyense adzalandira K40. Munasungitsa K20 koma mwapanga K40. Kuphatikiza ndi K80 imene mudatsala nawo ija ndiye kuti tsopano muli ndi K120.</p> <p>Tsopano tibwera pambali imene ingakubvuteni inu. Palibe lamulo lokuuzani kuchuluka kwa ndalama zimene</p>
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<p>common chest. Each one has to decide for herself or himself: Should it be nothing, 20, 40, 60, 80, or 100 kwacha?</p> <p>The problem lies in what you believe the other players do. If you put in 100 kwacha and the other 4 put in nothing there will be 100 kwacha in the chest. These breed to become 200 and each one of you get 40 kwacha returned. You who put in 100 kwacha have 40 and those who put in nothing have 140.</p> <p>On the other hand if you put in nothing and all the other 4 put in 100 each there will be 400 in the chest. These breed to become 800 kwacha and are divided equally among you so that each gets 160. Those who invested 100 will now have 160 while you who invested nothing will have 260.</p> <p>If some invest say 40 or 60 or 80 kwacha the sum in the chest will be less but it still breeds to become twice as large and is still divided equally among you. The amounts will be in between those we have mentioned. If all invest everything you will all double your capital. If you do not invest while the others invest you will earn more income than the others. If no one invests anything then each one of you has the 100 kwacha you were given. If you invest for example 20 kwacha while nobody else invests there is only 20 kwacha that breeds to become 40 kwacha. Divided equally on the five players each gets 8 kwacha. You who invested 20 kwacha will now have 88 kwacha and those who invested nothing have 108.</p> <p>Do you understand the rules of the game? We have explained the rules as well as we are able to. If you have questions, if there are some parts of our explanation that you do not understand, please help us by asking a question.</p>	<p>mungasungitse. Aliyense adziwa yekha ndalama zimene afuna kusungitsa. Kaya ndi K20, K40, K60, K80 kapena K100, izo ziri kwainu.</p> <p>Pamene pali bvuto ndipoti munthu udziwe kuti kodi anzako asungitsa ndalama zingati. Ngati inu musungitsa K100 koma anzanu asungitsa zero, ndiye kuti mu thumba lanu mukhala K100. Ikachulukitsidwa ikwana K200 ndipo aliyese alandira K40. Inu amene mudasungitsa K100 mukhala ndi K40 koma amene sadasungitse aja akhala ndi K140.</p> <p>Komanso, ngati inu mutapanda kusungitsa koma anzanu ndi kusungitsa aliyense K100 ndiye kuti muthumba mukhala K400. Imeneyi pochulukitsa ikwana K800 ndipo pamapeto pake aliyense amene adasungitsa akhala ndi K160 pamene amene sadasungitse akhala ndi K260.</p> <p>Koma ngati ena asungitsa K40 kapena K60 kapena K80, ndalama mthumba zikhalamo zochepe koma zichulukitsidwabe ndikugawidwa mofanana kwa aliyense. Ndalama zokhala ndi inu zikhala pakati pa K40 ndi K260. Ngati inu nonse mutasungitsa K100 aliyense ndiye kuti ndalama zanu zidzabelekana kawiri. Koma ngati nonse simusungitsa kanthu, ndiye kuti aliyense adzakhala ndi K100 imene adapatsidwa. Mwachitsanzo ngati inu mutasungitsa K20 ndipo anzanu onse osasungitsa kalikonse, ndiye kuti K20 ibalana kukwana K40 ndipo aliyense alandira K8. Chooncho inuyo amene munasungitsa pamapeto pake mukhala ndi K88 koma anzanu amene sadasungitse akhala ndi K108.</p> <p>Kodi mwamvetsetsa? Ngati pali mafunso, kapena pena pake simudamvetse kulibwino kufunsa kuti tifotokozenso.</p>
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<p>There are today ____ people here. We said at the start that we would select 20 to play the game. We also said that there will be 5 players in a game. Thus we will play a total of 4 games. We want to select these 20 today. We want to do this by drawing lots as in a lottery. We have explained how the game is played and those who think such games inappropriate should feel free to go home. When we get to the stage where we play the game only the players will be allowed to stay.</p>	<p>Pali anthu _____ pano. Poyamba paja tinanena kuti tisakhapo anthu 20 okha oti asewere masewerowa. Tinanenanso kuti tikuikani m'ngulu ya anthu asanu. Tsopano tifuna tisankhe anthu 20. Izi tipanga mwa maula. Tafotokoza m'mene masewera achitikire ndipo ngati alipo amene sakufuna kusewera nawo ndiwomasuka kupita kunyumba panopa. Tikatha kusakha anthu oti asewere, ndiwokhawo amene adzaloredwa kukhala pano. Ena nonse mudzafunsidwa kuti muchoke.</p>
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2. Public Goods Game Practical Instructions

PLAYING THE GAME

Instructions

Participants are selected by drawing lots for participation:

1. Each uses his lottery ticket as identification. In our game protocol the number is linked to the person's name.
2. The five participants are seated around in the room as far apart as possible.
3. First we want to ask a few questions. Each participant comes forward to get 2 envelopes with their number on. One contains 5 notes of MK20. We ask them:
QUESTIONS TO BE ASKED BEFORE THE GAME
4. After answering the questions the participant return to their places
5. Before starting the game we repeat briefly the rules, including informing them about playing the game 5 times, observing silence during the play and allowing discussions in between rounds only. We demonstrate the way we play:
6. When all are ready they turn away, facing the wall, keeping their hands hidden, and put the amount they want to invest into the envelope.
7. We walk around collecting the envelopes into the chest for breeding.
8. The chest is taken out of sight; amounts are listed in the protocol, doubled and divided into five equal portions that are returned immediately. All players know the amount returned, we do not have to say it.
9. We go around giving each a new endowment of five MK20 notes. And continue from point 6 until 5 plays have been completed.
10. At the end all go outside and one by one they come back in so we can ask the
QUESTIONS TO BE ASKED AFTER THE GAME
11. Then we say thanks to all

Assigning participants to groups: person identification number

Time for each group				
Groups of 5 Participants	Group 1 Id #	Group 2 Id #	Group 3 Id #	Group 4 Id #
1				
2				
3				
4				
5				

3. Public Goods Game Player Identity Form

Identification (time, place and responsible persons):

IDENTIFICATION OF PLAYERS (No 1-20)

No	Name of player	Name head of household
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		

4. Public Goods Game Results Form

Date and location (record)

Day Month Year

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Where was the game conducted?

Results from group of 5 playing 5 rounds of the public goods game
Endowments MK100 in MK20 notes in each round

Player #	Invests R1	Invests R2	Invests R3	Invests R4	Invests R5
SUM					
Double SUM					
Sum RETURN					
Return per Player					

Comments:

Date and location (record)

Day	Month	Year

Where was the game conducted?

Results from group of 5 playing 10 rounds of the public goods game

Endowments MK100 in MK20 notes in each round

Player #	Invests R1	Invests R2	Invests R3	Invests R4	Invests R5	Invests R6	Invests R7	Invests R8	Invests R9	Invests R10
SUM										
Double SUM										
Sum RETURN										
Return per Player										

Comments:

5. Public Goods Game Questionnaire

QUESTIONS TO BE ASKED BEFORE THE GAME

A1. Date (record)

Day	Month	Year

A2. Player no (record)

Player number

D1 Is [player] male or female? (record)

Male
Female

Code
1
2

D2 How old were you at your last birthday?

Completed years

D3 How long have you been going to school?

Never
Did not complete primary
Completed primary
Secondary junior certificate
Completed secondary school
Higher than secondary school
Do not know

Code
1
2
3
4
5
6
9

D4 How much land does your household own?

Do not own land

Code
 0

Approximate amount owned

D5 Does the household rent any land?

Do not rent land

Code
 0

Yes (Approximate amount rented)

N6 Do you think your household has more or less land and other valuable resources than what is typical for the households in your village?

	<i>Much less</i>	<i>Less</i>	<i>About the same</i>	<i>More</i>	<i>Much more</i>
Code	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

QUESTIONS TO BE ASKED AFTER THE GAME [player no _____]

M1 Generally speaking, do you think most people can be trusted or that they cannot be trusted?

Code

Most people can be trusted 1

Most people cannot be trusted 2

WM1 I will read to you groups of leaders and officials. Please tell me whether in general you trust all, most, some or just a few of these leaders and officials.

	All	Most	Some	Only a few	Do not know
Code	1	2	3	4	9
Government officials	<input type="checkbox"/>				
Councillors Local assembly staff	<input type="checkbox"/>				
Traditional authorities	<input type="checkbox"/>				
Group village headmen	<input type="checkbox"/>				
Village headmen	<input type="checkbox"/>				
Courts	<input type="checkbox"/>				
Army Leaders of NGOs	<input type="checkbox"/>				
Police	<input type="checkbox"/>				
Traders	<input type="checkbox"/>				
Teachers	<input type="checkbox"/>				
School administrators	<input type="checkbox"/>				
Religious leaders	<input type="checkbox"/>				

WM2 I will read to you groups of people in this area. Please tell me whether in general you trust all, most, some or just a few of these people.

	All	Most	Some	Only a few	Do not know
Code	1	2	3	4	9
o Your family members	<input type="checkbox"/>				
o Your relatives Your village	<input type="checkbox"/>				
o People from outside the village	<input type="checkbox"/>				
o People of same ethnic group	<input type="checkbox"/>				
o People from outside ethnic group	<input type="checkbox"/>				
o People from same church/mosque	<input type="checkbox"/>				
o People not from same church/ mosque	<input type="checkbox"/>				

D4 How long would it take you to earn MK100?
Do not know Code 999

D5 And how long would it take you to earn MK1000?
Do not know Code 999

D6 What were you speculating about when you decided how much to put in the common chest?
< If needed, write on the other side of this sheet >

6. Public Goods Game Interview Guide

Questions Asked After the Public Goods Games

1. Before the games started, whom of the persons participating in your group did you trust the most? And least? Why did you/did you not trust that person?
2. Did you have any relatives playing in the game? Who?
3. Did you agree on the contributions before the game started? Did you believe that these agreements would be followed? Why/why not?
4. What made you choose the amounts you invested during the game?
5. Did you change strategy during the game? Why so?
6. What did you think when you realized that not everyone was contributing 100 kwacha?
7. In the first round: How much out of the 100 kwacha did you believe the other players would contribute to the common pot?
8. If there was another game with a similar amount of money, rounds of contributions and the same people, would you then have chosen to invest otherwise? Why?

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- Berge, Erling, and Nils Chr. Stenseth, eds. 1995. Law and the management of renewable resources. **Rapport nr 46**, Department of sociology and political science, University of Trondheim.
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- Berge, Erling. 2006. Legislation on commons (Community property/ bienes comunales) in Navarra and Some notes from visits to Ultzama and Ituren. **ISS Rapport**. Trondheim: Department of sociology and political science, Norwegian University of Science and Technology. ISBN 82-471-6012-9



Research team at the end of the fieldwork, Bunda College, 30 August 2007

Present, from left to right: Ockens Chipeta, Robson Malichi Gama, James Amani, Ellen Nkosinathi Harazi, Andrew Joabe, Daimon Kambewa, Alinafe Chibwana, Nitta Kalonga, Noel Mbuluma, Davison Chimwaza, Stanley Khaila

Not present: Alister Munthali, Henrik Wiig

Photo: Erling Berge

Malawian coffee is excellent, without it, who knows what would have happened?



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