Feed the Future

Survey Implementation

Document

Social Science Interviewer’s Manual

Zone of Influence Survey

[COUNTRY] [YEAR]

Version 1.0

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# Abbreviations

A-WEAI Abbreviated Women’s Empowerment in Agriculture Index

BFS Bureau for Food Security

CAPI computer-assisted personal interview

CSPro Census and Survey Processing System

DHS Demographic and Health Survey

GPS global positioning system

IRB Institutional Review Board

QCS quality control and support

USAID United States Agency for International Development

VCC value chain commodity

WEAI Women’s Empowerment in Agriculture Index

WHO World Health Organization

ZOI Zone of Influence

# 1 Introduction

Congratulations on your selection to serve as an interviewer for this survey on food security and well-being among people in [COUNTRY]!

You have the most important job in the whole survey. It is only by interviewing everyday people and asking them about their situation that the government and its partners can get the information it needs to make good decisions for the people in [COUNTRY] about food security, nutrition, and poverty. Only when we have the best information from everyone selected for an interview can we produce good information so that the right decisions can be made.

This manual will help you do your best job to collect good information, and ultimately contribute to a better tomorrow for the people of [COUNTRY]. It covers the following topics:

* Background information about the survey you are contributing to;
* Guidance on how to approach a respondent’s household and conduct interviews;
* A description of how your field team will work together to complete the assigned fieldwork;
* Instructions on how to use the tablets to collect data; and
* An item-by-item description of the meaning and purpose of each question or instruction on the questionnaire, and how you should record responses.

## 1.1 Background and survey objectives

Feed the Future seeks to reduce poverty, hunger, and undernutrition among women and children, and to increase income, women’s empowerment, dietary diversity, appropriate feeding practices, and resilience. Program efforts are concentrated in Zones of Influence (ZOIs) in Feed the Future target countries. Progress in achieving Feed the Future’s objectives is tracked using population-based performance indicators.

The purpose of the Feed the Future [YEAR] [COUNTRY] ZOI Survey is to provide the [COUNTRY] government and the United States Agency for International Development/[COUNTRY] with information on peoples’ well-being. The ZOI Survey is designed to monitor the progress of Feed the Future here in [COUNTRY] and determine whether there has been change over time at the population level in key indicators.

## 1.2 The survey method

There are several ways to gather information about people that can be used to help us understand conditions in [COUNTRY]:

* One way is to contact every person in the country and ask them questions. A national census works like this. However, it is very expensive to find and interview everyone in the whole country.
* Another scientifically acceptable way to gather information is through an approach called a *sample survey*. When done correctly, this approach does not require interviewing everyone, but still provides a very good understanding of the situation in [COUNTRY], and is representative of all the people in a country or a region.

In a sample survey, we can interview people and collect information from them much more quickly and at a lower cost than in a census. But for a survey to produce good information, survey methods must be followed exactly. For example:

* The sample size (the number of households that need to be interviewed in the survey) that was chosen by trained statisticians reflects the number of interviews that are needed to provide an accurate picture of the food security, nutrition, and poverty situation in [COUNTRY].

If we do not interview each of the households selected for the sample, then we will get a wrong understanding of the situation. As a result of this wrong understanding, the government may make wrong decisions about food and nutrition. So, it is extremely important that interviewers try their hardest to complete all of their assigned interviews. This will ensure that the correct number of people is included in the survey.

* The survey sample must also be absolutely randomly selected in order to get a correct picture of the poverty and nutrition in the country. This means that all households in the ZOI must have the same chance for being included in the sample, and that there are no special criteria for selecting one household instead of another, that a number of households were simply picked from all households in the ZOI like pulling numbers out of a hat. The statisticians working on this survey have scientifically and randomly selected the households that need to be interviewed in the survey. But only you as the interviewer can make sure that the households selected for interview are interviewed. It is critical that—

***only*** the selected households are interviewed, and

***every*** household that was selected is interviewed.

By making sure that you interview *only* the households that were selected and that you interview *every* household that was selected, even if you need to make several call-backs to the household, you in your role as the interviewer will ensure that the correct respondents are included in the survey. Only by including the correct respondents will we be able to create an accurate picture of the poverty and nutrition situation in [COUNTRY].

For the [YEAR] [COUNTRY] ZOI Survey, scientifically selecting the sample required three main steps:

* First, a statistician randomly selected [NUMBER] clusters (small areas about the same size as a village or neighborhood) from throughout the parts of [COUNTRY] where Feed the Future is working (the ZOI).
* Second, listing teams went to each cluster and made a list of every household in the entire cluster. These lists were sent to the statistician.
* Third, the statistician randomly selected [NUMBER] households from each cluster. These are the households that we need to interview to make sure we provide an accurate picture of the nutrition and poverty situation in [COUNTRY].

Your team will visit a number of the selected clusters during the fieldwork for the ZOI survey. In each cluster, you and the members of your team will be assigned a list of households to visit. Your job is to visit each of these households and ask the members of the household questions from the survey questionnaire.

When the information that your team collects from the selected households is put together with the information collected by all of the other teams, you will have helped create a very accurate picture of the nutrition and poverty situation in [COUNTRY].

## 1.3 Survey implementation

[CONTRACTOR] is in charge of implementing the entire survey—from the initial planning phase to data analysis and report preparation after the fieldwork has been completed. [CONTRACTOR] selected [SUBCONTRACTOR] to conduct the fieldwork for this survey. [SUBCONTRACTOR] will plan, conduct, and supervise the fieldwork, including training the interviewers, managing the interviewers and field teams, and ensuring the quality of the fieldwork. [CONTRACTOR] and USAID will provide support to [SUBCONTRACTOR] for all fieldwork activities.

During fieldwork, you will work in a field team consisting of four social science interviewers, one agriculture interviewer, one supervisor, and one driver. Figure 1.1 shows a staffing plan for the [SUBCONTRACTOR]. Each household will be interviewed by a team of two social science interviewers. At least one member of each interviewer team will be female so that female interviewers can administer modules with gender-sensitive questions to female respondents. The agriculture interviewer will work with both interviewing teams to interview household members who are primarily responsible for cultivating or raising the selected value chain commodities (VCCs).

The field supervisor (this person may be male or female) plans for the overall implementation and keeps track of the interviews in a cluster, ensures ethical conduct, observes interviews being conducted, provides feedback to interviewers, solves problems, implements security protocols if needed, and communicates with the quality control and support (QCS) teams and field managers regularly. In addition, the field supervisor arranges for the field team’s meals, nightly accommodations, and a secure location for storing the tablets.

Additional support will be provided to the field teams by QCS teams, who will visit all field teams at least every two weeks to make sure the teams have the materials they need to do their work, to ensure that data collection is progressing as expected, and to help monitor data quality and solve problems.

## 1.4 The interviewer’s role

The social science and agriculture interviewers are pivotal to the success of the survey. Carefully following procedures for conducting interviews and for recording responses to the survey questions will ensure your success as an interviewer and produce very important information that will help us better understand the nutrition and poverty situation in [COUNTRY].

The social science interviewer’s responsibilities include:

* Locating the assigned households and completing the information for the *Household Identification Cover Sheet*, for each household;
* Explaining the survey to the household and obtaining verbal informed consent to participate in the survey;
* Identifying, by filling out the *household roster*, all members of the household who are eligible to be interviewed for each of the survey modules;
* Interviewing all eligible household members for all applicable modules, including returning to the household if eligible household members were absent during your first or second visit;
* Measuring the height and weight of women ages 15-49 and children under age 6;

Figure 1.1: [SUBCONTRACTOR] Prototype Staffing Plan

* Entering the respondent’s answers in the tablet program accurately;
* Submitting the interview data to the field supervisor;
* Discussing any problems or concerns with the field supervisor; and
* Tracking and reporting progress in completing assignments.

In addition, the agriculture interviewer’s responsibilities include:

* Verifying the eligible household members that have cultivated or raised the selected VCCs.
* Entering the respondent’s answers about the selected VCCs in the tablet program accurately;
* Identifying the boundaries and measuring the perimeter of the [PLOTS/PONDS] for the selected VCCs, and assessing the soil for the land’s potential to grow good crops;
* Submitting the interview data to the social science interviewer; and
* Tracking and reporting progress in completing assignments.

This manual provides detailed instructions on how to complete these tasks.

## 1.5 Working together as a team

This survey has the potential to help people in [COUNTRY] by allowing the government and other organizations to make better decisions for the future. The only way to make this important survey a success is for everyone involved to work together in an open, honest, and transparent manner. This means that:

* We should treat our team members with kindness and respect, and we should expect to be treated the same way in return.
* When we work well together as a team, it shows in the quality of our work. Quality control measures are in place to ensure that the information collected is of the best quality. These measures include things like direct observation of interviews and re-interviews of households by the field supervisor, as well as statistical analyses of the data to ensure that there are no problems with the way that data have been collected by field teams or by individual interviewers.

If a problem is discovered through any of the quality control methods, the field team or interviewer will be provided with support and guidance on how to improve the quality of their work.

It is expected that this guidance for improvement will be delivered by the field supervisor in a constructive, supportive, and respectful manner. It is also expected that the field team or interviewer will work hard to improve on those aspects of their work. Working together in this professional manner allows us to function well as a team, and in the end, we will be proud of what we have accomplished together.

* We must each take responsibility for our share of the work, and we must make sure our team members have the support they need to do their job. We should not seek to avoid any of the work assigned to us, and we should not attempt to add extra burden to the work assigned to others.
* We must not treat each other differently because of our sex, ethnicity, language, sexual orientation, socioeconomic class, religion, or any other such characteristic. We are all working together toward the same goal, and we must treat each other fairly and equally.

In particular, sexual harassment will not be tolerated among any staff working on the ZOI Survey, including management staff, supervisors, or interviewers. Both men and women can be targets of sexual harassment, and both men and women can be perpetrators of sexual harassment. Sexual harassment includes behaviors like unwelcome sexual advances, requests for sexual favors, or other sexual comments or actions that make a person feel uncomfortable, intimidated, or at risk of losing one’s job or anything else.

To ensure a comfortable and fair working environment for everyone, we should avoid unnecessary physical contact with our colleagues, and maintain a professional and courteous attitude toward each other at all times.

Anyone who feels that he or she has been the target of sexual harassment, or who has witnessed an apparent incident of harassment, should immediately report the incident to his or her field supervisor, the field manager, or to the survey director, if relief cannot be obtained through the intervention of the field supervisor or field manager. The complaint must be taken seriously by [SUBCONTRACTOR] through appropriate actions to correct the existing problem, and through project-wide action to prevent further occurrences. Should the response be insufficient to put a halt to the harassment, or should retaliation occur, affected staff should report their complaints directly to [CONTRACTOR COUNTRY MANAGER] at [CONTACT INFORMATION: SKYPE, EMAIL, PHONE].

## 1.6 Dismissal from the team

You have been carefully selected and are being trained by [SUBCONTRACTOR] with the expectation you will do high quality work and adhere to field procedures throughout the survey. Unfortunately, however, sometimes interviewers fail to do good quality, honest work as they have been trained to do. In cases like this, such an interviewer will need to be removed from the team to safeguard the quality of this important survey.

The following behavior will be grounds for immediate dismissal from the team:

* Inappropriate behavior (e.g., harassment of any kind) toward any member of the team or community;
* Falsification of any data (e.g., making up data);
* Unethical research conduct (e.g., intentional failure to obtain informed consent prior to interviewing a respondent; failure to maintain the confidentiality of data); and
* Attendance problems (e.g., repeated failure to show up for work as scheduled without informing your field supervisor).

Any team member who observes any of the above behaviors should immediately notify the appropriate supervisor. Interviewer performance issues should be reported to the field supervisor. Field supervisor performance issues should be reported to the QCS team or field manager.

The implicated team member will have the opportunity to defend himself or herself against the accusation prior to removal from the team. If removal is warranted, [SUBCONTRACTOR] management will arrange for immediate replacement of the team member. The team member will not be allowed to do further work on the survey, and, after returning the tablet and any other survey materials, will return home.

Interviewers and field supervisors also will be dismissed if they repeatedly fail to follow any of the procedures outlined in the Field Supervisor’s Manual or the Interviewer’s Manual. That individual’s supervisor should bring the problem behavior to the individual’s attention and provide instruction or guidance on how to adhere to the procedures. The supervisor should keep track of the instances when the problem behavior was discussed with the individual and the efforts made to improve performance. If the problem behavior does not improve after several attempts, the supervisor will report this to [SUBCONTRACTOR] management, which will arrange for replacement of the team member. A dismissed team member will return home after returning the tablet and other survey materials to his or her supervisor.

# 2 Conducting the interview

This section of your Interviewer’s Manual provides helpful guidance on how to be a successful interviewer.

## 2.1 General guidance

You as an interviewer represent not only yourself, but also Feed the Future and [SUBCONTRACTOR] to the communities and household members selected for participation in the survey. It is important for you to make a good impression on the communities and household members you and your team encounter during fieldwork. You should follow these basic guidelines:

●●●

*Bright Ideas:*

Becoming a good interviewer takes practice.

It is fun to meet with a friend and interview each other using the questionnaire, and it is good practice, too.

●●●

* Dress appropriately for fieldwork.
* Address all community and household members politely and with respect.
* Visit households during appropriate hours, namely [ENTER APPROPRIATE TIMES]. *(Note: You may need to visit a household outside these hours to interview someone who was not available during the initial visit. This will be planned in advance with the household member or members.)*
* Treat all information that you collect as strictly confidential. Do not share any information outside of the household or with other household members; this would break the trust of the respondents, and it might result in harm to the respondents or their family members.

You should discuss household-specific information only with your interviewer team partner, field supervisor, and QCS team members to solve a problem or share a concern.

Never identify specific households in any field team discussions with other interviewers.

## 2.2 Approaching the household

As a potential guest in the respondents’ home, it is important for you to observe all of the rules and customs governing visits to other people’s homes:

* Knock first (acceptable method in the country for approaching the house).
* Ask to speak with a responsible adult member of the household.
* Introduce yourself politely. Explain that you are there with [SUBCONTRACTOR] to conduct a survey on food security, nutrition, and poverty.
* Explain that the survey has the support of the [GOVERNMENT AGENCY ENDORSING THE SURVEY] and community leadership.
* Ask permission to enter the home.
* Try to put the household members at ease. Smile at them and be friendly and relaxed.
* Then read the statement about the survey on the *Informed Consent* form (see Section 4.3.2 of this manual).
* Let the household members know that you will be using a tablet to conduct the interview because new technology might be intimidating to them.

Be patient with household members who appear suspicious of the interview. Carefully explain the purpose of the interview, emphasizing that all information is completely confidential and that respondents can refuse to answer any questions.

If asked, explain that households cannot be compensated for their time. Instead, express your gratitude for their willingness to participate in a survey that will help decisionmakers better understand the food security, nutrition, and poverty situation in the country.

**THERE ARE NO ADULTS IN THE HOUSEHOLD.**

**WHAT SHOULD I DO?**

Sometimes you will come across a household that is headed by a child—there is no one age 18 or older in the household.

*What should you do?*

If you find that there is no one age 18 or older in the household, try to determine if there is a household member under age 18, but preferably at least 15 years old, who is competent to respond to the interview.

If there is a person competent to respond who is under age 18, record the name of this person on line 03 of the roster for item 101. Record the sex of the person and enter a value of “16” (No decisionmaker age 18 OR OLDER in household) for the relationship code.

Answer any questions from the household members frankly and courteously. After answering any questions the household members may have for you, obtain consent to begin the interview and start the survey.

If the respondent does not consent to participate in the survey, sincerely thank the respondent for his or her time and end the interview, but do not record ‘REFUSED’ as a final result for the interview at this time. Instead, inform the field supervisor of the refusal and the possible reasons for refusal.

The field supervisor will determine whether it may be appropriate to return to the household and encourage the respondent to participate in the survey. Only record the interview result as ‘REFUSED’ after the field supervisor has confirmed the refusal with the respondent.

## 2.3 Ensuring privacy

The interviews should be conducted only with appropriate household members. Friends, neighbors, or other non-household members should not be present during the interview. It is important to ensure privacy so that respondents feel they can answer your questions freely and honestly, and so that the information they share remains confidential.

For Module 6, *Empowerment in Agriculture,* respondents **must** be interviewed in complete privacy.

## 2.4 Building rapport

If a respondent seems shy, try to put her or him at ease. Talk about general topics of interest (for example, the weather) for a few minutes so the respondent feels more comfortable with you.

The respondent may be distracted by the tablet. Explain that the tablet is a small computer where you enter the respondents’ answers. Explain that it is not recording the conversation. If necessary, show the respondent a typical survey screen and explain how it works in simple terms.

## 2.5 How to ask the survey questions

This section provides very important instructions you will need to follow to make sure that you collect the best information possible. Some of these instructions sound like common sense; others might need more explanation from your trainer or field supervisor about why we must follow these specific instructions. If you have any questions about them, ask your field supervisor or trainer. She or he will be happy to help.

* Do not rush the interview. Allow the respondent time to think before responding. Let the respondent know that his or her answer is very important.
* Read the question exactly as it is written. Read it slowly and clearly. If the respondent does not understand the question, explain what the question is asking, and then re-read the question again slowly. If you need to explain the question further, try to be very neutral in your re-wording, so the respondent does not feel that one answer is correct or preferred. This can create what is called *bias* in the data.
* Never read the list of possible answers that appear in all capital letters to the respondent. This can also create bias. Let the respondent answer in his or her own words. Then, select the survey response that best matches the answer given by the respondent.
* Remain neutral. Do not give the impression that any response is more appropriate than others. Never appear to disapprove of any response.
* If you need to explain a question to a respondent, be very careful that you do not rephrase the question so that it becomes a *leading* *question.* A leading question is a question that can encourage a respondent to answer in a particular way as a result of how the question is structured. This creates bias in the data.

An example of a balanced question would be, “Would you say you’re never hungry, sometimes hungry, or often hungry?” This gives the respondent a range of possible options to choose from.

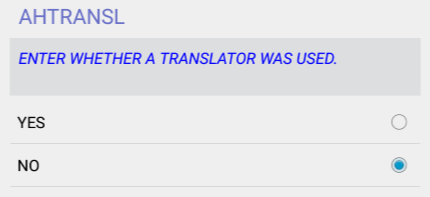
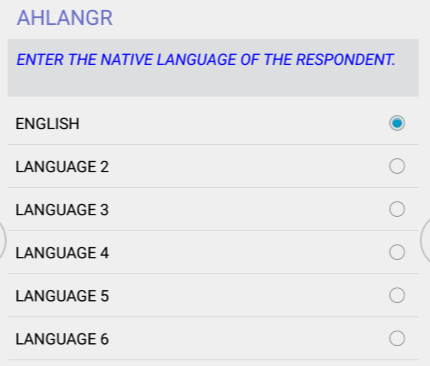
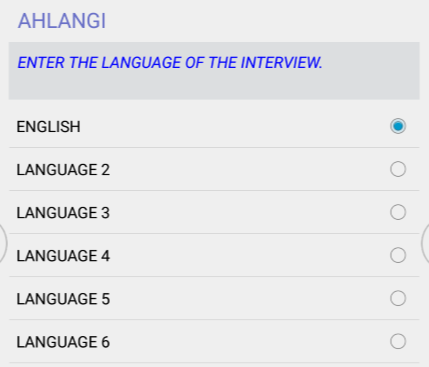
An example of a leading question, however, would be, “Would you say you are often hungry?” This question appears to give only one option, and therefore the respondent is more likely to respond in the affirmative, even if it is not the response that best suits the respondent’s situation.

* Do not suggest responses to the questions.
* Respondents may want to give you more than one answer to a question that allows you to record only one response. If this happens, ask the respondent to tell you which answer is true ***most*** of the time. If the respondent feels it is not possible to do so, this probably means that there is a problem with the way the question is written; please write down the number of the question and inform your field supervisor about the problem.
* If a question allows you to record more than one response, be sure to record all responses that the respondent gives.
* Questions include the most likely responses as response options, but they do not necessarily include all possible responses. Therefore, some questions include the response option ‘OTHER’ or ‘OTHER (SPECIFY)’. Select this response option ***only*** if the response that the respondent gives is not listed as a response option. If you select ‘OTHER (SPECIFY),’ be sure to manually record the response given by the respondent. If you select ‘OTHER’ and ‘SPECIFY’ is not noted, you do not need to manually record the response given by the respondent.
* Respondents may provide long answers that include a lot of information not directly relevant to the question. Simply record the relevant response and continue with the interview. If the respondent ends up talking about something else, and has not answered the question at all, steer the respondent politely back to the question.
* Do not argue with respondents.
* If the respondent seems reluctant to answer a question, explain that his or her answers will be kept completely confidential.

If you feel that any of the information a respondent tells you is questionable, or you do not know how to interpret the respondent’s answer, please write down your concerns in your notebook and discuss them with the field supervisor. She or he will help you interpret the response. Your dedication to the quality of the interview and the interview data will be respected if you bring questions and concerns to the attention of your field supervisor.

## 2.6 Language of the Interview

Figure 2.1: Setting the Language of Interview



You will conduct the interview in the native language of the respondent. Respondents understand survey questions best when they are asked in their native language. A native language is a language that a person has been exposed to and learned from birth or from when they were very young children. It is possible for a person to have more than one native language.

When you first approach the household, you will need to ascertain the native language of the respondent to Module 1, *Household Roster and Demographics*, and determine which translation of the questionnaire to use to conduct the interview.

1. If the respondent’s native language is [ENTER LANGUAGES TO WHICH THE QUESTIONNAIRE HAS BEEN TRANSLATED] and you are also a native speaker of that language, you will select that language as the language of interview on the tablet screen (see Figure 2.1). Questions on the tablet will appear in the language of interview, and you should read the questions directly from the screen.

The respondent to Module I is unlikely to be the respondent to all modules required in a household. In subsequent modules, if the language of the interview changes, select the button menu icon on the top menu bar of the tablet screen. Then choose the “Switch Language” option to continue the interview in the native language of the new respondent (see Figure 2.2).

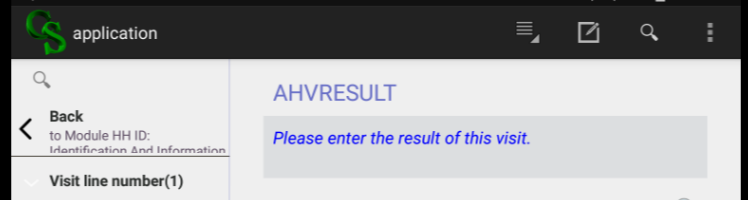
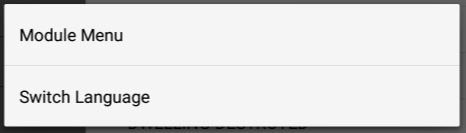


Figure 2.2: Changing Language of Interview

1. If the respondent’s native language is [ENTER LANGUAGES TO WHICH THE QUESTIONNAIRE HAS BEEN TRANSLATED] and you are not a native speaker of that language, inform your field supervisor, who will identify an interviewer on your field team or a field team working close by who is a native speaker of the respondent’s native language to conduct the interview.
2. If the respondent’s native language is not [ENTER LANGUAGES TO WHICH THE QUESTIONNAIRE HAS BEEN TRANSLATED], but both you and the respondent fluently speak a language that the questionnaire has been translated into, you may administer the questionnaire in that language. However, this is not ideal because the respondent may not completely understand all of the questions and instructions, and you may not completely understand all of the respondent’s answers. Instead, if possible, interview the respondent in his or her native language if you are also a native speaker, or inform your field supervisor, who will identify an interviewer on your field team or a field team working close by who is a native speaker of the respondent’s native language to conduct the interview. When identifying a replacement interviewer, it is important to take the gender of the potential interviewer into consideration, especially if the module to be administered contains gender-sensitive questions.
3. If the respondent does not speak [ENTER LANGUAGES TO WHICH THE QUESTIONNAIRE HAS BEEN TRANSLATED] fluently, but you, another interviewer on your field team, or an interviewer on a field team working close by is a native speaker of the respondent’s native language, that interviewer may conduct the interview in the respondent’s native language while entering the responses into the translation of the questionnaire that the interviewer is most comfortable with. This is called “on-the-fly translation.” With on-the-fly translation, there is a risk that the questions will not be translated accurately, which puts the quality of the information collected at risk. The interviewer should work slowly and carefully to translate each question, and pay very close attention to ensure that the respondent fully understands the meaning of each question.
4. If the respondent does not speak [ENTER LANGUAGES TO WHICH THE QUESTIONNAIRE HAS BEEN TRANSLATED] fluently, and there is no one on the field team or a field team working close by who is a native speaker of the respondent’s native language, the field supervisor will need to make arrangements to find a person capable of translating for the respondent and the interviewer.

This translator should be informed about the importance of keeping the respondent’s answers to the survey confidential. To further ensure respondent confidentiality, it is essential that the translator be selected from another village or community; the translator must not reside in the same village or community as the respondent.

Ideally the translator will have some familiarity with the subject matter covered by the questionnaire. Using a translator increases the amount of time required to complete the interview and seriously increases the chance that the respondent will misunderstand many of the questions. The interviewer should pay rigorous attention to the flow of the questions and responses; it is often possible for a seasoned interviewer to identify a problem with the respondent’s comprehension of the question, even if they do not speak the respondent’s language.

## 2.7 Dealing with hidden households

The ZOI survey is a survey of households. A household consists of adults and children that live together in the same dwelling. They can be related or unrelated, but they should—

* Acknowledge the same person or persons as lead decisionmakers for the household,
* Share the same cooking or housekeeping arrangements, and
* Share the same contiguous roof.

Note that more than one household can reside in a dwelling.

For the integrity of the survey, it is very important that every household in a selected cluster have an equal chance of being selected for an interview. To this end, shortly before the fieldwork, all of the households in the cluster are listed. Households from this list are then randomly selected for inclusion in the survey. The ID numbers of selected households are pre-loaded into the tablet program to create a form for each selected household.

In the course of fieldwork, it is possible that you will discover a second or hidden household when you visit a dwelling to interview a selected household. ***Hidden households*** are individuals or families that reside under the same roof as the household listed on the Interviewer Assignment Sheet, but (1)they do not share cooking or housekeeping arrangements with that household, (2) they recognize a different head of household, and (3) they were not counted during the listing exercise.

For example, if you discover that there is more than one *family* living in a dwelling that was selected for interview, it is possible that there is more than one *household* living in the dwelling that may not have been counted during listing. Similarly, you may discover that a single person is living in the dwelling with the household selected for interview, but this person does not share cooking or housekeeping arrangements with the members of the selected household and makes his or her own decisions; this person, too, may possibly be a separate *family* or *household,* even though it is only one person.

If a hidden household is discovered during fieldwork, you must interview that household, in addition to the selected household assigned to you. Because there is no ID on the tablet for the hidden household, you should follow these steps:

**Step 1.** You must confirm it is a hidden household. You must confirm that the household meets the following conditions:

* It is a household that resides under the same contiguous roof as the household selected for interview. This should be confirmed with the respondent by asking a question like: “Do the two families live under the same roof?”
* It is a household that does not share cooking or housekeeping arrangements with the household selected for interview. This should be confirmed with the respondent by asking a question like: “Do the two families share the same cooking or housekeeping arrangements?”
* Its members recognize a different head of household. This should be confirmed with the respondent by asking a question like: “Do the two families acknowledge the same person or persons as lead decisionmakers for the household?”

**Step 2.** The field supervisor must confirm the final condition for being a hidden household, namely that the household was not identified during listing. You will inform the field supervisor that a hidden household seems to have been identified. The field supervisor will check the household listing data to confirm that, in fact, the household was not included during the listing exercise. (Note: it is possible that a second household in a dwelling was identified during listing but that second household was not selected for the survey. This second household is NOT a hidden household and it does not need to be interviewed.)

**Step 3.** After the field supervisor has confirmed that a hidden household has been identified, the field supervisor will create an additional household entry on your tablet. (Note: You are not allowed to create additional household entries. This must be done by the field supervisor.)

**Step 4.** You will add the new household to the Interviewer Assignment Sheet, the field supervisor will inform the field manager that a household has been added to the sample, and the field manager will inform [CONTRACTOR].

**Step 5.** You will return to the dwelling to interview the hidden household. You will select that hidden household’s ID number on the tablet to create the form for the new household.

## 2.8 If you find a problem during the interview

Although the people who helped design, translate, and program the questionnaire worked very hard to ensure that it makes sense to respondents and to make certain that the tablets present all the questions in the correct order, problems may still come up during fieldwork.

You may find, for example, that—

* Certain questions are not well-understood by respondents,
* Respondents’ answers do not fit into the pre-coded response categories, or
* Tablets do not allow you to enter the information correctly.

Any time you find a problem with the questionnaire or with the tablet, or you think that respondents are having trouble understanding a question correctly, write down the question number in your notebook and discuss it with your field supervisor as soon as possible.

Reporting these problems when they are found can help make the entire survey better both in [COUNTRY] and in other countries, so don’t hesitate to tell your field supervisor about an issue that concerns you.

## 2.9 Ensuring and maintaining confidentiality

You must keep all data collected for this survey completely confidential. You should not share information from the survey, including the names of respondents, with anyone. You should not discuss collected information with anyone, including your team members, or comment on them in public. You will discuss respondent’s information only with the field supervisor when you have a concern, or when you need clarification about how to interpret a response.

To ensure confidentiality, you are not allowed to interview anyone you know. If you are assigned a household where you know someone, you should inform your field supervisor. The field supervisor will re-assign that household to another interviewer, and you will be assigned a different household.

To avoid identification of respondents after the survey, the information from all respondents will be combined, and any information capable of identifying an individual household or respondent will be completely removed. Respondents’ names, villages, phone numbers, and GPS coordinates will not be reported, and it will not be possible for anyone to deduce the identity of respondents from the reports.

# 3 Fieldwork procedures

This section provides more specific guidance on how you will perform the fieldwork. It includes discussion of the interviewer team, the interviewer assignment sheet, how to manage the interview in the household, team communications, procedures for returning to the household to obtain missed interviews, responsibilities for safeguarding your tablet and securing the data that you collect with it, and ensuring that the data you collect are of the highest quality.

## 3.1 Survey questionnaire modules

The survey questionnaire includes the following modules:

* Household Identification Cover Sheet
* Informed Consent
* Module 1 Household Roster and Demographics
* Module 2 Dwelling Characteristics
* Module 3 Food Security and Resilience
* Module 4 Women’s Nutrition
* Module 4A Women’s Anthropometry
* Module 5 Children’s Nutrition
* Module 5A Children’s Anthropometry
* Module 6W Empowerment in Agriculture–Primary Female Decisionmaker
* Module 6M Empowerment in Agriculture–Primary Male Decisionmaker
* Module 7 Agricultural Technologies and Productivity
* Module 8 Household Consumption Expenditure
* [MODULE X—ADD NAME OF COUNTRY-SPECIFIC MODULE X IF APPLICABLE]

Each survey module will be described in detail in section 4 of this manual, but the modules are introduced here to aid in the explanation of the fieldwork procedures described in this section of the manual.

## 3.2 Interviewer teams

You will work as part of an interviewer team. An interviewer team will consist of either two female interviewers or a female interviewer and a male interviewer. An interviewer team will visit each sampled household to administer the survey questionnaire. This will enhance the security of the interviewers, improve the quality of the interview, allow team members to share the burden of administering a long questionnaire, and provide the necessary support for taking anthropometric measurements. A third interviewer, an agriculture interviewer, who may be male or female, will also visit each eligible household to administer the module about the use of agriculture technologies for the selected VCC. The selected VCCs for [COUNTRY] are [XX].

For each household, interviewer team members will be assigned as either Interviewer A or Interviewer B.

When you are Interviewer A in a given household, you will—

* List that household and track progress in completing the interview on your Interviewer Assignment Sheet;
* Take responsibility for beginning the interview at the assigned household;
* Assign survey modules to Interviewer B and agriculture modules to the agriculture interviewer;
* Receive completed modules from Interviewer B and the agriculture interviewer;
* Ensure that all data for that household are on your tablet after all survey modules have been completed;

**IMPORTANT:**

Interviewers A and B will use their own tablets when interviewing respondents in a household. However, all data collected in the household—even data collected by interviewer B—must be transmitted to interviewer A’s tablet after all survey modules have been completed.

* Maintain the paperwork—the anthropometry and plot, soil, and land area measurement forms—for that household. Interviewer B and the agriculture interviewer can help you with filling the form out during the interview as needed;
* Ensure that all interviews in that household are completed, including any that required callback visits; and
* Submit the completed paperwork and transmit the data for the completed household questionnaire from your tablet to the field supervisor for review when the interview is complete.

### 3.2.1 Maintaining rapport while sharing the work during an interview

Establishing rapport with respondents is important to the success of the interview. For this reason, modules will be assigned to interviewers so that continuity is maintained to a certain extent, but also so that interviewers have some periods of rest while administering a long questionnaire.

For example, Interviewer A will begin the interview by working with a responsible adult in the household to complete Module I, *Household Roster and Demographics*. He or she will continue to ask the same responsible adult questions from Module 2, *Dwelling Characteristics*. After Module 2 is complete, Interviewer B will administer Module 3, *Food Security and Resilience* on his or her own tablet (after Interviewer A assigns Module 3 to interviewer B and interviewer B accepts the assignment).

Interviewer teams may comprise two female interviewers or one female interviewer and one male interviewer. If the team comprises two female interviewers, then the labor is divided this way:

1. Interviewer A will collect data for survey modules 1, 2, 6W, and 8.
2. Interviewer B will collect data for survey modules 3, 4, 4a, 5, 5a, and 6M.
3. The agriculture interviewer will collect data for survey module 7.

In the next household, Interviewer B will serve in the capacity of Interviewer A.

If the team comprises one male and one female interviewer, then the labor is divided this way:

1. The male interviewer will serve as Interviewer A. He will collect data for survey modules 1, 2, 6M, and 8.
2. The female interviewer will serve as Interviewer B and collect data for survey modules 3, 4, 4a, 5, 5a, and 6W.
3. The agriculture interviewer will collect data for survey module 7.

In the next household, to ensure that the female interviewer remains responsible for asking module 6W, which has gender-sensitive questions and to also ensure that the labor is divided equitably, the labor will be divided this way:

1. The female interviewer will serve as Interviewer A. She will collect data for survey modules 1, 2, 6W, and 8.
2. The male interviewer will serve as Interviewer B and collect data for survey modules 3, 4, 4a, 5, 5a, and 6M.
3. The agriculture interviewer will collect data for survey module 7.

NOTE: These scenarios serve as an example. During fieldwork, you will consider multiple factors, including call-backs, absentees, and other factors to ensure that interviews are conducted in an equitable manner.

It may be necessary to return to some households multiple times (i.e., conduct callbacks) to interview all eligible respondents. Interviewer A must return to the household for callbacks, but he or she can be joined by a different Interviewer B.

### 3.2.2 Managing the interview in the household

The survey questionnaire contains several modules and requires coordination and cooperation among the interviewers to complete the required interviews. Guidance on how to manage the interviews for a household follows.

*Household Identification Cover Sheet*. Interviewer A will complete most of the Household Identification Cover Sheet on his or her tablet before approaching the household, with the exception of the GPS reading, which should be taken just in front of the assigned household.

*Informed Consent*. Interviewer A will read the informed consent statement to a responsible adult household member 18 years or older and answer any questions the household member has about the survey. The interviewer will leave a copy of the informed consent statement with the household. If no adult resides in the household, then the respondent should be at least 15 years old.

Modules 1 and 2 *Household Roster and Demographics* and *Dwelling Characteristics.* Interviewer A will administer these two modules to a responsible adult household member to gather household roster information (Module 1)and household dwelling characteristics (Module 2). Preferably the same person will serve as the respondent for both modules. If no adult resides in the household, the respondent should be at least 15 years old.

Module 3 *Food Security and Resilience.* Interviewer B will administer this module to an adult household member familiar with food preparation and consumption in the household. This respondent should also be very familiar with any difficult times that the household may have experienced in the past year.

Module 4 *Women’s Nutrition* and Module 4A *Women’s Anthropometry*. Interviewer B will administer these two modules to all women ages 15 to 49 in the household. Interviewer A will serve as the assistant for the measurements taken in Module 4A.

Module 5 *Children’s Nutrition* and Module 5A *Children’s Anthropometry.* Interviewer B will administer Module 5 to the primary caregiver of each child under age 6 years in the household, and will administer Module 5A to each child under age 6 years. Interviewer A will serve as the assistant for the measurements taken in Module 5A. If there are no children under age 6 years in the household, these modules will be skipped.

Module 6W *Empowerment in Agriculture–Primary Adult Female Decisionmaker*. Interviewer B will administer Modules 6W to the primary female decisionmaker age 18 years or older in the household. If there is not a primary adult female decisionmaker in the household, this module will be skipped.

Module 6M *Empowerment in Agriculture–Primary Adult Male Decisionmaker*. Interviewer A will administer Module 6M to the primary male decisionmaker age 18 years or older in the household. If there is not a primary adult male decisionmaker in the household, these sub-modules will be skipped.

Module 7 *Agricultural Technologies.* The agriculture interviewer will administer the agricultural technologies modules to any household member who is responsible for making management decisions about the plot or plots where a value chain crop is cultivated, or who is responsible for raising the selected livestock. Only one respondent will be interviewed per plot per crop. If a household has multiple plots of land for the same crop that have different primary decisionmakers, each primary decisionmaker will be interviewed about that crop and his or her plot. If no household members cultivated or raised a certain VCC in the past year, the corresponding module will be skipped.

Module 8 *Household Consumption Expenditure.* Interviewer A will administer all of Module 8, but may have different respondents for the sub-modules pertaining to food and non-food expenditures. Interviewer A will administer Sub-Module 8.1, Household Consumption—Food Expenditure to an adult household member familiar with food preparation and consumption in the household or knowledgeable about food and non-food items purchased in the past year. Interviewer A will administer Sub-Modules 8.2–8.7, *Household Consumption—Non-food Expenditure,* to a responsible adult household member knowledgeable about non-food items purchased in the past year.

## 3.3 Interviewer assignment sheet

You will be given a paper Interviewer Assignment Sheet that lists all households assigned to you in a cluster (see Appendix B). The sheet will provide the household numbers—the household IDs—that will be used on the survey forms and in the tablet. You will track your progress in completing the survey in all of your assigned households on your assignment sheet.

There are three rows on the sheet for each household. The first row is for the first visit that you make to the household. The second and third rows are for information about any callback visits that you make to the household, in case you do not complete the survey for the household during your first visit. You will fill in the sheet after each visit to a household.

To fill in the sheet you will do the following for each household:

* List Interviewer A only once; Interviewer A must make any required callback visits to the household.
* List Interviewer B for each visit to the household; Interviewer B can be different for callback visits if need be.
* List the agriculture interviewer.
* Record the date and time of the visit.
* Record the result of the visit.
* If you did not complete the survey:
* Circle the numbers of the questionnaire modules that you did not yet complete; these are the questionnaire modules that you will administer during your next visit to the household.
* Record the date and time that you plan to make a callback visit to try to complete the survey for that household. If necessary, record the date and time that you plan to make a second callback visit. You will make no more than three visits to a household to try to complete the survey.
* Note in the comments field anything important about the household or the household members, such as questions that you have, problems that you encountered, or observations like the farm being very far from the cluster. In the unlikely event that you are not able to complete an interview, the comments field is the place where you should describe why you were unable to complete the survey.

As you work in a cluster, you will discuss with your field supervisor result codes that indicate that the survey was not completed, and comments that require guidance. When you have completed the survey at all assigned households in a cluster, you will review your Interviewer Assignment Sheet for that cluster to verify the information is complete and accurate, and then you will submit it to your field supervisor.

## 3.4 Team communications

Communication among field team members is vital to ensure that households are assigned to appropriate interviewer teams, that data collection progresses according to schedule, that questions are answered and issues are resolved, and that data are of high quality.

Interviewer A will be responsible for the following:

* Receiving household assignments on the Interviewer Assignment Sheet from the field supervisor;
* Informing the field supervisor when a household should be re-assigned to another interviewer team because—
* An interviewer knows someone in the household, or
* Neither interviewer speaks the language spoken in the household;
* Asking the field supervisor for advice about how to interpret responses or handle confusing parts of the survey or data entry process during the daily debrief meetings;
* Reporting progress in completing assignments to the field supervisor; and
* Archiving the data for completed questionnaires on his or her tablet and transmitting the completed questionnaires to the field supervisor for review.

The entire field team will meet at the end of each day to discuss household assignments, progress within a cluster, issues that came up during fieldwork that day, and issues that the field supervisor or QCS team identified when observing interviews or reviewing data. The field supervisor will also check to see that each interviewer’s tablet has the completed modules as indicated on the Interviewer Assignment Sheet.

The field supervisor may ask an interviewer team to return to a household to collect missing data from household members who were absent during preceding visits, or to check data that appear to be incorrect.

The field supervisor, QCS teams, [SUBCONTRACTOR], and [CONTRACTOR] will all review data regularly. If an issue with the data is identified, the field supervisor will discuss the issue with the interviewer team, determine how to resolve it, and also provide retraining if necessary.

## 3.5 Returning to the household to obtain missed interviews

Eligible household members may not be available during your first visit to the household. In these cases, you will plan a time with the household to return to interview the missing household members. You will return to the household, always accompanied by another interviewer, if the missing household member is expected to be available while the field team is still in the cluster. If eligible respondents are not expected to be available when the field team is working in that cluster, it will not be possible to complete the interviews for that household. You will note this in the relevant modules on the tablet and on the Interviewer Assignment Sheet. Every effort should be made to complete all modules with all eligible respondents.

## 3.6 Tablets and data management

A defining characteristic of this survey is that it is administered on tablets. Each interviewer will be assigned his or her own tablet. You are responsible for taking care of the tablet that has been assigned to you. You will archive data for completed questionnaires on your tablet and transmit the data to your field supervisor every evening so that he or she can review the questionnaire forms for all households that you completed that day. After verifying that the data for households that you completed that day are in fact complete and do not require any follow-up, the field supervisor will create an archive of your completed questionnaire forms on your tablet and save a backup copy of completed questionnaire forms on his or her tablet. The field supervisor will then submit the finalized data to [CONTRACTOR].

The field supervisor may organize for all field team members’ tablets to be charged overnight, particularly in areas where access to electricity and charging locations is limited, but ultimately you are responsible for charging the tablet’s battery. You are also responsible for the whereabouts of your tablet and for keeping it in a safe and secure place at all times.

You will learn more about entering and managing data on your tablet in section 5 of this manual.

## 3.7 Ensuring high data quality

As an interviewer, you have a central role in ensuring the data you collect are of high quality and the survey is a success. Your responsibilities include the following information:

* Visiting all assigned households;
* Obtaining the cooperation and informed consent of all household members eligible to participate in the survey;
* Building rapport with respondents so they complete their interviews;
* Asking the survey questions exactly as written, while providing helpful explanations and probing for answers when necessary;
* Interpreting the respondent’s answers correctly;
* Entering all responses accurately; and
* Asking for guidance if any fieldwork procedures are unclear or if issues arise during fieldwork.

In addition to your responsibilities, several other measures are in place to ensure that the survey is a success:

* Interviewer team members will support each other; for example, by helping each other interpret responses, identifying eligible household members to be interviewed, and reviewing data (e.g., checking women’s body mass index [BMI] and children’s height and weight ranges to see if the numbers generally coincide with the person’s appearance, such as confirming that a woman with a low BMI is thin).
* Field supervisors will confirm that there are data for every household assigned to an interviewer and for all eligible members in the household.
* Field supervisors will review the completed questionnaires to identify missing or problematic information.
* QCS team members and field supervisors will observe interviewers as they conduct some of their interviews.
* QCS team members and field supervisors will check with a purposive sample of interviewed households to confirm the household’s roster is complete;
* The tablets have automated edit checks that will notify you immediately if you entered data that are not acceptable (for example, the weight entered is out of range). The tablets are also programmed to ensure that you enter a response to all required questions.
* Data managers in [CONTRACTOR], along with the ICDM, office will carefully review all data to see if there are unusual patterns of responses or outliers.

These layers of quality control will limit errors and help identify areas where field teams or individual interviewers need additional support or re-training.

# 4 Questionnaire guidance

This section provides you with an overview of the survey questionnaire, as well as item-by-item guidance on the meaning of the questions and how to fill in the responses.

## 4.1 Survey modules

As a reminder, the questionnaire contains these modules:

* Household Identification Cover Sheet
* Informed Consent
* Module 1 Household Roster and Demographics
* Module 2 Dwelling Characteristics
* Module 3 Food Security and Resilience
* Module 4 Women’s Nutrition
* Module 4A Women’s Anthropometry
* Module 5 Children’s Nutrition
* Module 5A Children’s Anthropometry
* Module 6W Empowerment in Agriculture–Primary Female Decisionmaker
* Module 6M Empowerment in Agriculture–Primary Male Decisionmaker
* Module 7 Agricultural Technologies
* Module 8 Household Consumption Expenditure
* [MODULE X—ADD NAME OF COUNTRY-SPECIFIC MODULE X IF APPLICABLE]

## 4.2 Questionnaire formatting and notation

The questionnaire’s formatting, as well as notations that appear on the questionnaire, serve as instructions for you as you work through the questionnaire. The following paragraphs explain the type formats, symbols and punctuation, and numbering used in the tablet program.

### 4.2.1 Use of normal text or all capitalized text

When you review the questionnaire, you will notice that some parts of the questionnaire appear in normal text, while other parts are in all capitals.

Questions or explanations that you must read to the respondent appear in normal text. Here are two examples:

* Example of a question to read to the respondent:
* “If more credit had been available from this source, would you have used it?”
* Example of an explanation to read to the respondent:

“Next, I am going to ask you a question about how satisfied you are with the time you have to yourself to do things you enjoy. Please give your opinion on a scale of 1 to 10. 1 means you are not satisfied and 10 means you are very satisfied. If you are neither satisfied nor dissatisfied, this would be in the middle, or 5, on the scale.”

Responses to questions and instructions to the interviewer appear in all capital letters. These should never be read aloud to the respondent. Here are two examples:

* Example of responses, which are not to be read aloud:

ONCE A MONTH……………...1

ONCE EVERY 3 MONTHS…….2

ONCE EVERY 6 MONTHS…….3

ONCE A YEAR…………………4

OTHER (SPECIFY)……………...6

* Example of an instruction, which is not to be read aloud:

CHECK 3.105, 3.106 AND 3.107 (IF APPLICABLE): IS THE RESPONDENT 18 YEARS OLD OR OLDER?

### 4.2.2 Use of brackets to indicate that a word or phrase should be inserted

In several places throughout the questionnaire, you will need to insert words or a phrase into a question. Brackets [ ] are placed around words that need to be inserted. Here is an example:

“Has [CHILD’S NAME] ever been breastfed?”

Here, you should replace [CHILD’S NAME] with the name of the respondent’s child you are referring to, so it would read like this:

“Has Ngugi ever been breastfed?”

●●●

*Think About It:*

*Do you see anything else about the way that this question is formatted that tells you that you should not say “CHILD’S NAME” to the respondent?*

●●●

### 4.2.3 Numbering of modules and questions

The complete set of survey modules in the ZOI survey questionnaire is numbered sequentially. If a module is not being used in your country, that module has been excluded, but the remaining modules have not been re-numbered.

The numbers of some questions are not sequential. These questions may have been moved to different parts of the survey to facilitate data entry on the tablet. Do not worry if some question numbers appear to be out of order, unless you think there is something wrong with the questionnaire’s *skip pattern,* the way that the tablet moves you from one question to the next based on the respondent’s answer.

## 4.3 Item-by-item explanation of the questionnaire

The following sections provide information on each module in the survey. They explain the purpose of the module, who should be interviewed for each module, and instructions on how to administer the module, noting any special instructions for dealing with questions or responses. Some questions and their responses are straightforward and require no special instructions.

### 4.3.1 Household identification cover sheet

**Purpose:** to identify the household or structure (house, building, apartment) where the interview will be held, and provides information on the geographical location of the household. It also identifies the interviewer team that is responsible for administering the survey.

***Who responds to this module?***

Parts of the cover sheet are completed before entering the household and beginning the interview (items 01–07 and 13–16). Parts of the cover sheet as it appears in the paper questionnaire will not be completed in the tablet-based questionnaire. (Items 09–12 will not require the interview team to enter data unless the questionnaire is being administered on paper). All remaining items on the cover sheet should be completed by the interview team at the end of the interview immediately after leaving the household.

The following paragraphs provide instructions for administering the module with item-by-item guidance for items 01–06.

***Instructions for administering the module with item-by-item guidance***

#### Items 01–06, household identification

**Purpose:** to ensure that the household you are about to interview is correctly identified. It is essential that this household information is correctly recorded.

Drop-down menus for each questionnaire item will allow you to select the correct region, district, county, village, cluster, and household identification number on your tablet. If you are using a paper questionnaire, you will write the information in the appropriate fields. The information for each of these items is listed on your Interviewer Assignment Sheet. Complete your selections for each of these items before approaching the household.

#### Item 07, GPS coordinates of household

**Purpose:** to record the correct GPS coordinates from the GPS locator device that is embedded in the tablet. This information will help researchers understand how the environment and proximity to schools and markets impact household nutrition and poverty.

Immediately before asking to enter the household or compound, press the button on the tablet computer as prompted for item 07. On the paper questionnaire, the latitude and longitude should be recorded in 7a and 7b, respectively. On the tablet, the GPS coordinates appear when you respond to item 07. Complete instructions on how to correctly record the GPS data appear in Appendix A of this manual. Before you press the button, **ensure that you are at the doorway of the household** you are interviewing, and not in some other location where you may have found the respondent, such as at the community well or at the family’s farm plot.

#### Item 08, interviewer visits

**Purpose:** to capture information about the interviewer team’s visits to the household.

Record the requested information at the appropriate times in the applicable fields: first visit, second visit, third visit, next visit, final visit, and total number of visits.

* First visit: Record the date of the first visit to the household, Interviewer A’s name, and the result of the first visit.
* Second visit: If you make a second visit to the household, record the date of the second visit to the household, Interviewer A’s name, and the result of the second visit.
* Third visit: If you make a third visit to the household, record the date of the third visit to the household, Interviewer A’s name, and the result of the third visit.
* Next visit: If after the first visit you need to discontinue the interview for any reason, and you plan to return to the household to complete the interview, record the date and time that you plan to return in the First Visit column. Similarly, if after the second visit, you plan to return to the household again, record the date and time that you plan to return in the Second Visit column.
* Final visit: After you complete the entire questionnaire and ensure you have obtained accurate responses, complete the final visit section. Record the day, month, year, Interviewer A’s identification number, and result.
* Total number of visits: *The only time you will need to complete this item is when you fill out a paper questionnaire if your tablet is not working or is otherwise unavailable.* Count the total number of visits made to the household and enter this number in the space provided.

Use the appropriate result code from the list of result codes provided to capture the results of all visits. Use ‘OTHER’ and specify the situation if none of the result codes match your scenario.

If the result code is ‘01’ (COMPLETED) or ‘05’ (REFUSED) for the first visit, do not conduct a second or third visit. However, ‘REFUSED’ should not be considered a final status until the field supervisor has had a chance to speak with the respondent to see if it is possible to reverse the refusal. This procedure applies whether the refusal occurs on visit 1, 2, or 3. If the dwelling is destroyed, vacant, or non-existent, or the structure is not a dwelling, you should enter the corresponding code as the final result code; there is no need to return to the household for a call-back.

#### Item 09, total persons in household

A **household** consists of all people, including adults and children, who live together under the same roof, share cooking or housekeeping arrangements, and recognize the same lead decisionmakers in the household. Household members can include servants, lodgers and agricultural laborers, as well as family members, as long as they live under the same roof, share cooking or housekeeping arrangements, and recognize the same lead decisionmakers in the household.

*The only time you will need to complete this item is when you fill out a paper questionnaire if your tablet is not working or is otherwise unavailable.* Record the total number of people in the household, including all adults and children, using the information in the completed household roster (Module 1).

#### Item 10, total number of women ages 15-49

*The only time you will need to complete this item is when you fill out a paper questionnaire if your tablet is not working or is otherwise unavailable. Record the total number of women ages 15-49 in the household.*

#### Item 11, total number of children ages 0-5

*The only time you will need to complete this item is when you fill out a paper questionnaire if your tablet is not working or is otherwise unavailable. Record the total number of children ages 0-5 (under age 6) years in the household.*

**COMPOUNDS AND POLYGAMOUS HOUSEHOLDS**

A household consists of all people, including adults and children, who live together under the same roof, share cooking or housekeeping arrangements, and recognize the same lead decisionmakers in the household.

**But what happens if…**

**The household selected for interview is polygamous?** A man with more than one wife (a man who is in a polygamous marriage) should be included as a usual household member in the household where he spends most of his time.

For example, if he has three wives, but stays overnight with wife #2 and eats her cooking most often, then for the purposes of this survey he should be listed as a usual resident in the household of wife #2. He would be considered a visitor to the households of wife #1 and wife #3.

**Family members live in distinct huts within a compound?** In this case, each hut within the compound should have been listed as a separate household during the listing operation, and each hut should have had an equal chance of being selected for interview.

If you are concerned that each separate hut was *not* listed during listing (for example, if the listing map shows the entire compound as a single unit marked with a single number, rather than drawing and numbering each hut individually), please discuss your concern with your field supervisor before proceeding with interviewing activities.

#### Item 12, primary adult decisionmaker

**Purpose:** to record whether there are primary adult male and female decisionmakers in the household.

*The only time you will need to complete this item is when you fill out a paper questionnaire if your tablet is not working or is otherwise unavailable.* Record ‘1’ (YES) for MALE if there is a primary adult male decisionmaker in the household. Record ‘2’ (NO) for MALE if there is not. Record ‘1’ (YES) for FEMALE if there is a primary adult female decisionmaker in the household. Record ‘2’ (NO) for FEMALE if not. You can find this information in line 01 (primary adult male decisionmaker) and line 02 (primary adult female decisionmaker) of the completed household roster (Module 1).

#### Item 13, field supervisor

**Purpose:** to record the name and code of the interviewers’ field supervisor.

*The only time you will need to complete this item is when you fill out a paper questionnaire if your tablet is not working or is otherwise unavailable.* Record your field supervisor’s name and code. The field supervisor will provide the code.

#### Item 14, field editor

**Purpose:** to record the name and code of the field editor who reviews the completed survey questionnaire, if the survey is conducted using paper questionnaires instead of tablets.

*The only time you will need to complete this item is when the survey is conducted using paper questionnaires instead of tablet computers.* Record the field editor’s name and code. The field editor will provide the code.

#### Item 15, office editor

**Purpose:** to record the name and code of the office editor who reviews the completed survey questionnaire, if the survey is conducted using paper questionnaires instead of tablets.

*The only time you will need to complete this item is when the survey is conducted using paper questionnaires instead of tablet computers.* The name and code of the office editor’s will be entered at the central office. The code for the office editor will be provided by [SUBCONTRACTOR].

#### Item 16, data entry operator or manager

**Purpose:** to record the name and code of the data entry operator or manager who enters the completed survey questionnaire into the computer, if the survey is conducted using paper questionnaires instead of tablets.

*The only time you will need to complete this item is when the survey is conducted using paper questionnaires instead of tablet computers.* The name and code of the data entry operator or manager will be entered at the central office. The code for the data entry operator or manager will be provided by [SUBCONTRACTOR].

#### Language of questionnaire

**Purpose:** to record the **language of the questionnaire** used for the survey.

Record the appropriate language code using the choices provided. It is possible that more than one language is used during the interviews with different eligible household members. If this occurs, please record the language of the questionnaire that is used for Module 1 in this field, and record in the notes section at the end of your questionnaire the language of the questionnaire that was used for other modules, if different.

#### Language of interview

**Purpose:** to record the language used by the interviewer to conduct the survey.

Record the appropriate language code using the choices provided at the bottom of the cover page or in the drop-down menu in the tablet’s program. Again, it is possible that more than one language is used during the interviews with different eligible household members. If this occurs, please record the language of the interview that is used for Module 1 in this field, and record in the notes section at the end of your questionnaire the language used for other modules during the interview, if different.

#### Native language of respondent

**Purpose:** to record the respondent’s native language.

Record the appropriate language code using the choices provided at the bottom of the page or in the drop-down menu in the tablet’s program. It is possible that different respondents to the various modules of this survey will have different or varying dialects of native languages. If this occurs, record the native language of the respondent to Module 1 in this field, and record in the notes section at the end of your questionnaire the native languages of other respondents in the household, if different.

#### Translator used

**Purpose:** to record whether or not a third-party translator was used to conduct the survey.

Record ‘1’ (YES) if a translator was used or ‘2’ (NO) if no translator was used.

### 4.3.2 Informed consent sheet

**Purpose:** to make certain that each respondent understands the purpose of the survey, that all answers are confidential, that he or she can refuse to participate in the survey or can refuse to answer particular questions, and can stop the interview altogether at any point. Establishing informed consent ensures that the respondent has been fully informed about the survey she or he is being asked to participate in.

***Who provides informed consent?***

All household members you interview need to provide informed consent before you begin to ask them questions. The initial informed consent, however, should be provided by the household adult age 18 or older who will be interviewed for Modules 1 and 2—someone who is capable of answering questions about the age, relationships, education, and other characteristics of **all** household members, and characteristics about the household itself. You must get a respondent’s informed consent to participate in the survey before you begin to administer a module.

Sometimes a household is headed by a child; in other words, there is no adult age 18 or older who leads decisionmaking for the household. If this is the case, try to determine if there is a household member under age 18, but at **least 15 years old**, who is competent to respond to the interview. If there is a person competent to respond who is under age 18 but is at least 15 years old, this person may legally provide consent. If there is no person in the household who is at least 15 years and competent to give consent, thank the household members for their time, select ‘96’ (OTHER, SPECIFY) on the household identification sheet or on the tablet’s program as the result code for the interview, and enter “age ineligible: child-headed household” in the corresponding text box.

**Definitions:** *Consent*is agreement or permission to do or allow something. *Informed consent* is based on a clear appreciation and understanding of the facts, implications, and future consequences of participation in the study before agreement or permission is given.

**Instructions:**One paper document is for use for this section, the Informed Consent and Contact Information Sheet that is left with the household.

The respondent should listen as you read the informed consent statement that begins with the words: “Thank you for the opportunity to speak with you.” Read the entire statement exactly as it is written. After reading the statement, ask: “Do you have any questions about the survey or what I have said?” and encourage the respondent to ask questions about the survey or anything you have said. If the respondent asks about compensation, explain that households cannot be paid for their time and cooperation. Instead, express your gratitude for his or her willingness to participate in a survey that will help people who make decisions to better understand the food security situation in [COUNTRY]. Answer all questions directly and courteously. Try to make sure the respondent understands your answers.

You can interview only people who provide informed consent to be interviewed after they have heard and understand the Informed Consent statement. After answering all of the respondent’s questions, then ask: “Do you agree to participate in the survey?” If the respondent agrees to participate, record the respondent’s name in the name field next to 1 “For the adult respondent for the household & dwelling characteristics module” and put a checkmark in the paper informed consent field indicating ‘Respondent agreed.’ Thank the respondent for agreeing to participate, and then ask: “May I begin the interview now?”

If the respondent does not agree to be interviewed:

* Sincerely thank the respondent for his or her time and end the interview. Record the respondent’s name in the name field next to 1 “For the adult respondent for the household & dwelling characteristics module” and put a checkmark in the field indicating ‘Respondent did not agree.’
* Record ‘05’ (REFUSED) as the result for this visit in item 08 (Interviewer Visits) on the Household Identification Sheet; however, **do not record** **‘REFUSED’ as the final result.** Instead, inform the field supervisor of the refusal and the possible reasons for refusal.
* The field supervisor will determine whether it may be appropriate to return to the household and encourage the respondent to participate in the survey. Record ‘REFUSED’ only after the respondent refuses to participate after the next visit **and** after the field supervisor has confirmed the respondent’s refusal. This will be the final result for the household.

Give the Informed Consent sheet to the respondent, saying that this is a record of participation in the study and includes contact information in case the respondent has any further questions about the survey and the interview or any concerns or complaints.

Note that you give a copy of the Informed Consent sheet to only the **respondent for Module 1.** You do not need to give a copy of this sheet to other members of the household who provide informed consent for other modules.

The Informed Consent sheet is used to keep track of all respondents who have given informed consent to participate in the survey; household respondents are not asked to give consent more than one time, even if they respond to more than one module in the questionnaire. You will refer to this sheet when you start a new module and confirm with that eligible respondent that consent has already been given by the respondent to Module 1. If the eligible respondent for a given module has not previously provided informed consent, you will need to read the informed consent statement to him or her, obtain his or her consent, and record that the respondent agreed to participate on the informed consent sheet.

### 4.3.3 Module 1—Household Roster and Demographics

**Purpose:** to collect information on all members of the household to determine who will need to respond to other sections of the questionnaire and also help researchers to better understand the socioeconomic characteristics of households in the study area.

***Who responds to this module?***

The respondent for this module should be a competent adult age 18 or older who is a member of the household. This person should be capable of answering questions about all household members, including their names, ages, education, and other characteristics of the household. If the household is headed by a child who is at least 15 years old, that child can complete the module.

The following paragraphs provide instructions separately for Items 101A, 101B, and 101.

***Instructions for administering the module with item-by-item guidance***

#### Item 100A, Enter the time module started

If using a paper questionnaire, record the time in hour and minutes that you start the module. If you are using a tablet program, you will not see this question; the time will automatically be recorded for you.

#### Item 101A

**WHAT IS A PRIMARY ADULT MALE DECISIONMAKER?**

***Out of all the men*** *age 18 years old or older in the household,*

the primary adult male decisionmaker is the man who is responsible for making the most important decisions.



To complete Module 1, first ask question 101A to find out if there is a **primary adult male decisionmaker** in the household: “Out of all of the men ages 18 or older in this household, which man makes the more important decisions?”

If a primary adult male decisionmaker exists in the household, select ‘1’ (YES) and enter the name of the primary adult male decisionmaker on line 01 of the household roster. This person must always be male; the information about this person’s sex is pre-filled for you on the tablet program.

If there is no primary adult male decisionmaker, select ‘2’ (NO) and leave Line 01 of the roster blank.

#### Item 101B

Proceed to item 101B to determine if there is a primary adult female decisionmaker in the household: “Out of all of the women ages 18 or older in this household, which woman makes the more important decisions?”

If a primary adult female decisionmaker exists in the household, select ‘1’ (YES) and enter her name on line 02 of the household roster. The person entered on line 02 of the roster must always be female; the information about this person’s sex is pre-filled for you on the tablet program. You will be prompted to enter the relationship of the primary adult female decisionmaker to the person listed on line 01, the primary adult male decisionmaker. **If there is no primary adult male decisionmaker** in the household, enter code ‘01’ (SELF) for item 103 for the primary adult female decisionmaker.

**WHAT IS A PRIMARY ADULT FEMALE DECISIONMAKER?**

***Out of all the women*** *age 18 years old or older in the household,*

the primary adult female decisionmaker is the woman who is responsible for making the most important decisions.



**If there is no primary adult female decisionmaker** in the household, enter ‘2’ (NO) and leave line 02 of the roster blank.

#### Item 101

After completing items101A and 101B, ask the respondent to tell you the names of all of the other members of the household, as well as any guests that may have spent the previous night in the household: “Now, please tell me the names of all of the other people who usually live here, and guests of the household who stayed here last night.”

#### Item 102

For each person the respondent names, enter their name on the next available line, enter their sex ‘1’ (MALE) or ‘2’ (FEMALE), and record their relationship to the primary adult decisionmaker named in line 01, or in line 02 if no household member is listed on line 01.

#### Item 103

Using the relationship codes, enter the relationship of each household member to the primary male decisionmaker. If there is no male decisionmaker in the household, enter the relationship of each household member to the primary female decisionmaker in the household.

After the respondent tells you all the names of the members of the household, and the names of any guests who may have spent the previous night in the household, probe a bit further because sometimes respondents forget to name some of their family members, especially if it is a large family. Ask, “Are there any other people who live here, even if they are not at home now? These may include children in school or household members at work.” If the respondent gives you additional names, enter the name, sex, and relationship to the primary adult decisionmaker for each person, as you did before.

Continue to probe: “Are there any other people like small children or infants that we have not listed?” Again, if the respondent gives you additional names, enter the information about each person.

For a final probe, ask “Are there any other people who may not be members of your family, such as domestic servants, lodgers, or friends who usually live here?” Confirm that these individuals share cooking or housekeeping arrangements and recognize the same decisionmaker. Again, record the name, sex and relationship to the primary adult decisionmaker of each person named by the respondent.

**THERE ARE NO ADULTS IN THE HOUSEHOLD.**

**WHAT SHOULD I DO?**

Sometimes a household has no adult male or female primary decisionmaker age 18 years or older.

*What should you do?*

First, try to determine if there is a household member under age 18 but at least 15 years old who can respond to the interview.

If so, record the name of this person for item 101 on line 03 of the roster. Record the sex of the person and enter ‘16’ (No decisionmaker age 18 OR OLDER in household) for the relationship code.

If there is no person in the household who is at least 15 years old, thank the household members for their time, select ‘96’ (OTHER, SPECIFY) as the result code for the interview on the questionnaire cover sheet, and enter “age ineligible: child-headed household” in the corresponding text box.

After you have completed listing the name, sex, and relationship to the primary adult decisionmaker for each household member (items 101–103), ask the items in 104–111 one at a time before moving to the next person on the roster. Items 109–111 apply for only household members ages 3 years and older.

#### Item 104, “What is [NAME’S] age?”

**Purpose:** to identify the age of each person listed in the roster. This is an important question because it helps determine who will be interviewed in later modules of the survey.

Ask the respondent the age of each household member. Record the age corresponding to the names listed in the roster. If the respondent is age 95 or older, enter ‘95.’ If the respondent is unsure of any of the household members’ ages, it may be necessary to probe further by asking other household members with more direct knowledge of peoples’ ages, or by using the Country-specific Event Calendar (Appendix C) to help determine household members’ ages.

Always record the household member’s age in **completed years**. For example, if a household member’s age is 14 years and 4 months, you would record the age in completed years as 14 years. Similarly, if a household member’s age is 14 years and 11 months, you would still record the age in completed years as 14 years.

#### Item 105a, “Is [NAME] a usual household member?”

The purpose of this question is to identify people who may have spent the previous night in the household, but who are guests of the household, and not usual members of the household. For each person listed in the roster, ask the question, enter ‘1’ (YES) or ‘2’ (NO), and continue to item 106.

#### Item 105b, “Did [NAME] stay here last night?”

For each person listed in the roster, ask the question and enter ‘1’ (YES) or ‘2’ (NO). If the response is ‘YES,’ the tablet program will automatically skip to item 109 for age-eligible household members. However, if you are using a paper questionnaire, you will first complete items 107 and 108 before proceeding to item 109. If ‘NO,’ continue to item 106.

#### Item 106, “How long has it been since [NAME] has spent the night in this household?”

**Purpose:** to determine how long it has been, in the number of days, weeks, or months, since a household member last stayed in the household if he or she did not stay in the household the night before the survey.

Ask the question about each person who did not spend the previous night in the household. Select the result code that matches the respondent’s answer using the guidance below.

Convert days to completed weeks if the respondent gives you a number of days in excess of 6 days by dividing the number of days reported by 7. Similarly, convert weeks to completed months if the respondent reports a number of weeks in excess of 5 weeks by dividing the number of weeks reported by 4. Use the tablet program drop-down menu to enter the number of days, weeks, or months as follows:

●●●

*Bright Ideas:*

Practice conversions to completed weeks and months:

A respondent tells you his brother has not spent the night in the household for 13 weeks. Do you need to convert this number of weeks into months?

If so, how many completed months should you record?

A respondent says that her husband last spent the night in the household 8 days ago. Do you need to convert this number of days into weeks?

If so, how many completed weeks should you record?

●●●

* If the respondent answers with a number of days, select ‘1’ (DAYS). Then enter the number of days since the household member spent the night in the household.
* If the respondent answers with a number of weeks, select ‘2’ (WEEKS). Then enter the number of completed weeks since the household member spent the night in the household.
* If the respondent answers with a number of months, select ‘3’ (MONTHS). Then enter the number of completed months since the household member spent the night in the household.

**A SPECIAL NOTE ABOUT ITEMS 107 AND 108**

**Items 107 and 108** are for use **only with the** **paper version** of the questionnaire. You should be familiar with them, but you will not need to record a response for these items if you are using a tablet program.

#### Item 107, Circle line number of all women ages 15-49

**Purpose:** to identify household members who are eligible for Module 4, women ages 15-49 years.

Review each person’s sex (item 102) and age (item 104). If the household member is ‘2’ (FEMALE) and her age is 15-49 years, circle the line number for the woman in item 107. This will be the same line number used for that woman in item 101.

#### Item 108, Circle line number of all children ages 0-5 years.

**Purpose:** to identify household members who are eligible for Module 5, children ages 0-5 years.

Review each household member’s age (item 104). If the household member is between ages 0-5 years, circle the line number for the child in item 108. This will be the same line number used for that child in item 101.

#### Items 109–111, Education

Items 109, 110, and 111 are questions on education that are asked about household members who are at least 3 years old. The term *school* means formal schooling, which includes formal pre-school, primary, secondary, and post-secondary school, and any other intermediate levels of schooling in the formal school system. It also includes technical or vocational training beyond the primary-school level, such as long-term courses in mechanics or secretarial work. It does not include Bible school or Koranic school or short courses like typing or sewing that may be reported by respondents; they are not considered formal schooling.

#### Item 109, “Has [NAME] ever attended school?”

**Purpose:** to learn if the household member has ever attended school at any time in their entire life.

Ask this question for each household member **age 3 or older**. If the household member has attended school, enter ‘1’ (YES) and continue to item 110. If the household member has never attended school, enter ‘2’ (NO) and move to the next household member listed in the roster. If there are no more household members listed in the roster, skip to item 112 (enter time module finished).

#### Item 110, “Is [NAME] currently attending school?”

**Purpose:** to determine if the household member currently attends school. The phrase **currently attending school** refers to whether the person generally attends school during the current school year.

Ask this question for each household member **age 3 or older** who is reported in item 109 as having attended school. Enter ‘1’ (YES) or ‘2’ (NO).

* Record ‘YES’ for item 110 if a person goes to school occasionally, or usually goes to school but has been absent from school recently, or is on school break or vacation but otherwise would be attending school. If the person is on summer break and is expected to attend school in the coming year, record ‘YES.’
* Record ‘NO’ for item 110 if the person did not attend school at all during the current school year or if it is summer break and the person is not expected to attend school in the coming year.

#### Item 111, “What is the highest level of school [NAME] has attended? What is the highest grade [NAME] completed at that level?”

**Purpose:** to capture the highest level and grade of education completed by each household member who has ever attended school.

Ask these questions for each household member **age 3 or older** who is reported as having attended school in item 109. Select the result code from the drop-down menu, “111 Result Codes: Education,” that matches the respondent’s answer.

#### Item 112, Enter time module finished

**Instructions:** *If you are using a paper questionnaire, enter the time in hour and minutes that you completed the module. If you are using a tablet program, you will not see this question; the time will be automatically recorded for you.*

#### Item 113, Outcome of the module

Record the appropriate outcome of the module or, if the outcome is not listed as a response option, record ‘96’ (OTHER) and specify the outcome.

### 4.3.4 Module 2—Dwelling Characteristics

**Purpose:** to record information about the living conditions of the household. Living conditions affect people’s health, nutrition, and survival.

***Who responds to this module?***

The respondent for Module 2 should be the same household member who was interviewed for Module 1. After you complete Module 1, simply move on to Module 2 and continue with the interview.

If you are administering the questionnaire on paper, first record your observations of the main materials of the roof (item 201), the floor (item 202), and the exterior walls (item 203) of the dwelling. Then move on to item 204, the number of sleeping rooms in the dwelling.

If you are administering the interview using a tablet computer, you will record your observations for items 201, 202, and 203 **at the completion of Module 2.**

Begin Module 2 with the following statement: “Now I’d like to ask you a few questions about your home.”

#### Item 200A, Enter time module started

If you are using a paper questionnaire, record the time you start the module by hour and minutes. If you are using a tablet, you will not see this question; the time will be automatically recorded for you.

#### Item 200B, Cluster and household number

If you are using a paper questionnaire, record the cluster number and household number. This information is on the **questionnaire cover sheet**. If you are using a tablet, you will not see this question; the information will be automatically recorded for you.

#### Item 201, Roof-top material (outer covering)

**Purpose:** to identify the material that is used to cover the roof of the household. This item can indicate whether the household is properly protected for seasonal weather changes and adequate to protect the members of the household.

This is an **observation** question and will not require an answer from the respondent; however, ask the respondent if you are not sure what materials were used to construct the roof. If the household structure is a multistory apartment building, it may not always be easy to see the entire roof. In this case, try viewing from a distance or ask the respondent. If the roof consists of more than one kind of material, then record the material that covers the largest amount of roof space. If the main material is not listed as a response option, select ‘96’ (OTHER) and specify the roof material. See Table 2.1 for definitions of common roofing materials.

Table 2.1: Definitions of Types of Roof Top Material

|  |  |
| --- | --- |
| **Material** | **Definition** |
| **Thatch** | Dry vegetation such as [straw](http://en.wikipedia.org/wiki/Straw), [water reed](http://en.wikipedia.org/wiki/Phragmites), etc. bundled together and lashed to the roof frame |
| **Sod** | Grass with part of the [soil](http://en.wikipedia.org/wiki/Soil) beneath it held together by the [roots](http://en.wikipedia.org/wiki/Root) |
| **Rustic mat** | Untrimmed woven natural material with a rugged appearance |
| **Bamboo** | Bamboo stalks that are bound together |
| **Wood planks** | Long, flat pieces of wood that are thicker than boards and somewhat rough-hewn; considered a rudimentary type of roofing material |
| **Cardboard** | A thin, stiff material made from paper pulp that is commonly used to make cartons or boxes |
| **Metal** | Tin, aluminum, iron, zinc, or other metals that can be formed into flat or corrugated sheets |
| **Wood** | Wooden shingles or tiles. Considered a finished or improved type of roofing material |
| **Calamine, cement fiber** | A hard composite material made of [sand](http://en.wikipedia.org/wiki/Sand), [cement](http://en.wikipedia.org/wiki/Cement) and [cellulose](http://en.wikipedia.org/wiki/Cellulose) fibers, usually shaped as tiles or boards |
| **Tiles** | Tiles made from locally available materials such as terracotta or [slate](http://en.wikipedia.org/wiki/Slate); [concrete](http://en.wikipedia.org/wiki/Concrete) and [plastic](http://en.wikipedia.org/wiki/Plastic) are also used in certain kinds of tiles |
| **Cement** | Rock-like, solid material made from a special powder that is mixed with water and poured to set and dry |
| **Roofing shingles** | Thin and flexible rectangular-shaped sheets made of an asphalt-type substance. They are laid in courses from the bottom edge of the roof up, with each successive course overlapping the joints below |

#### Item 202, Floor material

**Purpose:** to identify the material that is used for flooring in the household. Lack of hard, impervious flooring is associated with poor health and nutrition outcomes.

This is an **observation** question and will not require an answer from the respondent; however, ask the respondent if you are not sure what material the flooring is made of. Observe the flooring of the household. If more than one type of flooring material is used, record only the material that covers most of the floor space. If the main material is not listed as a response option, select ‘96’ (OTHER) and specify the floor material. See Table 2.2 for definitions of common types of floor materials.

Table 2.2: Definitions of Types of Floor Material

|  |  |
| --- | --- |
| **Material** | **Definition** |
| **Earth, sand** | Packed dirt, sometimes covered with sand |
| **Dung** | Animal feces that are dried |
| **Wood planks** | Long, flat pieces of rough-hewn wood |
| **Palm, bamboo** | Palm leaves or bamboo |
| **Parquet, polished wood** | Polished strips or blocks of wood; may be laid to form a pattern |
| **Vinyl or asphalt strips** | Thin, flexible, rectangular or square floor tiles or strips made of rubber, vinyl, cork or linoleum |
| **Ceramic tiles** | Hard, breakable squares or rectangles made from baked clay with a surface glaze |
| **Cement** | Rock-like, solid material made from a special powder that is mixed with water and poured to set and dry |
| **Carpet** | Floor covering made of woven wool or synthetic fibers; a rug |

#### Item 203, Exterior walls

**Purpose:** to identify the material that is used for the exterior walls of the household. More durable wall construction implies an improved standard of living and may be associated with improved health outcomes through reduced risk of exposure to diseases carried by insects (for example, malaria, dengue, and chikungunya).

This question is similar to items 201 and 202. It is an **observation** question and will not require an answer from the respondent; however, ask the respondent if you are not sure what materials were used for the exterior walls. Observe the exterior walls of household structure. If more than one kind of material is used, record only the exterior wall material that covers the majority of the wall space. If the main material is not listed as a response option, select ‘96’ (OTHER) and specify the exterior wall material. See Table 2.3 for definitions of common types of wall materials.

Table 2.3: Definitions of Types of Exterior Walls

| **Material** | **Definition** |
| --- | --- |
| **Cane, palm trunks** | Natural materials such as canes, palm leaves, or tree trunks |
| **Dirt** | Packed dirt or earth |
| **Bamboo with mud** | Bamboo poles lashed tightly together; mud is applied in between the poles to fill any gaps |
| **Stone with mud** | Stacked stones with a mixture of gravel in mud used to fill any gaps between the stones |
| **Uncovered adobe** | Adobe is a brick or building material of sun-dried earth and straw. Uncovered adobe does not have a protective layer of plaster on the exterior of the wall. |
| **Plywood** | A manufactured wood material consisting of thin layers of wood glued over each other to produce a sheet that can be cut to different sizes and shapes. |
| **Cardboard** | A thin, stiff material made from paper pulp that is commonly used to make cartons and boxes. |
| **Reused wood** | Wood that was previously used for another purpose that is now being used for construction material |
| **Metal sheeting** | Tin, aluminum, iron, zinc, or other metals that can be formed into flat or corrugated sheets. |
| **Cement** | Rock-like, solid material made from a special powder that is mixed with water and poured to set and dry |
| **Stone with lime, cement** | Layers of stones with lime or cement to hold the stone in place. |
| **Bricks** | Layers of bricks with cement or mortar to hold the bricks in place. |
| **Cement blocks** | Large cement blocks often held together with cement or mortar. |
| **Covered adobe** | Adobe is a brick or building material of sun-dried earth and straw. Covered adobe has a protective layer of plaster on the exterior of the wall. |
| **Wood planks,**  **shingles** | Wooden planks or shingles. |

#### Item 204, “How many rooms in this dwelling are used for sleeping?”

**Purpose:** to collect information on the number of rooms in the household that are used for sleeping. This information contributes to an understanding of the economic well-being of the household. It also helps to assess the degree to which there is overcrowding of sleeping spaces, which can result in poor health outcomes.

Ask the question and enter the number the respondent tells you. If a room has multiple purposes, one of which is sleeping, it should be counted as a sleeping room.

Items 205, 206, and 207 measure access to handwashing facilities. Handwashing is a key aspect of personal hygiene, which has implications for the health of all household members, especially children.

#### Item 205, “Please show me where members of your household most often wash their hands.”

**Purpose:** to observe, if possible, where household members most often wash their hands.

Ask the respondent to show the place where members of the household most often wash their hands. If the respondent indicates that there is no fixed place for handwashing, but rather the household uses a basin and jug of water or another type of mobile handwashing station, ask to see it. Record ‘1’ (OBSERVED) if you observed the handwashing station, or if you did not observe the handwashing station, record the appropriate code: ‘2’ (NOT OBSERVED, NOT IN DWELLING/YARD/PLOT), ‘3’ (NOT OBSERVED, NO PERMISSION TO SEE), or ‘4’ (NOT OBSERVED, OTHER REASON). If **not observed** (codes ‘2’, ‘3,’ or ‘4’), skip to item 208.

#### Item 206, Observe presence of water at the place for handwashing

**Purpose:** to determine if there is water at the place where household members most often wash their hands.

This is an **observation** question and will not require an answer from the respondent; however, ask the respondent if you are not sure. Observe the handwashing station for the presence of water and record either ‘I’ (WATER IS AVAILABLE) or ‘2’ (WATER IS NOT AVAILABLE) according to what you observe.

#### Item 207, Observe presence of soap, detergent, or other cleansing agent at the place for handwashing.

**Purpose:** to determine if there is a cleansing agent at the place where household members most often wash their hands.

This is also an **observation** question and will not require an answer from the respondent; however, ask the respondent if you are not sure. Observe the handwashing station for the presence of soap, detergent, or other cleansing agent and record the appropriate code according to what you observe: ‘1’ (SOAP OR DETERGENT); ‘2’ (ASH, MUD, SAND); or ‘3’ (NONE).

#### Item 208, “What is the main type of toilet your household uses?”

**Purpose:** to obtain a measure of the sanitation level of the household; toilet facilities are important for disease control and health improvement. A **toilet** is a sanitation fixture used mainly for the disposal of human urine and feces.

Ask the question and select the type of toilet that the respondent reports as the main type of toilet used by the household. If the respondent reports more than one type of toilet, probe to identify the **main type** of toilet. If the response is ‘61’ (NO FACILITY/BUSH/FIELD), skip to item 211. If the type of toilet is not listed, select ‘96’ (OTHER) and specify the type of toilet reported. Provide assistance with definitions if needed to ensure accuracy. Table 2.4 lists definitions of common types of toilets.

Table 2.4: Definitions of Types of Toilet

| **Response Category** | **Definition** |
| --- | --- |
| ***Flush or pour flush toilet*** | A toilet has a water seal below the seat or squatting pan. It has a U-shaped pipe to prevent the passage of flies and odors. A flush toilet uses a holding tank for flushing water. A pour flush toilet uses a water seal, but unlike a flush toilet, a pour flush toilet uses water poured by hand for flushing (no holding tank is used).  The contents of the toilet can be flushed to different places: |
| ***Flush to a piped sewer system*** | A system of sewer pipes (also called sewerage) that is designed to collect human excreta (feces and urine) and wastewater and remove them from the household environment. Sewerage systems consist of facilities for collecting, pumping, treating and disposing of human excreta and wastewater. |
| ***Flush to a septic tank*** | An excreta collection device that consists of a water-tight settling tank that normally is underground, away from the house or toilet. The treated effluent of a septic tank normally seeps into the ground through a leaching pit or is discharged into a sewerage system. |
| ***Flush to a pit latrine*** | A system that flushes excreta to a hole or leaching pit (protected or covered) in the ground. |
| ***Flush to somewhere else*** | A system that flushes excreta from the household environment to a place other than a sewer, septic tank, or pit, for example to the street, yard, or plot, drainage ditch, or other location. |
| **Pit latrine** | Excreta is deposited directly into a hole in the ground, without flushing. |
| ***Ventilated improved pit latrine (VIP)*** | A dry pit latrine ventilated by a pipe extending above the latrine roof. The open end of the vent pipe is covered with gauze mesh or fly-proof netting and the inside of the structure is kept dark. |
| ***Pit latrine with slab*** | A dry pit latrine with the pit fully covered by a slab or platform that is fitted with a squatting hole or seat. It is firmly supported on all sides and is raised above the surrounding ground level to prevent surface water from entering the pit and for ease of cleaning. The platform is solid and can be made of material including concrete, logs with earth or mud, cement, etc. |
| ***Pit latrine without slab or open pit*** | A latrine without a squatting slab, platform or seat. An open pit is a rudimentary hole in the ground where excreta is collected. |
| **Composting toilet** | A dry toilet into which excreta and carbon-rich material (vegetable wastes, straw, grass, sawdust, ash) are combined and special conditions maintained to produce inoffensive compost. It may or may not have a urine separation device. |
| **Bucket toilet** | Involves the use of a bucket or other container for the retention of feces, and sometimes for urine and anal cleaning material, which is periodically removed for treatment or disposal or used as fertilizer. |
| **Hanging toilet or hanging latrine** | A toilet built over the sea, a river, or other body of water allowing excreta to drop directly into the water. |

#### Item 209, “Do you share this toilet with other households?”

**Purpose:** to collect information about the household’s exposure to disease spread through human feces. Note that the toilet space may also include a place to wash the face and body; however, this question is being asked **only about sharing the toilet**.

Ask the question and record the response. If the response is ‘NO,’ skip to item 211.

#### Item 210, “How many households use this toilet?”

**Purpose:** to provide additional details about toilet sharing. The number of households that share a toilet is an important measure of the level of hygiene in the household.

Ask the question and record the number of households that share the toilet.

* If the number of households using the toilet is 10 or more, select ‘95’ (10 OR MORE HOUSEHOLDS).
* If the respondent does not know how many households share the same toilet used by the household, select ‘98’ (DON’T KNOW).

Make sure the respondent counts the **number of** **households** using the toilet, not the number of people using the toilet. If the respondent seems to be counting people, ask if any of those people live in the same household. Plan enough time for the respondent to count, and if necessary, help the respondent keep track of the total number of households. Remember to include the respondent’s own household in the total number.

#### Item 211, “What is the main source of drinking water for your household?”

**Purpose:** to collect information about the household’s main source of drinking water. Having access to an improved source of drinking water can protect household members from water-borne diseases and other types of water contamination.

Ask the question and record the response. Definitions of common types of water sources are listed in Table 2.5.

If the respondent reports that the household obtains its drinking water from multiple sources, probe to determine the source for most of its drinking water. If the source varies by season, record the **main source** used at the time of the interview. Record ‘96’ (OTHER) and specify the drinking water source. Remind the respondent that the question is only about sources of **household drinking water**, not sources of water used for other things like washing the body or cleaning clothing. If the response is ‘11’ (PIPED INTO DWELLING) or ‘12’ (PIPED INTO YARD/PLOT), skip to item 214.

**Table 2.5: Definitions of Types of Water Source**

| **Response Category** | **Definition** |
| --- | --- |
| **Piped water** |  |
| ***Piped into dwelling*** | Water service pipe connected with in-house plumbing to one or more taps, such as in the kitchen and bathroom. It may also be called a household connection. |
| ***Piped to yard or plot*** | Piped water connection to a tap outside the house in the yard or plot. It may also be called a yard connection. |
| ***Public tap or standpipe*** | Public water point from which people can collect water. A standpipe may also be called a public fountain or public tap. Public standpipes can have one or more taps and are typically made of brickwork, masonry or concrete. |
| **Tubewell or borehole** | A deep hole that has been driven, bored, or drilled with the purpose of reaching groundwater supplies. Boreholes and tubewells are constructed with casing or pipes, which prevent the small diameter hole from caving in and protect the water source from infiltration by run-off water.  Water is delivered from a tube well or borehole through a pump which may be human-, animal-, wind-, electric-, diesel- or solar-powered. Boreholes and tubewells are usually protected by a platform around the well that directs spilled water away from the borehole and prevents infiltration of run-off water at the well head. |
| **Dug well** |  |
| ***Protected dug well*** | A dug well that is (1) protected from runoff water through a well lining or casing that is raised above ground level and a platform that diverts spilled water away from the well and (2) covered so that bird droppings and animals cannot fall down the hole. Both conditions must exist for a dug well to be considered protected. |
| ***Unprotected dug well*** | A dug well which is (1) unprotected from runoff water; (2) unprotected from bird droppings and animals; or (3) both. |
| **Spring** |  |
| ***Protected spring*** | A spring protected from runoff, bird droppings, and animals by a “spring box” which is typically constructed of brick, masonry, or concrete and is built around the spring so that water flows directly out of the box into a pipe or cistern without being exposed to outside pollution. |
| ***Unprotected spring*** | A spring that is subject to runoff, bird droppings, or the entry of animals. It typically does not have a “spring box.” |
| **Rainwater** | Rain that is collected or harvested from surfaces by roof or ground catchment and stored in a container, tank or cistern until used. |
| **Tanker truck** | Water is trucked into a community and sold from the water truck. There is no assurance of the quality of the water. |
| **Cart with small tank** | Water is obtained from a provider who transports water into a community using a cart and then sells the water. The means for pulling the cart may be motorized or non-motorized. There is no assurance of the quality of the water. |
| **Surface water** | Surface water is accessible at ground-level and includes rivers, dams, lakes, ponds, streams, canals, and irrigation channels. |
| **Bottled water** | Water that is packaged and sold in bottles. Bottled water is classified as an improved source, or not, on a case-by-case basis. |

#### Item 212, “Where is that water source located?”

**Purpose:** to determine the location of the household’s main source of drinking water, if it is not piped into the dwelling, yard, or plot.

Ask the question and record ‘1’ if the source is in the respondent’s dwelling; ‘2’ if the source is not in the dwelling but in the respondent’s yard or plot; or ‘3’ if the source is elsewhere. If necessary, probe to determine the water source location, such as a well in the yard. If the water source is from a tanker truck or cart with a small tank (response codes ‘61’ and ‘71,’ respectively, in item 211), record ‘3’ (ELSEWHERE) because the truck or cart does not reside in the dwelling or yard. If the response is in the respondent’s dwelling, yard, or plot, skip to item 214.

#### Item 213, “How long does it take to go there, get water, and come back?”

**Purpose:** to determine the total time it takes to get drinking water, including the time it takes to get to the source, get the water, and return from the source.

Do not ask this question if the household’s source of drinking water is in the respondent’s dwelling, yard, or plot or if the household relies on rainwater. When you ask the respondent the question, include the time it takes to get to the source, wait to get water if necessary, and return to the house. Record the time it takes to get water by whatever means of transportation the person generally uses, walking, riding a bicycle, or using a motor vehicle. Record the response in minutes. If the respondent is unsure, even after probing, select ‘998’ (DON’T KNOW).

If the respondent says that the water is delivered to the dwelling, it could indicate that the water comes from a tanker truck or a small cart with a tank that delivers to the dwelling. Record the answer as ‘000.’ Convert answers given in hours to minutes.

If you are using a paper questionnaire, put zeroes in front of the response if the time is less than 100 minutes; for example, “30 minutes” would be ‘030,’ and “one hour and a half” would be ‘090.’

#### Item 214, “Is water available from this source all year round?”

**Purpose:** to determine if water is available from the household’s main source of drinking water all year round.

Ask the question and record the response.

#### Item 215, “In the past two weeks, was water available every day from this source?”

**Purpose:** to determine if water was available from the household’s main source of drinking water every day for the past two weeks.

Ask the question and record the response.

#### Item 216, “Do you do anything to the water to make it safer to drink?”

**Purpose:** to determine if the household members do anything to their water to make it safer to drink. Treating drinking water to make it safer to drink and can protect household members from water-borne diseases and other types of water contamination.

Ask the question and record the response. If the response is ‘NO’ or ‘DON’T KNOW,’ skip to item 219.

#### Item 217, “What do you usually do to make the water safer to drink?”

**Purpose:** to collect information on the type of water treatment the household uses. The type of treatment used at the household level provides an indication of the quality of the drinking water used in the household.

Ask the question and enter the response. Be sure to **select all that apply;** the respondent may give more than one answer. If the respondent uses a method not listed, select ‘X’ (OTHER) and specify the method. If the respondent cannot describe the method that the household uses, select ‘Z’ (DON’T KNOW). Table 2.6 lists definitions of common water treatment methods.

Table 2.6: Definitions of Water Treatment Methods

|  |  |
| --- | --- |
| **Response Category** | **Definition** |
| **Boil** | Bring the water to a rolling boil for 1 minute before consuming. |
| **Add bleach or chlorine** | Use bleach or chlorine to treat water, 8 drops of bleach per gallon. |
| **Strain it through a cloth** | Pour water through a cloth that acts as a filter for collecting particulates from the water. |
| **Use water filter (ceramic, sand, charcoal, etc.)** | Allow water to flow through media to remove particles and some microbes from water. Media used in filtering systems can include ceramic, sand, and charcoal. |
| **Solar disinfection** | Expose water stored in buckets, containers, or vessels to sunlight. |
| **Let it stand and settle** | Hold or store water undisturbed and without mixing long enough for larger particles to settle out by gravity. |

#### Item 219, “What is the main source of cooking fuel for your household?”

**Purpose:** to determine the main source of cooking fuel used by the household. **Cooking fuel** is a material that produces heat or power to cook food. The use of some types of cooking fuels can harm the health of household members, particularly when used for indoor cooking.

This question asks only about fuel used for cooking, not fuel for heating or lighting. If the respondent reports that the household uses more than one fuel for cooking, probe to identify the fuel used **most often** for cooking. If the cooking fuel varies by season, record the **main source** of cooking fuel that is being used currently, at the time of the interview. If the respondent reports a type of cooking fuel that is not listed on the questionnaire, record ‘96’ (OTHER) and specify the type of cooking fuel used. If the household does not cook food, record ‘95’ (NO FOOD COOKED IN HOUSEHOLD) and skip to item 222. Definitions of common types of cooking fuel are listed in Table 2.7.

Table 2.7: Types of Cooking Fuels

| **Response Category** | **Definition** |
| --- | --- |
| **Electricity** | Electrical energy converted into heat to cook and bake, as with an electric stove or range. |
| **Liquid propane gas** | A flammable mixture of hydrocarbon gases that is usually purchased in tanks. |
| **Natural gas** | A gaseous fossil fuel that is usually piped into the house. |
| **Biogas** | A methane-rich gas produced through the anaerobic (without air) digestion of organic wastes. Biogas can be generated from animal and kitchen wastes, as well as some crop residues. It also includes gases produced by fermenting manure in an enclosed pit. |
| **Kerosene** | A liquid product of crude oil with a high energy density that is usually purchased in containers. Also called “paraffin” in some countries. |
| **Coal or lignite** | Coal is a black, solid, carbon-rich material found underground. Lignite is a soft brown combustible sedimentary rock that is formed from naturally compressed peat. Coal and lignite are usually purchased as lumps. |
| **Charcoal** | Charred wood that has lost all moisture and most volatile contents in the production process. |
| **Wood** | Wood can be in the form of collected firewood, chips, sheets, pellets, or sawdust. |
| **Straw, shrubs, grass** | Straw is an agricultural by-product—the dry stalks of cereal plants—after the grain and chaff have been removed. Shrubs or grass may also be gathered and dried for use as a cooking fuel. |
| **Agricultural crop residue** | There are two types of agricultural crop residues. 1) Field residues are materials left in an agricultural field or orchard after the crop has been harvested. These residues include stalks and stubble (stems), leaves, and seed pods. 2) Process residues are materials left after the crop is processed into a usable resource. These residues include husks, seeds, bagasse, molasses, and roots. |
| **Animal dung** | Dried animal feces can serve as an inexpensive cooking fuel. |

#### Item 220, “Is the cooking usually done in the house, in a separate building, or outdoors?”

**Purpose:** to collect information on where food for the household is prepared. This information is important because it indicates the air quality inside and around the dwelling.

Ask the question and record ‘1’ if the cooking is done in the house, ‘2’ if the cooking is done in a separate building, or ‘3’ if the cooking is done outdoors. If the cooking is done somewhere else, record ‘6’ (OTHER) and specify the location. If cooking is not done in the house, skip to item 222.

#### Item 221, “Do you have a separate room that is used as a kitchen?”

**Purpose:** to provide additional information on both the economic and the health status of the household. This item is asked only if cooking is usually done **inside the house**.

Ask the question and record the response.

#### Item 222, “Does your household have [ITEM]?”

**Purpose:** to determine if the household owns the listed items. The answers to these questions on ownership of certain items provide a measure of the socioeconomic status of the household.

Ask the question for **each item** listed (sub-items a–f) and select ‘1’ (YES) or ‘2’ (NO). Do not leave any item blank. If the respondent reports that a household item such as a radio is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, select ‘1’ (YES). Otherwise, select ‘2’ (NO).

#### Item 223, “Does any member of this household own [ITEM]?”

**Purpose:** to determine if any household members own the items listed. The answers to these questions on ownership of certain items provide a measure of the socioeconomic status of the household.

Ask the question using **each item** listed (sub-items a–g), and select ‘1’ (YES) or ‘2’ (NO). Do not leave any item blank. If the respondent reports that an item is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, select ‘1’ (YES). Otherwise, select ‘2’ (NO).

#### Item 224, “Does any member of this household have a bank account?”

**Purpose:** to determine if any member of the household has a bank account. The bank account may be held at a bank, credit union, microfinance institution, a cooperative, the post office, or [country-specific financial institutions]. The account allows the person to deposit and withdraw funds. A bank account does not include informal community-based savings programs.

Ask the question using **each item** listed (sub-items a–g), and select ‘1’ (YES) or ‘2’ (NO). Do not leave any item blank. If the respondent reports that an item is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, select ‘1’ (YES). Otherwise, select ‘2’ (NO).

#### Item 225, “Does this household own any livestock, such as cattle, swine, poultry, fish, or other farm animals?”

**Purpose:** to determine if the household owns any livestock. This information is an additional indicator of the socioeconomic status of the household.

Ask the question and record the response. If the response is ‘NO,’ skip to item 233.

#### Item 226, “How many of the following animals does this household own?”

**Purpose:** to determine the type and number of animals the household owns.

Read out **each animal** listed in sub-items a–g and record the number in the respective field. Do not leave any fields blank. If the household does not own a certain type of animal, record ‘00.’ After you ask about each animal listed, ask the respondent if the household owns any other livestock not already mentioned. If the respondent says, “Yes,” specify the animal in sub-item h (OTHER) and record the number.

Note that **item 226** asks **separately** for the number of milk cows or bulls and other cattle the household owns. Be sure not to double-count these animals. For example, if the respondent says that the household has 10 cattle, one of which is a milk cow and one of which is a bull, record two milk cow or bulls as (a) and eight other cattle as (b) because the household owns a total of 10 animals not 12.

**Item 226i** is a check for **items 226a and b**, and **items 226d and e**, ownership of milk cows or bulls, other cattle, goats, or sheep, all of which may be taken out and away from the home for purposes of grazing. If the respondent did not report owning these types of animals, skip to item 227. **Item 226j** asks the respondent if the herd (cows or bulls, other cattle, goats or sheep) has spent at least one night away from home for purposes of grazing in the past year. This answer to this question helps to determine the type of livestock production system the household is part of.

#### Items 227–232, Livestock as key value chain commodities.

These questions collect information on whether household members raised animals that have been designated by Feed the Future as key value chain commodities. You will ask detailed questions about these animals in Module 7 on agriculture. These questions also identify which household members were in charge of raising the animals; this person is the one who is eligible to be interviewed for the Module 7 livestock module. Raising these animals for household use or for sale can influence the health and nutritional status of household members and the socioeconomic status of the household.

#### Item 227, (Check item 226xx, L-VCC1): Does this household have any [L-VCC1]?

If you are using a paper questionnaire, check item 226[XX] to see if the household owns any [L-VCC1]. If the household does not own any [L-VCC1], skip to item 229. If you are using a tablet program, the check will be performed automatically, and you will be prompted with the next applicable questionnaire item.

#### Item 228, “Who in the household was responsible for raising [L-VCC1]?”

Ask the question and select the name of each household member responsible for raising [L-VCC1] from a drop-down list. The line number of the selected respondent will appear in the tablet program. If multiple people make decisions about raising a single [HERD], like what to feed the animals, or how to care for them, list the household member who usually makes the decisions. You can record up to four household members as lead managers of separate herds. If there were more than four household members responsible for raising separate [HERD] of [L-VCC1], consult your field supervisor.

#### Item 229, (Check item 226[xx L-VCC2]): Does this household have any [L-VCC2]?

If you are using a paper questionnaire, check item 226[XX] to see if the household owns any [L-VVC2]. If the household does not own any [L-VCC2], skip to item 231. If you are using a tablet program, the check will be performed automatically, and you will be prompted with the next applicable questionnaire item.

#### Item 230, “Who in the household was responsible for raising [L-VCC2]?”

Ask the question and select the name of each household member responsible for raising [L-VCC2] from a drop-down list. The line number of the selected respondent will appear in the tablet program. If multiple people make decisions about raising a single [HERD], like what to feed the animals, or how to care for them, list the household member who usually makes the decisions. You can record up to four household members as lead managers of separate herds. If there were more than four household members responsible for raising separate [HERD] of [L-VCC2], consult your field supervisor.

#### Item 231, (Check item 226xx L-VCC3): Does this household have any [L-VCC3]

If you are using a paper questionnaire, check item 226[XX] to see if the household owns any [L-VCC3]. If the household does not own any [L-VCC3], skip to item 233. If you are using a tablet program, the check will be performed automatically, and you will be prompted with the next applicable questionnaire item.

#### Item 232. “Who in the household was responsible for raising [L-VCC3]?”

Ask the question and select the name of each household member responsible for raising [L-VCC3] from a drop-down list. The line number of the selected respondent will appear in the tablet program. If multiple people make decisions about raising a single [HERD], like what to feed the animals, or how to care for them, list the household member who usually makes the decisions. You can record up to four household members as lead managers of separate herds. If there were more than four household members responsible for raising separate [HERD] of [L-VCC3], consult your field supervisor.

#### Items 233–239, Cultivated crops as key value chain commodities.

These questions collect information on whether household members cultivated crops considered to be key value chain commodities that you will ask about in Module 7 on agriculture. These questions will also identify which household members were in charge of cultivating the crops, so that you know which household members to interview for the agricultural module. Cultivating these crops for household use or for sale can influence the health and nutritional status of household members and the socioeconomic status of the household.

#### Item 233. “Did you or anyone in your household cultivate any crops in the past one year?”

Ask the question and record the response. If the response is ‘NO,’ skip to item 240A.

**Item 234, “Did anyone in your household cultivate [C-VCC1] in the past one year?”**

Ask the question and record the response. If no one in the household cultivated [C‑VCC1], skip to item 236.

#### Item 235, “Who in your household was responsible for cultivating [C-VCC1] in the past one year?”

Ask the question and select the name of each household member responsible for cultivating [C-VCC1]. The line number of the selected respondent will appear on the tablet. List only one household member per plot. If multiple household members were responsible for cultivating [C‑VCC1] in a plot, list only the household member who was mainly responsible for cultivating [C‑VCC1] in the plot. If different household members were mainly responsible for cultivating [C-VCC1] in different plots, list each of these household members. You can record up to four household members. If there were more than four household members mainly responsible for cultivating separate plots of [C-VCC1], consult your field supervisor.

#### Item 236, “Did anyone in your household cultivate [C-VCC2] in the past one year?”

Ask the question and record the response. If no one in the household cultivated [C‑VCC2], skip to item 238.

#### Item 237, “Who in your household was responsible for cultivating [C-VCC2] in the past one year?”

Ask the question and select the name of each household member responsible for cultivating [C-VCC1]. The line number of the selected respondent will appear on the tablet. List only one household member per plot. If multiple household members were responsible for cultivating [C‑VCC2] in a plot, list only the household member who was mainly responsible for cultivating [C-VCC2] in the plot. If different household members were mainly responsible for cultivating [C-VCC2] in different plots, list each of these household members. You can record up to four household members. If there were more than four household members mainly responsible for cultivating separate plots of [C‑VCC2], consult your field supervisor.

#### Item 238, “Did anyone in your household cultivate [C-VCC3] in the past one year?”

Ask the question and record the response. If no one in the household cultivated [C‑VCC3], skip to item 240A.

#### Item 239, “Who in your household was responsible for cultivating [C-VCC3] in the past one year?”

Ask the question and select the name of each household member responsible for cultivating [C-VCC1]. The line number of the selected respondent will appear on the tablet. List only one household member per plot. If multiple household members were responsible for cultivating [C‑VCC3] in a plot, list only the household member who was mainly responsible for cultivating [C-VCC3] in the plot. If different household members were mainly responsible for cultivating [C-VCC3] in different plots, list each of these household members. You can record up to four household members. If there were more than four household members mainly responsible for cultivating separate plots of [C‑VCC3], consult your field supervisor.

#### Item 240A, “Some households have rights to use agricultural land but do not own it. Some households own their agricultural land. Does any member of this household own any agricultural land?”

**Purpose:** to determine if any household member owns agricultural land. Ownership of agricultural land is another important indicator of the socioeconomic status of the household. **Agricultural land** refers to land that is used. for growing crops (the crops may be food for people, food for animals, or other non-food crops), raising animals, and grazing animals

**Instructions:** Ask this question and record the response. If the response is ‘NO,’ skip to item 241A. Common land used to graze animals but not owned by the household should not be included as land owned by the household.

#### Item 240B, “How many hectares of agricultural land do members of this household own?”

**Instructions:** If the answer to item 240A is ‘YES,’ ask this question and record to one decimal place the total number of hectares owned by the members of the household. If the household owns more than 95 hectares, record ‘950’ (95 OR MORE HECTARES); if the number of hectares is unknown, record ‘998’ (DON’T KNOW).

#### Item 241A, “Does any member of this household have rights to use agricultural land that they do not own?”

**Purpose:** to determine if any household members have rights to use agricultural land that they do not own. Use of agriculture land that is not owned is another important indicator of the socioeconomic status of the household.

Ask this question and record the response. If the response is ‘NO,’ skip to item 242.

#### Item 241B, “How many hectares of agricultural land do members of this household have the right to use, but do not own?”

If the answer to item 241A is ‘YES,’ ask this question and record to one decimal place the number of hectares used but not owned by the members of the household. If the household owns more than 95 hectares, record ‘950’ (95 OR MORE HECTARES); if the number of hectares is unknown, record ‘998’ (DON’T KNOW).

#### Item 242, “Is any of the land you own cultivated using irrigation other than rainfall?”

**Purpose:** to determine if a household uses irrigation to cultivate their land. Irrigation can improve crop growth and quality by allowing farmers to grow crops on a consistent schedule, particularly during times when rainfall is not regular or adequate. Irrigation helps create more reliable food supplies.

Ask the question and record the response. If the response is ‘NO’, skip to item 244.

#### Item 243, “What type of irrigation do you usually use?”

**Purpose:** to collect information on how the household irrigates its agricultural land to provide crops with water to increase their yield when rainfall is inadequate.

Ask the question and record the response. Be sure to **select all responses that apply** because the respondent may give more than one answer. If the respondent reports using a type of irrigation not listed, select ‘X’ (OTHER) and enter the type of irrigation reported. Definitions of common types of irrigation are listed in Table 2.8.

Table 2.8: Types of Irrigation

| **Response Categories** | **Definition** |
| --- | --- |
| **By hand** | Water is distributed across land through manual labor and watering cans |
| **Canals, gates, ditches** | Canals, gates, and ditches are human-made channels, or artificial waterways, for water conveyance. |
| **Permanent hose** | Water is distributed under pressure through a piped network. |
| **Pumps** | Irrigation pumps are used to pump water from a lower to a higher level from which the water then flows through channels to the fields requiring irrigation (lift operation) or to raise it to the required pressure head so that it can be sprayed on the fields via piping systems (sprinkling). |
| **Flood, surface irrigation** | Water is applied to a field. The water advances across the field’s surface until it extends over the entire area. Flood/surface irrigation systems include basin and border systems (where an undirected flow of water is released onto the field, and contained within the field by a dyke), and furrow systems (the flow of water is channeled along the primary direction of the field using 'furrows,' 'creases,' or 'corrugations'). |
| **Drip** | A type of localized irrigation in which drops of water are delivered at or near the root of plants. In this type of irrigation, evaporation and runoff are minimized. |
| **Traveling gun, moving sprinkler** | Water is distributed by overhead high-pressure sprinklers or guns from sprinklers on moving platforms. |
| **Sprinkler** | Water is distributed by overhead high-pressure sprinklers or guns from a central location in the field. |
| **Center pivot** | Water is distributed by a system of sprinklers that move on wheeled towers in a circular pattern. This system is common in flat areas. |

#### Item 244, Enter time module finished

If you are using a paper questionnaire, enter the time as hour and minutes that you completed the module. If you are using a tablet program, you will not see this question; the time will be automatically recorded for you.

#### Item 245, Outcome of the module

Record the appropriate outcome of the module, or if the outcome is not listed as a response option, record ‘96’ (OTHER) and specify the outcome.

### 4.3.5 Module 3—Food Security and Resilience

**Purpose:** to gather data to serve three purposes: (1) to identify whether the household experienced food insecurity in the past year or past month (2) to identify the kinds of difficult times that people face (for example, flooding, drought, land degradation, conflict, or especially severe economic hardship), and (3) to identify the strategies people use to deal with difficult times.

**Definitions:** *Food* means **all foods** (fruits, vegetables, grains, meats, dairy, eggs, fish), not only the staple food or foods.

***Who responds to this module?***

The respondent should be the person in the household who is most involved with the food preparation and meals and also most familiar with the difficult times that the household may have experienced in the past year.

***Instructions for administering the module with item-by-item guidance***

Interview this respondent **in private** where neighbors, including neighbors’ children, cannot overhear. Sometimes it is challenging to ensure privacy, but you should use some of the techniques practiced in training to establish privacy with the respondent. If respondents do not feel free to speak honestly about this topic because neighbors are trying to overhear the discussion, the information you collect will not be reliable. It is therefore very important to **establish privacy** for these questions.

#### Item 300A, Insert time module started

If you are using a paper questionnaire, record the time as hour and minutes that you start the module. If you are using a tablet program, you will not see this question; the time will automatically be recorded for you.

#### Item 300B, Cluster and household number

If you are using a paper questionnaire, record the cluster number and household number. This information is on the questionnaire cover sheet. If you are using a tablet program, you will not see this question; the information will automatically be recorded for you.

#### Item 300C, Introductory statement

#### Say, “Now I would like to ask you some questions about your food consumption in the past 12 months.” Emphasizing the reference period for this set of questions is important, because there are similar questions that ask about food consumption in the past *one month* later in the survey; it is very important that people have a good understanding of the times that they are being asked about.

#### Item 300D, Line number of the respondent to this module, preferably the person responsible for food preparation in the household.

If you are using a paper questionnaire, record the line number of the respondent to this module. If you are using a tablet, select the respondent from a dropdown menu of household members. Refer to Module 1, Household Roster and Demographics, if needed.

#### Item 300E, Obtain consent. Does [NAME] agree to participate in the survey?

If you are using a paper questionnaire, consult the Informed Consent Module to determine if the respondent has already agreed to participate in the survey. If the respondent has not yet provided consent, go through the informed consent procedure with this respondent. If you are using a tablet program, this question will appear only if the respondent has not yet provided informed consent. If the question appears, follow the informed consent procedure. Select ‘1’ (YES) if the respondent agrees to participate or ‘2’ (NO) if the respondent does not agree to participate. If the response is ‘NO,’ skip to item 363.

After you ascertain or obtain consent to interview the respondent, read the introductory statement for Module 3 to the respondent before asking questions: “Now, I would like to ask you some questions about your food consumption in the past 12 months.”

For each questionnaire item, make sure the respondent understands the **time period** being questioned about. There are different ways to refer to the 12-month period preceding the interview including “the past year.” The period of 12 months does not refer to the calendar year 2017, religious calendar year, or an agricultural season. To define 12 months, begin from today, count backwards 12 months, and tell the respondent that date and month. For example, “from 17 May 2018 until today” (assuming today is 17 May, 2019).

#### Item 301, “During the past 12 months, was there a time when you or others in your household were worried you would not have enough food to eat because of a lack of money or other resources?”

This question refers to a state of being **worried, anxious, apprehensive, afraid, or concerned** that there might not be enough food or that the household would run out of food because there was not enough money or other resources to get food. The worry or anxiety could be due to circumstances affecting their ability to obtain food, such as loss of employment or other source of income, or other reasons such as a poor harvest, disrupted social relationships, loss of customary benefits or food assistance, or environmental or political crises.

It is not necessary for the household to have actually run out of food to answer affirmatively to this question. Just the concern and the consequent possible coping strategies are manifestations of food insecurity, even in cases when the actual food consumption is not compromised.

Ask the question and record the respondent’s answer: ‘1’ (YES) or ‘2’ (NO), or if the respondent refuses to answer, record ‘7’ (REFUSED). Remember that this question may be **sensitive** if there is food insecurity in the household, so make sure to remain neutral while asking the question and recording the respondent’s answer.

#### Item 302, “During the past 12 months, was there a time when you or others in your household were unable to eat healthy and nutritious food because of a lack of money or other resources?”

This question asks the respondent whether the household was not able to get foods they considered **healthy** or those that make **a nutritious or balanced diet** because there was not enough money or other resources to get food. The answer depends on the respondent’s own **opinion** of what are healthy and nutritious foods. In general, healthy and nutritious diets are diets including different kinds of food. This question refers to the **quality** of the diet and **not quantity** of foods eaten.

Ask the question and record the respondent’s answer, or if the respondent refuses to answer, record ‘7’ (REFUSED).

#### Item 303, “During the past 12 months, was there a time when you or others in your household ate only a few kinds of foods because of a lack of money or other resources?”

This question asks if the household had a diet with a limited variety of foods or whether they had to eat the same foods or just a few kinds of foods every day because there was not enough money or other resources to get food. The implication is that the **diversity** of foods consumed would likely increase if the household had better access to food. This question refers to **quality** of the diet and **not quantity** eaten. It is important to stress the link to lack of money, to identify conditions of food insecurity, rather than customary habits to limit the variety of foods eaten for other reasons, such as health or religion.

Ask the question and record the respondent’s answer, or if the respondent refuses to answer, record ‘7’ (REFUSED).

#### Item 304, “During the past 12 months, was there a time when you or others in your household had to skip a meal because there was not enough money or other resources to get food?”

This question asks about the experience of having to **miss** or **skip** a meal that would normally have been eaten because there was not enough money or other resources to get food. In some languages, no single term means “meal” or expresses “skip a meal.” Therefore, ask if food was skipped in the morning, afternoon, or evening, depending on the interval that the community usually takes meals. This question refers to insufficient **quantity** of food.

Ask the question and record the respondent’s answer, or if the respondent refuses to answer, record ‘7’ (REFUSED). Make sure that you give the respondent enough time to remember back over the past year and think of the times that household members skipped a meal.

#### Item 305, “During the past 12 months, was there a time when you or others in your household ate less than you thought you should because of a lack of money or other resources?”

This question asks about eating *less* than what the respondent thought should be eaten, even if a meal was not entirely skipped, because the household did not have money or other resources to get food. Therefore, eating less than expected could be maintaining the same frequency of meals but cutting down on portion size, and thus eating less. For example, following the harvest, households may take three meals a day, but during the lean season, the frequency may decrease to one to two meals a day, and when the crops fail, the number of meals is further reduced to one meal a day. The answer depends on the respondent’s own **opinion or perception** of how much they think they should be eating. This question refers to the **quantity** of foods eaten and not the **quality** of the diet. This question does not refer to special diets to lose weight or for health or for religious reasons.

Ask the question and record the respondent’s answer, or if the respondent refuses to answer, record ‘7’ (REFUSED).

#### Item 306, “During the past 12 months, was there a time when your household did not have food because of a lack of money or other resources”?

This question refers to any experiences when there was actually **no food in the household** because they did not have money or other ways to get food, such as the household’s own production of food or bartering to get food.

Ask the question and record the respondent’s answer, or if the respondent refuses to answer, record ‘7’ (REFUSED).

#### Item 307, “During the past 12 months, was there a time when you or others in your household were hungry but did not eat because there was not enough money or other resources for food?”

This question asks about the physical experience of **feeling hungry**, and specifically, feeling hungry and not being able to eat enough because of a lack of money or resources to get enough food. It does not refer to dieting to lose weight or fasting for health or religious reasons.

Ask the question and record the respondent’s answer, or if the respondent refuses to answer, record ‘7’ (REFUSED).

#### Item 308, “During the past 12 months, was there a time when you or others in your household went without eating for a whole day because of a lack of money or other resources”?

This question asks about a specific behavior—not eating anything all day—because of a lack of money and other resources to get food. It does not mean dieting to lose weight or fasting for health or religious reasons.

Ask the question and record the respondent’s answer: ‘1’ (YES) or ‘2’ (NO), or if the respondent refuses to answer, record ‘7’ (REFUSED). Make sure that you give the respondent enough time to remember back over the past 12 months to think of times that household members went an entire day and night without eating.

**Item 308h, “Now I would like to ask you some more questions about the availability of food in your home in the past [4 weeks/30 days].”**

You will now transition from asking the respondent questions about the past 12 months to questions about the past **1 month**.

Read the transition statement to the respondent before asking the next questions: “Now I would like to ask you some more questions about the availability of food in your home in the past 4 weeks/30 days.”

To define 4 weeks/30 days, begin from today, count backwards 30 days, and tell the respondent that day and date. Allow the respondent to answer each question in his or her own words. You then will record the most appropriate response. Remember that these questions may be **sensitive** if there is food insecurity in the household, so be sure to remain neutral while asking the questions and recording the respondent’s answers.

#### **Item 308a, “In the past [4 weeks/30 days] was there ever no food to eat of any kind** in your house because of lack of resources to get food?”

Lack of resources refers to the lack of money to buy food or the inability to produce or trade something for food. No food to eat means that the food was not available in the house and could not be gotten in the usual way through purchase or trade, from the garden or field, or from storage.

Ask the question and record the respondent’s answer, or if the respondent refuses to answer, record ‘7’ (REFUSED) and skip to item 308c.

#### Item 308b, “How often did this happen in the past [4 weeks/30 days]?”

This question asks how frequently the household suffered from having no food at all to eat.

Ask the question. Make sure that you give the respondent enough time to remember back over the past 4 weeks/30 days and count the number of times the household suffered from lack of food during that period. Select the response category that matches the number of times the respondent tells you, or if the respondent refuses to answer, record ‘7’ (REFUSED).

#### Item 308c, “In the past [4 weeks/30 days] did you or any household member go to sleep at night hungry because there was not enough food?”

To be **hungry** is to have a great need or desire for food, to have a painful sensation, or to be in a state of weakness caused by the need for food. A hungry person is not necessarily one who has not eaten at all. A hungry person may still be hungry if he or she has not eaten enough to fill the belly.

Ask the question and record the respondent’s answer, or if the respondent refuses to answer, record ‘7’ (REFUSED). Make sure that you give the respondent enough time to remember back over the past month. If the response is ‘NO’ or ‘REFUSED,’ skip to item 308e.

#### Item 308d, “How often did this happen in the past [4 weeks/30 days]?”

This question asks how frequently members of the household suffer from hunger. The respondent should tell us the number of days in the past 4 weeks/30 days that anyone in the household went to bed hungry.

Ask the question and select the response category that matches the number of times the respondent tells you, or if the respondent refuses to answer, record ‘7’ (REFUSED). Make sure that you give the respondent enough time to remember back over the past month and count the number of times that household members went to sleep hungry during that period.

#### Item 308e, “In the past [4 weeks/30 days] did you or any household member go a whole day and night without eating anything at all because there was not enough food?”

Go a whole day and night without eating refers to not eating from the time a person woke in the morning to the time they woke the following morning because there was not enough food. It does not refer to times when the person chose not to eat for a whole day, such as for fasting or dieting.

Ask the question and record the respondent’s answer, or if the respondent refuses to answer, record ‘7’ (REFUSED). If the response is ‘NO’ or ‘REFUSED’, skip to item 309.

#### Item 308f, “How often did this happen in the past [4 weeks/30 days]?”

This question seeks to find out how frequently members of the household go an entire day and night without eating.

Ask the question and select the response category that matches the number of times the respondent tells you, or if the respondent refuses to answer, record ‘7’ (REFUSED). Make sure that you give the respondent enough time to remember back over the past month and count the number of times that household members went to sleep hungry during that period.

Next, you will transition to asking about other difficult times that the household might have faced in the past year.

#### Items 309–357, Difficult times in the past 12 months

This set of questions asks about 16 kinds of difficult times that the household may have experienced during the 12 months preceding the survey. There are three questions about each kind of difficulty: (1) Did the household experience it, and if yes, (2) what was the impact on the household’s **economic situation**, and (3) what was the impact on the household’s **food consumption**.

Each of the three questions has the same response options and skip pattern for **each kind of difficulty**. The kinds of difficulties asked about in the questionnaire are: (1) too much rain, (2) too little rain, (3) land erosion, (4) losing land, (5) sharp increases in the price of food, (6) stolen or destroyed household members’ belongings, (7) not being able to access inputs for crops, (8) disease affecting crops, (9) pests affecting crops, (10) stolen crops, (11) not being able to access inputs for livestock, (12) disease affecting livestock, (13) theft of household animals, (14) not being able to sell household products for a fair price, (15) household member experienced a severe illness, and (16) household member died.

Read the transition statement to the respondent before asking the next questions: “Next I will ask you some questions about other kinds of difficult times that people face.”

#### Item 309, “Thinking again about the past 12 months, did your household face difficult times as a result of having too much rain?”

Ask the question and record the respondent’s answer. If the answer is ‘NO’, skip to item 312.

#### Item 310, “How severe would you say the impact of having too much rain was on your household’s economic situation?”

Ask the question and select the most accurate response: ‘1’ (NOT SEVERE), ‘2’ (SOMEWHAT SEVERE), ‘3’ (SEVERE), or ‘4’ (EXTREMELY SEVERE). Probe if necessary to determine which response option to choose. Record the respondent’s answer, or if the respondent refuses to answer, record ‘7’ (REFUSED).

#### Item 311, “How severe would you say the impact of having too much rain was on your household’s food consumption?”

Ask the question and select the most accurate response: ‘1’ (NOT SEVERE), ‘2’ (SOMEWHAT SEVERE), ‘3’ (SEVERE), or ‘4’ (EXTREMELY SEVERE). Probe if necessary to determine which response option to choose. Record the respondent’s answer, or if the respondent refuses to answer, record ‘7’ (REFUSED).

#### Item 312, “In the past 12 months, did your household face difficult times as a result of having too little rain?”

Ask the question and record the respondent’s answer. If the answer is ‘NO’, skip to item 315.

#### Item 313, “How severe would you say the impact of having too little rain was on your household’s economic situation?”

Ask the question and select the most accurate response: ‘1’ (NOT SEVERE), ‘2’ (SOMEWHAT SEVERE), ‘3’ (SEVERE), or ‘4’ (EXTREMELY SEVERE). Probe if necessary to determine which response option to choose. Record the respondent’s answer, or if the respondent refuses to answer, record ‘7’ (REFUSED).

#### Item 314, “How severe would you say the impact of having too little rain was on your household’s food consumption?”

Ask the question and select the most accurate response: ‘1’ (NOT SEVERE), ‘2’ (SOMEWHAT SEVERE), ‘3’ (SEVERE), or ‘4’ (EXTREMELY SEVERE). Probe if necessary to determine which response option to choose. Record the respondent’s answer, or if the respondent refuses to answer, record ‘7’ (REFUSED).

#### Item 315, “In the past 12 months, did your household face difficult times as a result of erosion of your land?”

Ask the question and record the respondent’s answer. If the answer is ‘NO’, skip to item 318.

#### Item 316, “How severe would you say the impact of erosion of your land was on your household’s economic situation?”

Ask the question and select the most accurate response: ‘1’ (NOT SEVERE), ‘2’ (SOMEWHAT SEVERE), ‘3’ (SEVERE), or ‘4’ (EXTREMELY SEVERE). Probe if necessary to determine which response option to choose. Record the respondent’s answer, or if the respondent refuses to answer, record ‘7’ (REFUSED).

#### Item 317, “How severe would you say the impact of erosion of your land was on your household’s food consumption?”

Ask the question and select the most accurate response: ‘1’ (NOT SEVERE), ‘2’ (SOMEWHAT SEVERE), ‘3’ (SEVERE), or ‘4’ (EXTREMELY SEVERE). Probe if necessary to determine which response option to choose. Record the respondent’s answer, or if the respondent refuses to answer, record ‘7’ (REFUSED).

#### Item 318, “In the past 12 months, did your household face difficult times as a result of losing your household’s land?”

Ask the question and record the respondent’s answer. If the answer is ‘NO’, skip to item 321.

#### Item 319, “How severe would you say the impact of losing your household’s land was on your household’s economic situation?”

Ask the question and select the most accurate response: ‘1’ (NOT SEVERE), ‘2’ (SOMEWHAT SEVERE), ‘3’ (SEVERE), or ‘4’ (EXTREMELY SEVERE). Probe if necessary to determine which response option to choose. Record the respondent’s answer, or if the respondent refuses to answer, record ‘7’ (REFUSED).

#### Item 320, “How severe would you say the impact of losing your household’s land was on your household’s food consumption?”

Ask the question and select the most accurate response: ‘1’ (NOT SEVERE), ‘2’ (SOMEWHAT SEVERE), ‘3’ (SEVERE), or ‘4’ (EXTREMELY SEVERE). Probe if necessary to determine which response option to choose. Record the respondent’s answer, or if the respondent refuses to answer, record ‘7’ (REFUSED).

#### Item 321, “In the past 12 months, did your household face difficult times as a result of sharp increases in the price of food?”

Ask the question and record the respondent’s answer. If the answer is ‘NO’, skip to item 324.

#### Item 322, “How severe would you say the impact of sharp increases in the price of food was on your household’s economic situation?”

Ask the question and select the most accurate response: ‘1’ (NOT SEVERE), ‘2’ (SOMEWHAT SEVERE), ‘3’ (SEVERE), or ‘4’ (EXTREMELY SEVERE). Probe if necessary to determine which response option to choose. Record the respondent’s answer, or if the respondent refuses to answer, record ‘7’ (REFUSED).

#### Item 323, “How severe would you say the impact of sharp increases in the price of food was on your household’s food consumption?”

Ask the question and select the most accurate response: ‘1’ (NOT SEVERE), ‘2’ (SOMEWHAT SEVERE), ‘3’ (SEVERE), or ‘4’ (EXTREMELY SEVERE). Probe if necessary to determine which response option to choose. Record the respondent’s answer, or if the respondent refuses to answer, record ‘7’ (REFUSED).

#### Item 324, “In the past 12 months, did your household face difficult times as a result of someone stealing or destroying household members’ belongings?”

Ask the question and record the respondent’s answer. If the answer is ‘NO’, skip to item 327.

#### Item 325, “How severe would you say the impact of the theft or destruction of your household members’ belongings was on your household’s economic situation?”

Ask the question and select the most accurate response: ‘1’ (NOT SEVERE), ‘2’ (SOMEWHAT SEVERE), ‘3’ (SEVERE), or ‘4’ (EXTREMELY SEVERE). Probe if necessary to determine which response option to choose. Record the respondent’s answer, or if the respondent refuses to answer, record ‘7’ (REFUSED).

#### Item 326, “How severe would you say the impact of the theft or destruction of your household members’ belongings was on your household’s food consumption?”

Ask the question and select the most accurate response: ‘1’ (NOT SEVERE), ‘2’ (SOMEWHAT SEVERE), ‘3’ (SEVERE), or ‘4’ (EXTREMELY SEVERE). Probe if necessary to determine which response option to choose. Record the respondent’s answer, or if the respondent refuses to answer, record ‘7’ (REFUSED).

#### Item 327, (Check Q 233: Did the household cultivate any crops in the past year? If yes, continue.)

If using a paper questionnaire, check item 233 in Module 2, Dwelling Characteristics, to see if anyone in the household cultivated any crops within the past one year. If the item is marked ‘YES’, select ‘1’ (YES) and continue. Otherwise, select ‘2’ (NO) and skip to item 340A. If using a tablet, the tablet program will perform the check automatically, and you will be prompted with the next applicable question.

#### Item 328, “Still thinking about the past 12 months, did your household face difficult times as a result of not being able to access inputs for your crops?"

Ask the question and record the respondent’s answer. If the answer is ‘NO’, skip to item 331.

**Item 329, “How severe would you say the impact of not being able to access inputs for your crops was on your household’s economic situation?”**

Ask the question and select the most accurate response: ‘1’ (NOT SEVERE), ‘2’ (SOMEWHAT SEVERE), ‘3’ (SEVERE), or ‘4’ (EXTREMELY SEVERE). Probe if necessary to determine which response option to choose. Record the respondent’s answer, or if the respondent refuses to answer, record ‘7’ (REFUSED).

#### Item 330, “How severe would you say the impact of not being able to access inputs for your crops was on your household’s food consumption?”

Ask the question and select the most accurate response: ‘1’ (NOT SEVERE), ‘2’ (SOMEWHAT SEVERE), ‘3’ (SEVERE), or ‘4’ (EXTREMELY SEVERE). Probe if necessary to determine which response option to choose. Record the respondent’s answer, or if the respondent refuses to answer, record ‘7’ (REFUSED).

#### Item 331, “In the past 12 months, did your household face difficult times as a result of disease affecting your crops?”

Ask the question and record the respondent’s answer. If the answer is ‘NO’, skip to item 334.

#### Item 332, “How severe would you say the impact of disease affecting your crops was on your household’s economic situation?”

Ask the question and select the most accurate response: ‘1’ (NOT SEVERE), ‘2’ (SOMEWHAT SEVERE), ‘3’ (SEVERE), or ‘4’ (EXTREMELY SEVERE). Probe if necessary to determine which response option to choose. Record the respondent’s answer, or if the respondent refuses to answer, record ‘7’ (REFUSED).

#### Item 333, “How severe would you say the impact of disease affecting your crops was on your household’s food consumption?”

Ask the question and select the most accurate response: ‘1’ (NOT SEVERE), ‘2’ (SOMEWHAT SEVERE), ‘3’ (SEVERE), or ‘4’ (EXTREMELY SEVERE). Probe if necessary to determine which response option to choose. Record the respondent’s answer, or if the respondent refuses to answer, record ‘7’ (REFUSED).

#### Item 334, “In the past 12 months, did your household face difficult times as a result of pests affecting your crops?”

Ask the question and record the respondent’s answer. If the answer is ‘NO’, skip to item 337.

#### Item 335, “How severe would you say the impact of pests affecting your crops was on your household’s economic situation?”

Ask the question and select the most accurate response: ‘1’ (NOT SEVERE), ‘2’ (SOMEWHAT SEVERE), ‘3’ (SEVERE), or ‘4’ (EXTREMELY SEVERE). Probe if necessary to determine which response option to choose. Record the respondent’s answer, or if the respondent refuses to answer, record ‘7’ (REFUSED).

#### Item 336, “How severe would you say the impact of pests affecting your crops was on your household’s food consumption?”

Ask the question and select the most accurate response: ‘1’ (NOT SEVERE), ‘2’ (SOMEWHAT SEVERE), ‘3’ (SEVERE), or ‘4’ (EXTREMELY SEVERE). Probe if necessary to determine which response option to choose. Record the respondent’s answer, or if the respondent refuses to answer, record ‘7’ (REFUSED).

#### Item 337, “In the past 12 months, did your household face difficult times as a result of someone stealing crops from your household?”

Ask the question and record the respondent’s answer. If the answer is ‘NO’, skip to item 340.

#### Item 338, “How severe would you say the impact of the theft of your household’s crops was on your household’s economic situation?”

Ask the question and select the most accurate response: ‘1’ (NOT SEVERE), ‘2’ (SOMEWHAT SEVERE), ‘3’ (SEVERE), or ‘4’ (EXTREMELY SEVERE). Probe if necessary to determine which response option to choose. Record the respondent’s answer, or if the respondent refuses to answer, record ‘7’ (REFUSED).

#### Item 339, “How severe would you say the impact of the theft of your household’s crops was on your household’s food consumption?”

Ask the question and select the most accurate response: ‘1’ (NOT SEVERE), ‘2’ (SOMEWHAT SEVERE), ‘3’ (SEVERE), or ‘4’ (EXTREMELY SEVERE). Probe if necessary to determine which response option to choose. Record the respondent’s answer, or if the respondent refuses to answer, record ‘7’ (REFUSED).

#### Item 340A, (Check Q.225: Is there at least one “YES” response?)

If using a paper questionnaire, check item 225 in Module 2, Dwelling Characteristics, to see if anyone in the household owns any livestock. If the item is marked ‘YES’, select ‘1’ (YES) and continue. Otherwise, select ‘2’ (NO) and skip to item 349A. If using a tablet, the tablet program will perform the check automatically, and you will be prompted with the next applicable question.

#### Item 340, “In the past 12 months, did your household face difficult times as a result of not being able to access inputs for your livestock?”

Ask the question and record the respondent’s answer. If the answer is ‘NO’, skip to item 343.

#### Item 341, “How severe would you say the impact of not being able to access inputs for your livestock was on your household’s economic situation?”

Ask the question and select the most accurate response: 1’ (NOT SEVERE), ‘2’ (SOMEWHAT SEVERE), ‘3’ (SEVERE), or ‘4’ (EXTREMELY SEVERE). Probe if necessary to determine which response option to choose. Record the respondent’s answer, or if the respondent refuses to answer, record ‘7’ (REFUSED).

#### Item 342, “How severe would you say the impact of not being able to access inputs for your livestock was on your household’s food consumption?”

Ask the question and select the most accurate response: ‘1’ (NOT SEVERE), ‘2’ (SOMEWHAT SEVERE), ‘3’ (SEVERE), or ‘4’ (EXTREMELY SEVERE). Probe if necessary to determine which response option to choose. Record the respondent’s answer, or if the respondent refuses to answer, record ‘7’ (REFUSED).

#### Item 343, “In the past 12 months, did your household face difficult times as a result of disease affecting your livestock?”

Ask the question and record the respondent’s answer. If the answer is ‘NO’, skip to item 346.

#### Item 344, “How severe would you say the impact of disease affecting your livestock was on your household’s economic situation?”

Ask the question and select the most accurate response: ‘1’ (NOT SEVERE), ‘2’ (SOMEWHAT SEVERE), ‘3’ (SEVERE), or ‘4’ (EXTREMELY SEVERE). Probe if necessary to determine which response option to choose. Record the respondent’s answer, or if the respondent refuses to answer, record ‘7’ (REFUSED).

#### Item 345, “How severe would you say the impact of disease affecting your livestock was on your household’s food consumption?”

Ask the question and select the most accurate response: ‘1’ (NOT SEVERE), ‘2’ (SOMEWHAT SEVERE), ‘3’ (SEVERE), or ‘4’ (EXTREMELY SEVERE). Probe if necessary to determine which response option to choose. Record the respondent’s answer, or if the respondent refuses to answer, record ‘7’ (REFUSED).

#### Item 346, “In the past 12 months, did your household face difficult times as a result of someone stealing animals from your household?”

Ask the question and record the respondent’s answer. If the answer is ‘NO’, skip to item 349.

#### Item 347, “How severe would you say the impact of the theft of your household’s animals was on your household’s economic situation?”

Ask the question and select the most accurate response: ‘1’ (NOT SEVERE), ‘2’ (SOMEWHAT SEVERE), ‘3’ (SEVERE), or ‘4’ (EXTREMELY SEVERE). Probe if necessary to determine which response option to choose. Record the respondent’s answer, or if the respondent refuses to answer, record ‘7’ (REFUSED).

#### Item 348, “How severe would you say the impact of the theft of your household’s animals was on your household’s food consumption?”

Ask the question and select the most accurate response: ‘1’ (NOT SEVERE), ‘2’ (SOMEWHAT SEVERE), ‘3’ (SEVERE), or ‘4’ (EXTREMELY SEVERE). Probe if necessary to determine which response option to choose. Record the respondent’s answer, or if the respondent refuses to answer, record ‘7’ (REFUSED).

#### Item 349, “In the past 12 months, did your household face difficult times as a result of not being able to sell the crops, livestock, or other products your household produces for a fair price?”

Ask the question and record the respondent’s answer. If the answer is ‘NO’, skip to item 352.

#### Item 350, “How severe would you say the impact of not being able to sell your household’s products at a fair price was on your household’s economic situation?”

Ask the question and select the most accurate response: ‘1’ (NOT SEVERE), ‘2’ (SOMEWHAT SEVERE), ‘3’ (SEVERE), or ‘4’ (EXTREMELY SEVERE). Probe if necessary to determine which response option to choose. Record the respondent’s answer, or if the respondent refuses to answer, record ‘7’ (REFUSED).

#### Item 351, “How severe would you say the impact of not being able to sell your household’s products at a fair price was on your household’s food consumption?”

Ask the question and select the most accurate response: ‘1’ (NOT SEVERE), ‘2’ (SOMEWHAT SEVERE), ‘3’ (SEVERE), or ‘4’ (EXTREMELY SEVERE). Probe if necessary to determine which response option to choose. Record the respondent’s answer, or if the respondent refuses to answer, record ‘7’ (REFUSED).

#### Item 352, “Has anyone in your household experienced a severe illness in the past 12 months?

Households that experience the illness of a family member can be severely affected in terms of the household’s ability to obtain food and money; the illness of household members can also be emotionally draining. Ask the question in a sensitive manner and record the respondent’s answer. If the answer is ‘NO’, skip to item 355.

#### Item 353, “How severe would you say the impact of this person’s illness was on your household’s economic situation?”

Ask the question and select the most accurate response: ‘1’ (NOT SEVERE), ‘2’ (SOMEWHAT SEVERE), ‘3’ (SEVERE), or ‘4’ (EXTREMELY SEVERE). Probe if necessary to determine which response option to choose. Record the respondent’s answer, or if the respondent refuses to answer, record ‘7’ (REFUSED).

#### Item 354, “How severe would you say the impact of this person’s illness was on your household’s food consumption?”

Ask the question and select the most accurate response: ‘1’ (NOT SEVERE), ‘2’ (SOMEWHAT SEVERE), ‘3’ (SEVERE), or ‘4’ (EXTREMELY SEVERE). Probe if necessary to determine which response option to choose. Record the respondent’s answer, or if the respondent refuses to answer, record ‘7’ (REFUSED).

#### Item 355, “Has your household experienced the death of a family member in the past 12 months?”

Households that experience the death of a family member can be severely affected in terms of the household’s ability to obtain food and money, especially if the death comes after a long illness. Ask the question in a sensitive manner and record the respondent’s answer. If the answer is ‘NO’, skip to item 358.

#### Item 356, “How severe would you say the impact of this person’s death was on your household’s economic situation?”

Ask the question and select the most accurate response: ‘1’ (NOT SEVERE), ‘2’ (SOMEWHAT SEVERE), ‘3’ (SEVERE), or ‘4’ (EXTREMELY SEVERE). Probe if necessary to determine which response option to choose. Record the respondent’s answer, or if the respondent refuses to answer, record ‘7’ (REFUSED).

#### Item 357, “How severe would you say the impact of this person’s death was on your household’s food consumption?”

Ask the question and select the most accurate response: ‘1’ (NOT SEVERE), ‘2’ (SOMEWHAT SEVERE), ‘3’ (SEVERE), or ‘4’ (EXTREMELY SEVERE). Probe if necessary to determine which response option to choose. Record the respondent’s answer, or if the respondent refuses to answer, record ‘7’ (REFUSED).

#### Item 358, (Check Questions 309, 312, 315, 318, 321, 324, 328, 331, 334, 337, 340, 343, 346, 349, 352, and 355): Is there at least one "YES" response?

If using a paper questionnaire, check the items in this module that ask about all the difficult times that a household could have experienced in the past 12 months. There are 16 of them. If any of them are marked ‘YES’, select ‘1’ (YES) and continue. Otherwise, select ‘2’ (NO) and skip to item 361. If using a tablet, the tablet program will perform the check automatically, and you will be prompted with the next applicable question.

#### Item 359, “Thank you for sharing your experiences. I’d like to ask you just a few more questions about these difficult times. Would you say that right now, your household’s ability to meet your food needs is:

Better than before these difficult times? The same as before these difficult times? Or worse than before these difficult times?” This question gathers information to help assess the household’s ability to recover from commonly-experienced problems that occur in the program areas. It asks about the household’s current situation.

Read the introductory statement and then ask the question. Record the respondent’s answer using one of the response categories listed: ‘1’ (BETTER), ‘2’ (SAME), or ‘3’ (WORSE), or if the respondent refuses to answer, record ‘7’ (REFUSED).

#### Item 360 “Looking ahead over the next year, do you believe your household’s ability to meet your food needs will be:

Better than before these difficult times? The same as before these difficult times? Or worse than before these difficult times?” This question also gathers information to help assess the household’s ability to recover from common problems that occur in the program areas. It asks about the household’s anticipated future situation.

Ask the question and record the respondent’s answer using one of the response categories listed: ‘1’ (BETTER), ‘2’ (SAME), or ‘3’ (WORSE), or if the respondent refuses to answer, record ‘7’ (REFUSED).

#### Item 361, Read the statements in item 361 and ask items 361a–h

Remember that people who have faced difficult times may find discussing them difficult or painful, so it is important to have empathy when asking about their circumstances.

Say: *“Thank you for sharing your experiences. Now I will ask you some questions about whether your household will be able to lean on others for financial or food support during difficult times. By difficult times I mean times when there is loss of a family member, loss of income, hunger, drought, flood, conflict or similar events.”*

This question asks about the ability of a household to draw on their relationships with other people, both inside and outside their immediate communities, to get support during especially difficult times.

**Relatives** are people related to members of your household by blood or marriage.

**Community** is defined as a grouping of individuals, such as people with common interests living in a particular area, like a village or a neighborhood.

Read the transition statements and then ask the question, reading one sub-item (361a–h) at a time and recording the respondent’s answer for each one.

#### Item 361a, “During difficult times, will your household be able to lean on relatives living in your community?”

Ask the question and record the respondent’s answer. If the answer is ‘NO’, skip to item 361c.

#### Item 361b, “Will the same relatives living in your community that you will be able to lean on during your difficult times also be able to lean on you for financial or food support during their difficult times?”

Ask the question and record the respondent’s answer using one of the response categories listed: ‘1’ (YES), ‘2’ (NO, THEY WON’T NEED TO), or ‘3’ (NO, THEY WON’T BE ABLE TO).

#### Item 361c, “During difficult times, will your household be able to lean on relatives living outside your community?”

Ask the question and record the respondent’s answer. If the answer is ‘NO’, skip to item 361e.

#### Item 361d, “Will the same relatives living outside your community that you will be able to lean on during your difficult times also be able to lean on you for financial or food support during their difficult times?”

Ask the question and record the respondent’s answer using one of the response categories listed: ‘1’ (YES), ‘2’ (NO, THEY WON’T NEED TO), or ‘3’ (NO, THEY WON’T BE ABLE TO).

#### Item 361e, “During difficult times, will your household be able to lean on non-relatives living in your community?”

Ask the question and record the respondent’s answer. If the answer is ‘NO’, skip to item 361g.

#### Item 361f, “Will the same non-relatives living in your community that you will be able to lean on during your difficult times also be able to lean on you for financial or food support during their difficult times?”

Ask the question and record the respondent’s answer using one of the response categories listed: ‘1’ (YES), ‘2’ (NO, THEY WON’T NEED TO), or ‘3’ (NO, THEY WON’T BE ABLE TO).

#### Item 316g, “During difficult times, will your household be able to lean on non-relatives living outside your community?”

Ask the question and record the respondent’s answer. If the answer is ‘NO’, skip to item 362.

#### Item 361h, “Will the same non-relatives living outside your community that you will be able to lean on during your difficult times also be able to lean on you for financial or food support during their difficult times?”

Ask the question and record the respondent’s answer using one of the response categories listed: ‘1’ (YES), ‘2’ (NO, THEY WON’T NEED TO), or ‘3’ (NO, THEY WON’T BE ABLE TO).

#### Item 362, “Do you believe your local government will help the community cope with difficult times in the future, for example during [INSERT COUNTRY-SPECIFIC PROBLEM]?”

This question asks respondents whether they believe the government will respond quickly and effectively during the next difficult time. Believing in the ability of one’s local government to respond to difficulties experienced by the community is a proxy for trust, legitimacy, and effectiveness of local institutions and leadership. Such belief and trust contribute to people’s ability to prevent or manage and recover from difficult times.

Ask the question and record the respondent’s answer. If the respondent replies that they will not need support, record ‘3’ (NO, SUPPORT NOT NEEDED).

#### Item 363, Enter time module finished

If using a paper questionnaire, record the time as hour and minutes that you completed the module. If using a tablet, you will not see this question; the time will be automatically recorded for you.

#### Item 364, Outcome of the module

Record the appropriate outcome of the module, or if the outcome is not listed as a response option, record ‘96’ (OTHER) and specify the outcome.

### 4.3.6 Module 4—Women’s Nutrition

**Purpose:** to understand the nutritional status of women ages 15-49 years old by gathering dietary information.

**Who responds to this module?**

All women in the household between 15-49 years old are eligible for this module.

***Instructions for administering the module with item-by-item guidance***

Particularly when administering the interview on paper, but also as back-up when administering the interview with the tablet program, you should have multiple copies of Module 4 in case the household has more than five women between the ages of 15-49. Complete all questions for Module 4 for the first respondent before you interview the next woman.

#### Item 400A, Enter time module started

If you are using a paper questionnaire, record the time as hour and minutes that you start the module for **each woman** interviewed. If you are using the tablet program, you will not see this question; the time will automatically be recorded for you.

#### Item 400B, Cluster and household number

If you are using a paper questionnaire, record the cluster number and household number. You will do this just one time, not for each woman. This information is on the questionnaire cover sheet. If you are using the tablet program, you will not see this question; the information will automatically be recorded for you.

#### Item 400C, Introductory statement

Read the module introduction to **each woman** interviewed for this module. Read it just as it is written on the paper questionnaire or in the tablet program.

#### Item 400D, Woman’s line number and name from the household roster

If you are conducting the interview with a paper questionnaire, check Module 1, Household Roster and Demographics*,* for the respondent’s name and line number and record both for each woman interviewed. If you are using a tablet, select the name of the eligible woman you are interviewing from the list presented on the screen.

#### Item 400E, Obtain consent. Does the woman agree to participate in the survey?

If you are using a paper questionnaire, consult the Informed Consent Module to determine if the respondent has already agreed to participate in the survey. If the respondent has not yet provided consent, follow the informed consent procedure. If you are using a tablet, this question will appear only if the respondent has not yet provided informed consent. If the question appears, follow the informed consent procedure. Select ‘1’ (YES) if the respondent agrees to participate or ‘2’ (NO) if the respondent does not agree to participate. If the response is ‘NO,’ skip to item 431.

After you verify consent, continue with Module 4 by asking the respondent all the questions and recording her answers. This process of ensuring informed consent from an eligible woman and asking the questions for all of Module 4 will be repeated for each eligible woman in the household.

●●●

*Obtaining Informed Consent from Women Ages 15-17:*

People under the age of 18 are considered minors who generally do not have the legal authority to provide informed consent by themselves.

However, if a woman is between ages 15–17 and has been married, she does have the right to provide her own informed consent.

If a woman is between age 15–17 and has **not** been married, a parent or primary caregiver must give consent for her. This should be noted on the Informed Consent sheet. In this case, the young woman must also provide assent*,* that is, she must agree to participate. If she does not agree, she cannot be compelled to participate.

●●●

#### Item 401, “In what month and year were you born?”

Ask for the month and year the respondent was born. Enter the month as two digits, using a ‘0’ before months 1 through 9, and year as four digits. For example, if the respondent was born in February 1990, enter February as ‘02’ and the year as ‘1990’. If the respondent does not know her birth month, enter ‘98’ (DON’T KNOW MONTH) for the month. If the respondent does not know her birth year, enter ‘9998’ (DON’T KNOW YEAR) for the year.

#### Item 402, “Please tell me how old you are. What was your age at your last birthday?”

Ask the question and then to verify that the respondent provided the correct age, probe further to find out what her age was at her last birthday. Always record ages in completed years. For example, if a woman’s age is 15 years and 4 months, you would record the woman’s age as 15. Similarly, if a woman’s age is 15 years and 11 months, you would still record her age as 15.

If the respondent knows her age, record her response and skip to item 404. If the respondent does not know how old she is, enter ‘98’ (DON’T KNOW AGE) and continue on to item 403.

#### Item 403, “Are you between the ages of 15 and 49 years old?”

Ask the question and record the respondent’s answer.

#### Item 404, (FILTER) Check 401, 402, and 403 (if applicable): Is the respondent between the ages of 15 and 49 years?

**Purpose:** to verify the respondent’s age by cross-checking the respondent’s answers for items 401, 402 and 403.

Compare the respondent’s answers for items 401, 402 and 403 to confirm that the responses are consistent. If there is conflicting information or difference between them, try to determine which answer is the most accurate, by using Appendix D, Age and Birthdate Consistency Chart for Survey in 2018 and 2019. After verifying that the respondent is between the ages of 15-49, record ‘1’ (YES).

If you confirm that the respondent is not between the ages of 15-49, enter ‘2’ (NO), or if you are still not sure if the respondent is between the ages of 15-49, enter ‘8’ (DONT’ KNOW). In both cases, thank the respondent for her valuable time and end the interview with that respondent.

Enter the INELIGIBLE AGE response code on your tablet. This will return you to the beginning of Module 4, where you can check to see if there are other women between the ages of 15-49 who are eligible to be interviewed for Module 4.

If there are additional women ages 15-49 in the household, select the next eligible respondent from the drop-down menu on the tablet and ensure informed consent. If you are conducting the interview with a paper questionnaire, check Module 1, *Household Roster and Demographics,* for the next eligible respondent’s name and line number, record both, and ensure informed consent. If there are no additional eligible women in the household, go to Module 5.

#### Items 408 through 430, Women’s dietary diversity

**Purpose:** to obtain information on the dietary intake of the respondent from the time she first woke up yesterday until the time she went to sleep for the night. We will do this by recording any foods that she ate during this period.

**Instructions:**

**STEP 1.** Read the introductory statement to this section of questions on women’s dietary diversity: “Now I would like to ask you to tell me about all the foods and drinks that you consumed yesterday during the day or night, whether you ate it while you were at home or anywhere else. Please include all foods and drinks, any snacks or small meals, as well as any main meals.”

Begin by asking the respondent to think back to when she first woke up the previous day and if she ate anything. Say: “Think about when you first woke up **yesterday**. Did you eat or drink anything at that time?” If the respondent answers, “Yes,” ask her to list all the items she ate or drank at that time. Continue to probe by asking: “Anything else?” until the respondent says there is nothing else.

As the respondent recalls the foods eaten, select ‘1’ (YES) for the corresponding food categories among items 409 through 429.

* A respondent may mention foods from the same food category more than once; ‘YES’ only needs to be entered for the first mention. For example, a respondent may report that she ate mango for breakfast; you would record ‘YES’ for that category. She may later report that she ate some papaya as a snack in the afternoon. Because you have already entered ‘YES’ for the mango for the vitamin A-rich fruits category, you do not need enter ‘YES’ again for the papaya.
* If any food mentioned by the respondent is not listed in any of the food categories, select item 430 (ANY OTHER FOODS) and enter the name of the food in the field.
* If the respondent mentions a mixed dish like porridge, sauce, or stew, ask her about the ingredients in that mixed dish. Ask: “What ingredients were in that [mixed dish]?” Probe further: “Anything else?” and select ‘1’ (YES) next to the food category with each ingredient. Continue to probe for all foods and seasonings until the respondent says there is nothing else.
* Foods in small amounts (less than a teaspoon) or used as seasonings should be listed as condiments (item 427).
* For item 424 (milk, cheese, yogurt, or other milk products), small amounts (for example, a teaspoon of milk that is added to coffee) should not be counted.
* Items 418 and 419 refer to ONLY local wildlife that is commonly consumed.

Continue in a similar manner to ask about food or drink consumed throughout the rest of the day using the following questions:

* “Did you eat or drink anything later in the **morning**?”
* “Did you eat or drink anything at **mid-day**?”
* “Did you eat or drink anything during the **afternoon**?”
* “Did you eat or drink anything in the **evening**?”
* “Did you eat or drink anything in the **evening before going to bed or during the night**?”

For each question, if the respondent answers, “Yes,” ask her to list all the items she ate at that time. Continue to probe by asking: “Anything else?” until the respondent says there is nothing else.

If the respondent mentions any food items in any additional food categories (food categories not mentioned previously), select ‘1’ (YES) for the corresponding food category from among items 409 through 429. If any food mentioned by the respondent is not listed in any of the food categories, enter the name of the food in item 430 (ANY OTHER FOODS).

**STEP II.** After the respondent finishes telling you what she ate, review the list of food categories in items 409 through 429 to see what food categories the respondent did not name. For each food category that does not have ‘YES’ selected, ask the respondent if she ate any of that particular type of food yesterday by asking: “Yesterday during the day or night, did you eat or drink any [NAME OF FOOD GROUP]?” Record the respondent’s answer for the food category. Do not leave any food categories blank.

**STEP III.** Ask the respondent if she ate any other foods or drinks not already mentioned yesterday during the day or night. If the respondent answers, “Yes,” ask her to list the items and enter each one into item 430 (ANY OTHER FOODS).

#### Item 431, Enter time module finished

If using a paper questionnaire, enter the time (hour and minutes) that you completed the module for that woman. If using a tablet, you will not see this question; the time will be automatically recorded for you.

#### Item 432, Check for other women ages 15-49 in the household; if none, go to 433.

Determine if there are any additional women ages 15-49 in the household. If there are, administer Module 4 to the next eligible woman. If there aren’t, go to item 433.

#### Item 433, Outcome of the module

Record the appropriate outcome of the module, or if the outcome is not listed as a response option, record ‘96’ (OTHER) and specify the outcome.

### 4.3.7 Module 4A–Women’s Anthropometry

**Purpose:** to gather information on the nutritional status of women ages 15-49 years old by measuring their height and weight.

***Anthropometry*** is the physical measure of a person’s size and proportions.

***Who responds to this module?***

All women in the household between ages 15-49 years who are eligible for this module.

***Instructions for administering the module with item-by-item guidance***

You should carry several paper copies of Module 4A because you will administer this module using the paper questionnaire and then enter the information into Interviewer B’s tablet after you have measured the height and weight of all women in the household. The paper questionnaire can be used to measure up to five women. If there are more than five women between the ages of 15-49 years old in the household, you will need to use a second questionnaire for any additional women. Complete Module 4A for one woman before moving onto the next woman.

Refer to the Feed the Future ZOI Survey Anthropometry Manual for detailed information about correct anthropometrical preparation, measurement, and recording procedures.

#### Item 4AA. In the women’s nutrition module, check questions 403 and 404. If the woman is between 15 and 49 years old, transfer the information for each woman’s name and line number to item 400d below.

#### Item 400AA, Enter time module started

Record the time (hour and minutes) that you start the module for each woman interviewed on the paper form. Later, transfer the information from the paper form to the tablet.

#### Item 400AB, Cluster and household number

Record the cluster number and household number. You will do this just one time (not for each woman). You can find this information on the questionnaire cover sheet. If entering data into a tablet, you will not see this question; the information will automatically be recorded for you.

#### Item 400AD, Woman’s line number and name from the household roster

If using a paper questionnaire, copy the line number and name of each woman 15-49 years from item 400D in Module 4, ensuring that the same line number and name are assigned to each woman column (titled, for example, WOMAN 1, WOMAN 2, WOMAN 3). If entering data into a tablet, you will select the name of the eligible woman you are interviewing from a list provided on the screen.

#### Item 405, “Are you currently pregnant?”

Ask the question and record the response. If the response is ‘1’ (YES), end the module for that woman; you will not take the measurements of pregnant women. If the response is ‘2’ (NO) or ‘8’ (DON’T KNOW), continue on to item 406.

#### Item 406, Height in centimeters. Measure the woman.

Please refer to section 6.3 of the Feed the Future ZOI Survey Anthropometry Manual. Record the woman’s height in centimeters or select the appropriate response if her height could not be measured: ‘9994’ (NOT PRESENT), ‘9995’ (REFUSED), or ‘9996’ (OTHER). Be sure to record the height to one decimal place.

#### Item 407, Weight in kilograms. Weigh the woman.

Please refer to section 6.2 of the Feed the Future ZOI Survey Anthropometry Manual. Record the woman’s weight in kilograms or select the appropriate response if her weight could not be measured: ‘9994’ (NOT PRESENT), ‘9995’ (REFUSED), or ‘9996’ (OTHER). Be sure to record the weight to one decimal place. If the woman weighs less than 100 kg, be sure to record a ‘0’ into the first box on the paper questionnaire before recording the woman’s weight. For example, if the woman weighs 58.4 kg, enter ‘058’ in the boxes to the left of the decimal point and enter ‘4’ in the box to the right of the decimal point, as shown here:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 0 | 5 | 8 |  | 4 |
| **.** |
| (IN KG.) | | | | |

#### Item 400N, Enter time module finished

If using a paper questionnaire, record the time (hour and minutes) that you finish the module for each woman interviewed. If entering data into a tablet, you will not see this question; the time will automatically be recorded for you.

If there are additional women eligible for Module 4A in the household, return to item 400M and use the next available column to record information for the next eligible woman. Continue like this until there are no more eligible women in the household.

After measuring all eligible women in the household or completing the entire Module 4A questionnaire (if there are more than five women in the household), at the bottom of the paper questionnaire, record the names and interviewer numbers of the measurer and the assistant measurer. The field supervisor will record his or her name and sign the questionnaire after reviewing the questionnaire for accuracy and completeness when reviewing the data collected that day.

### 4.3.8 Module 5—Children’s Nutrition

**Purpose:** to collect feeding information that indicates the health and nutrition of the children in the household.

***Who responds to this module?***

The respondent for the module should be the primary caregivers of each eligible child ages 0-71 months in the household. There may be one primary caregiver for all children ages 0-71 months in the household, or there may be different primary caregivers for different eligible children. If there are different primary caregivers for different eligible children, you will interview **each** primary caregiver about the child or children in his or her care.

The primary caregiver must provide informed consent to collect information about the child. (The primary caregiver of the child may not always be the parent.) If the primary caregiver is not available to give consent, the data for that child cannot be collected at that time. You must return at another time to get consent from the primary caregiver before the interview for that child can take place.

***Instructions for administering the module with item-by-item guidance***

The paper questionnaire has only enough space in Module 5 to record information for up to five children 0-71 months old. Be sure to bring duplicate copies of this module in case there are more than five children 0-71 months old in the household. The children will be listed in Module 1, *Household Roster and Demographics*.

Ask all the questions in Module 5 for each child before going to the next child. Make sure to ask each question exactly as it is written. Provide helpful explanations when necessary. Module 5 is a lengthy and detailed interview, so it is especially important to try to build a good relationship with the respondent to encourage completion of the entire interview.

#### Item 500A, Enter time module started

If using a paper questionnaire, record the time (hour and minutes) that you start the module for each child included in the survey. If using a tablet, you will not see this question; the time will automatically be recorded for you.

#### Item 500B, Cluster and household number

If using a paper questionnaire, record the cluster number and household number. You will do this just one time (not for each child). You can find this information on the questionnaire cover sheet. If using a tablet, you will not see this question; the information will automatically be recorded for you.

#### Item 500C, Introductory statement

Read the introduction to the module as written on the paper questionnaire or on your tablet to each primary caregiver interviewed.

#### Item 500D, Child’s line number and first name from the household roster

If you are conducting the interview with a paper questionnaire, check the Module 1, *Household Roster and Demographics,* for the child’s name and line number and record both for each child included in the survey. If you are using a tablet, you will select the name of the eligible child you are asking about from a list presented on the screen.

#### Item 500E, Caregiver’s line number and name from the household roster

If you are conducting the interview with a paper questionnaire, check the Module 1, *Household Roster and Demographics,* for the caregiver’s name and line number and record both for each child included in the survey. If you are using a tablet, you will select the name of the caregiver you are interviewing from a list presented on the screen.

#### Item 500F, Obtain consent. Does [name] agree to participate in the survey?

Each child must have a parent or primary caregiver who provides consent. If using a paper questionnaire, consult the Informed Consent Module to determine if the mother or caregiver has already agreed to participate in the survey. If the mother or caregiver has not yet provided consent on behalf of his or her child, implement the informed consent procedure. If using a tablet, this question will appear only if the respondent has not yet provided informed consent on behalf of his or her child. If the question appears, implement the informed consent procedure. Select ‘1’ (YES) if the respondent agrees to participate or ‘2’ (NO) if the respondent does not agree to participate. If the response is ‘NO’, skip to item 564.

#### Item 501, “What is [CHILD’S NAME]’s sex?”

Ask the question using the child’s name and record the response: ‘1’ (MALE) or ‘2’ (FEMALE).

#### Item 502, “I would like to ask you some questions about [CHILD’S NAME]. What is [his or her] birthday? In what month and year was [CHILD’S NAME] born?”

Ask the question using the child’s name and record the response.

* Enter the day as two digits, using ‘0’ before 1 through 9 (example: 5 is ‘05’). If the respondent does not know the day the child was born, enter ‘98’ (DON’T KNOW DAY).
* Enter the month as two digits, using ‘0’ before 1 through 9 (example: January is ‘01’). If the respondent does not know the month the child was born, enter ‘98’ (DON’T KNOW MONTH).
* Enter the year as four digits (example: ‘2011’). If the respondent does not know the year the child was born, enter ‘9998’ (DON’T KNOW YEAR).

You can use Appendix C. Country-Specific Event Calendar as an aid to prompt the respondent’s memory for the child’s birthdate.

#### Item 503, Check 502: Is the information on the child’s day, month, and year of birth complete?

**Purpose:** to double check the completeness of the birthdate information.

Check item 502. Enter ‘1’ (YES) if the birthdate information is complete and skip to item 507. Enter ‘2’ (NO) if ‘DON’T KNOW’ was entered for the child’s day, month, or year of birth.

#### Item 504, “Does [CHILD’S NAME] have a health or vaccination card with the birth date recorded?”

**Purpose:** to determine if there is a health or vaccination card that has the child’s birthdate written on it; it is only necessary to check this card if the child’s birthdate, as told to you by the respondent, is incomplete.

Ask the question and record the response. If the response is ‘NO’ or ‘DON’T KNOW,’ skip to item 507.

#### Item 505, “May I please see the card?”

**Purpose:** to see the health or vaccination card, if possible, to confirm the child’s birthdate.

Ask the question and record the response: ‘1’ (YES), ‘2’ (NO), or ‘8’ (CARD NOT AVAILABLE). If the response is ‘NO’ or ‘CARD NOT AVAILABLE,’ skip to item 507.

#### Item 506, Confirm with the respondent that the information on the card is correct. If the health/vaccination card is shown and the respondent confirms the information is correct, record the date of birth as documented on the card.

If shown the card and the respondent confirms the information as correct, record the date of birth as documented on the card. If the day is not recorded on the card, enter ‘98’ (DON’T KNOW DAY). If the month is not recorded on the card, enter ‘98’ (DON’T KNOW MONTH). If the year is not recorded on the card, enter ‘9998’ (DON’T KNOW YEAR).

#### Item 507, “How old was [CHILD’S NAME] at [his or her] last birthday?”

RECORD AGE IN COMPLETED YEARS.

**Purpose:** to capture the child’s age in completed years

Ask the question using the child’s name and record the response. If the child is under one year, enter ‘0’ for completed years.

#### Item 508, “How many months old is [CHILD’S NAME]?”

RECORD AGE IN COMPLETED MONTHS

**Purpose:** to capture the child’s age in completed months

Ask the question using the child’s name and record the response. Help the respondent calculate the child’s age in completed months using Table 5.1. First, determine the child’s age in months on his or her last birthday. Then, determine the number of months that have passed since that last birthday. Add the two numbers to get the child’s age in completed months. Record the child’s age in completed months. Record ‘0’ in the first box if the child’s age is between 0-9 months.

Table 5.1: Aid for Calculation of Child’s Age in Completed Months

| **Child’s Age on Last Birthday in Number of Years** | **Child’s Age on Last Birthday in Number of Months** | **Number of Additional Months Since Child’s Last Birthday** | **Child’s Age in Completed Months**  **(Add the Number of Months on Last Birthday and the Number of Additional Months)** |
| --- | --- | --- | --- |
| Under 1 YEAR | 0-11 MONTHS | ---------------------- | 0-11 COMPLETED MONTHS |
| 1 YEAR | 12 MONTHS | 0 MONTHS | 12 COMPLETED MONTHS |
| 1 YEAR | 12 MONTHS | 1 MONTH | 12 plus 1 equals 13 COMPLETED MONTHS |
| 1 YEAR | 12 MONTHS | 2 MONTHS | 12 plus 2 equals 14 COMPLETED MONTHS |
| 1 YEAR | 12 MONTHS | 3 MONTHS | 12 plus 3 equals 15 COMPLETED MONTHS |
| 1 YEAR | 12 MONTHS | 4 MONTHS | 12 plus 4 equals 16 COMPLETED MONTHS |
| 1 YEAR | 12 MONTHS | 5 MONTHS | 12 plus 5 equals 17 COMPLETED MONTHS |
| 1 YEAR | 12 MONTHS | 6 MONTHS | 12 plus 6 equals 18 COMPLETED MONTHS |
| 1 YEAR | 12 MONTHS | 7 MONTHS | 12 plus 7 equals 19 COMPLETED MONTHS |
| 1 YEAR | 12 MONTHS | 8 MONTHS | 12 plus 8 equals 20 COMPLETED MONTHS |
| 1 YEAR | 12 MONTHS | 9 MONTHS | 12 plus 9 equals 21 COMPLETED MONTHS |
| 1 YEAR | 12 MONTHS | 10 MONTHS | 12 plus 10 equals 22 COMPLETED MONTHS |
| 1 YEAR | 12 MONTHS | 11 MONTHS | 12 plus 11 equals 23 COMPLETED MONTHS |
| 2 YEARS | 24 MONTHS | 0 MONTHS | 24 COMPLETED MONTHS |
| 2 YEARS | 24 MONTHS | 1 MONTH | 24 plus 1 equals 25 COMPLETED MONTHS |
| 2 YEARS | 24 MONTHS | 2 MONTHS | 24 plus 2 equals 26 COMPLETED MONTHS |
| 2 YEARS | 24 MONTHS | 3 MONTHS | 24 plus 3 equals 27 COMPLETED MONTHS |
| 2 YEARS | 24 MONTHS | 4 MONTHS | 24 plus 4 equals 28 COMPLETED MONTHS |
| 2 YEARS | 24 MONTHS | 5 MONTHS | 24 plus 5 equals 29 COMPLETED MONTHS |
| 2 YEARS | 24 MONTHS | 6 MONTHS | 24 plus 6 equals 30 COMPLETED MONTHS |
| 2 YEARS | 24 MONTHS | 7 MONTHS | 24 plus 7 equals 31 COMPLETED MONTHS |
| 2 YEARS | 24 MONTHS | 8 MONTHS | 24 plus 8 equals 32 COMPLETED MONTHS |
| 2 YEARS | 24 MONTHS | 9 MONTHS | 24 plus 9 equals 33 COMPLETED MONTHS |
| 2 YEARS | 24 MONTHS | 10 MONTHS | 24 plus 10 equals 34 COMPLETED MONTHS |
| 2 YEARS | 24 MONTHS | 11 MONTHS | 24 plus 11 equals 35 COMPLETED MONTHS |
| 3 YEARS | 36 MONTHS | 0 MONTHS | 36 COMPLETED MONTHS |
| 3 YEARS | 36 MONTHS | 1 MONTH | 36 plus 1 equals 37 COMPLETED MONTHS |
| 3 YEARS | 36 MONTHS | 2 MONTHS | 36 plus 2 equals 38 COMPLETED MONTHS |
| 3 YEARS | 36 MONTHS | 3 MONTHS | 36 plus 3 equals 39 COMPLETED MONTHS |
| 3 YEARS | 36 MONTHS | 4 MONTHS | 36 plus 4 equals 40 COMPLETED MONTHS |
| 3 YEARS | 36 MONTHS | 5 MONTHS | 36 plus 5 equals 41 COMPLETED MONTHS |
| 3 YEARS | 36 MONTHS | 6 MONTHS | 36 plus 6 equals 42 COMPLETED MONTHS |
| 3 YEARS | 36 MONTHS | 7 MONTHS | 36 plus 7 equals 43 COMPLETED MONTHS |
| 3 YEARS | 36 MONTHS | 8 MONTHS | 36 plus 8 equals 44 COMPLETED MONTHS |
| 3 YEARS | 36 MONTHS | 9 MONTHS | 36 plus 9 equals 45 COMPLETED MONTHS |
| 3 YEARS | 36 MONTHS | 10 MONTHS | 36 plus 10 equals 46 COMPLETED MONTHS |
| 3 YEARS | 36 MONTHS | 11 MONTHS | 36 plus 11 equals 47 COMPLETED MONTHS |
| 4 YEARS | 48 MONTHS | 0 MONTHS | 48 COMPLETED MONTHS |
| 4 YEARS | 48 MONTHS | 1 MONTH | 48 plus 1 equals 49 COMPLETED MONTHS |
| 4 YEARS | 48 MONTHS | 2 MONTHS | 48 plus 2 equals 50 COMPLETED MONTHS |
| 4 YEARS | 48 MONTHS | 3 MONTHS | 48 plus 3 equals 51 COMPLETED MONTHS |
| 4 YEARS | 48 MONTHS | 4 MONTHS | 48 plus 4 equals 52 COMPLETED MONTHS |
| 4 YEARS | 48 MONTHS | 5 MONTHS | 48 plus 5 equals 53 COMPLETED MONTHS |
| 4 YEARS | 48 MONTHS | 6 MONTHS | 48 plus 6 equals 54 COMPLETED MONTHS |
| 4 YEARS | 48 MONTHS | 7 MONTHS | 48 plus 7 equals 55 COMPLETED MONTHS |
| 4 YEARS | 48 MONTHS | 8 MONTHS | 48 plus 8 equals 56 COMPLETED MONTHS |
| 4 YEARS | 48 MONTHS | 9 MONTHS | 48 plus 9 equals 57 COMPLETED MONTHS |
| 4 YEARS | 48 MONTHS | 10 MONTHS | 48 plus 10 equals 58 COMPLETED MONTHS |
| 4 YEARS | 48 MONTHS | 11 MONTHS | 48 plus 11 equals 59 COMPLETED MONTHS |

#### Item 510, (CHECK) Is the year recorded in 502 or 506 consistent with the age in years recorded in 507?

**Purpose:** to check that the year recorded in items 502 or 506 is consistent with the child’s age in years recorded in item 507.

Compare the birth year in item 502 or 506 (as applicable) to the child’s age in years in item 507. Record ‘1’ (YES) if the age and birth year are consistent or ‘2’ (NO) if the age and birth year are not consistent. In the tablet, this is an inbuilt check and the interviewer will not see this item. However, in case of any inconsistency, the tablet will flag an error.

#### Item 511, Are year and month of birth recorded in 502 or 506 consistent with age in months recorded in 508?

**Purpose:** to check that the year and month of birth recorded in item 502 or 506 are consistent with the age in months recorded in item 508.

Compare the birth year and month in item 502 or 506, as applicable, to the child’s age in months in item 508. Record ‘1’ (YES) if the age and birth month and year are consistent or ‘1’ (NO) if the age and birth month and year are not consistent. In the tablet, this is an inbuilt check and the interviewer will not see this item. However, in case of any inconsistency, the tablet will flag an error.

#### Item 512, CHECK 510 AND 511: If the answer to 510 or 511 is ‘no,’ resolve any inconsistencies. If the birthdate was recorded on a health card, this may be used as the correct data source.

**Purpose:** to resolve inconsistencies in the age and birthdate fields if the answer to items 510 or 511 is ‘NO.’

Look at items 502, 506, 507, and 508 to determine what the inconsistencies are. Update any of the four fields as needed to resolve the inconsistencies. In doing so, you may use the health or vaccination card as the correct information source. Appendix D provides an Age and Birthdate Consistency Chart for Surveys in 2018 and 2019, which can be used to help correct inconsistencies. You may also try to probe the respondent. Remember when probing, that either or both of the responses—both the child’s age and birthdate may be wrong. After you update items 502, 506, 507, or 508, as needed, perform the checks in items 510 and 511 again before continuing to item 513.

In the tablet, this is an inbuilt check and the interviewer will not see this item. However, in case of any inconsistency, the tablet will flag an error.

#### Item 513, CHECK 507. Is the child under age 6?

**Purpose:** to check item 507 to make certain the child is 5 years old or younger.

Check item 507. If the child is under age 6, record ‘1’ (YES) and continue on to item 519. If the child is 6 years old or older, record ‘2’ (NO),’ or if you are unsure if the child is under age 6, record ‘8’ (DON’T KNOW). If the response is ‘NO’ or ‘DON’T KNOW,’ go to item 564.

#### Items 519–537, Exclusive breastfeeding and minimum acceptable diet

**Purpose:** to collect health and nutritional information about the child’s consumption of breastmilk and other liquids during the day prior to the survey.

#### Item 519, CHECK QUESTION 507. Is the child under 3 years of age?

**Purpose:** to check item 507 to make certain the child is younger than 3 years. This information will be used for questions about exclusive breastfeeding and minimum acceptable diet.

Enter ‘1’ (YES) if the child is under age 3 or enter ‘2’ (NO) if the child is age 3 years or older. If the response is ‘NO’, go to item 564.

#### Item 520, “Has [CHILD’S NAME] ever been breastfed?”

Ask the question using the child’s name and record the response. If the response is ‘NO’ or ‘DON’T KNOW’, skip to item 522.

#### Item 521, “Was [CHILD’S NAME] breastfed yesterday during the day or at night?”

Ask the question using the child’s name and record the response. If the response is ‘YES’, skip to item 523.

#### Item 522, “Sometimes babies are fed breast milk in different ways, for example by spoon, cup, or bottle. This can happen when the mother cannot always be with her baby. Sometimes babies are breastfed by another woman or given breast milk from another woman by spoon, cup, bottle, or some other way. This can happen if a mother cannot breastfeed her own baby. Did [CHILD’S NAME] consume breast milk in any of these ways yesterday during the day or at night?”

**Purpose:** to determine whether the child consumed any breast milk, even if not directly from the mother’s breast.

Read the statement to provide the respondent with enough understanding, ask the question using the child’s name and record the response.

#### Item 523, “Now I would like to ask you about some medicines and vitamins that are sometimes given to infants. Was [CHILD’S NAME] given any vitamin drops or other medicines as drops yesterday during the day or at night?”

Read the introductory statement, ask the question using the child’s name and record the response.

#### Item 524, “Was [CHILD’S NAME] given [local name for oral rehydration solution] yesterday during the day or at night?”

**Oral** means by mouth. **Rehydration** is the replacement of water and electrolytes (needed by the body) lost through dehydration. When given by mouth, it is called oral rehydration. **Oral rehydration solution** is usually given to a child who is experiencing diarrhea.

Ask the question using the child’s name and the local name for oral rehydration solution, and record the response.

Items 526 through 537 are about the liquids a child might consume. Before asking item 526 (the first item), read the statement: “Next I would like to ask you about some liquids that [CHILD’S NAME] may have had yesterday during the day or at night.” Ask all the items 526 through 537, one at a time. For milk and milk-based liquids, you will also ask about the number of times the child consumed these kinds of nutritious liquids.

#### Item 526, “Plain water?”

Ask the respondent, “Did [CHILD’S NAME] have any plain water yesterday during the day or at night?” using the child’s name and record the response.

#### Item 527, “Infant formula such as [insert local examples]?”

Ask the respondent, “Did [CHILD’S NAME] have any infant formula such as (give local examples) yesterday during the day or at night?” using the child’s name and record the response. If ‘NO’ or ‘DON’T KNOW’, skip to item 529.

#### Item 528, “How many times yesterday during the day or at night did [CHILD’S NAME] consume any formula?”

**Consume** means to eat or drink.

Ask the question using the child’s name and record the response. Emphasize the referenced time period (yesterday during the day or night). Use ‘0’ before numbers 1 through 9. Record ‘98’ (DON’T KNOW) if the respondent is not sure, even after probing.

#### Item 529, “Did [CHILD’S NAME] have any milk such as tinned, powdered, or fresh animal milk?”

Ask the respondent, “Did [CHILD’S NAME] have any milk yesterday during the day or at night?” using the child’s name and record the response. If the response is ‘NO’ or ‘DON’T KNOW’, skip to item 531.

#### Item 530, “How many times yesterday during the day or at night did [CHILD’S NAME] consume any milk?”

Ask the question using the child’s name. Remind the respondent of the time period. Record the response. Use ‘0’ before numbers 1 through 9. Record ‘98’ (DON’T KNOW) if the respondent is not sure, even after probing.

#### Item 531, “Did [CHILD’S NAME] have any juice or juice drinks?”

Ask the respondent, “Did [CHILD’S NAME] have any juice or juice drinks yesterday during the day or at night?” using the child’s name and record the response.

#### Item 532, “Did [CHILD’S NAME] have any clear broth?”

**Broth** is a liquid food that is usually made with water or a flavored stock in which bones, meat, fish, cereal grains, or vegetables have been cooked. Clear broth is the liquid food with no solids.

Ask the respondent, “Did [CHILD’S NAME] have any clear broth yesterday during the day or at night?” using the child’s name and record the response.

#### Item 533, “Did [CHILD’S NAME] have any yogurt?”

**Instructions:** Ask the respondent, “Did [CHILD’S NAME] have any yogurt yesterday during the day or at night?” using the child’s name and record the response. If the response is ‘NO’ or ‘DON’T KNOW’, skip to item 535.

#### Item 534, “How many times yesterday during the day or at night did [CHILD’S NAME] consume any yogurt?”

Ask the question using the child’s name and record the response.

#### Item 535, “Did [CHILD’S NAME] have any thin porridge?”

**Porridge** is a hot dish of cereal grains or ground legumes (such as peas and beans), cooked in milk or water.

Ask the respondent, “Did [CHILD’S NAME] have any thin porridge yesterday during the day or at night?” and record the response. It is important to differentiate between thin or semi-solid since thickness may indicate the amount of nutrition being provided. Tell the respondent that thin porridge will pour off a spoon and semi-solid porridge will stick to the spoon.

#### Item 536, “Any other liquids such as [list other water-based liquids available in the local setting]?”

Ask the respondent, “Did [CHILD’S NAME] have any other liquids such as [list other water-based liquids available in the local setting] yesterday during the day or at night?” and record the response.

#### Item 537, “Any other liquids?”

Ask the respondent, “Did [CHILD’S NAME] have any other liquids yesterday during the day or at night?” and record the response.

#### Items 538 through 560, Children’s dietary diversity

**Purpose:** to collect information about the child’s consumption of all other foods, as usually found in a diverse diet, during the day and night before the survey.

**STEP I.** Read the introductory statement to this section of questions on children’s dietary diversity: “Now I would like to ask you to tell me about the foods and drinks that [CHILD’S NAME] consumed yesterday during the day or night, whether [CHILD’S NAME] ate it while at home anywhere else. Please include all foods and drinks, any snacks or small meals, as well as any main meals.”

Ask the respondent to tell you everything the child ate the previous day, starting when the child woke up until the child went to sleep until the next day. Probe the respondent for anything else the child ate until the respondent has no further answer. Always use the child’s name to make certain the respondent is recalling the information for only that child.

Begin by asking the respondent to think back to when the child first woke up the previous day, and remember if she or he ate anything. Say: “Think about when [CHILD’S NAME] first woke up yesterday. Did [CHILD’S NAME] eat or drink anything at that time?” If the respondent answers, “Yes,” ask her to list all the items the child ate at that time. Continue probing by asking: “Anything else?” until the respondent says there is nothing else.

As the respondent recalls the foods that the child ate, select ‘1’ (YES) for the corresponding food categories among items 539–559. A respondent may mention foods from the same food category more than once. You need to enter ‘YES’ only for the first mention. For example, a respondent may report that the child ate mango for breakfast. You would record ‘YES’ for that food group. Later she may report that the child ate some papaya as a snack in the afternoon. Because you have already entered ‘YES’ for the mango for the vitamin A-rich fruits group, you do not need to enter ‘YES’ again for the papaya. If the respondent mentions any food that is not listed in any of the food categories, select item 560 (ANY OTHER FOODS) and enter the name of the food in the field.

If the respondent mentions a mixed dish like porridge, sauce, or stew, ask her about the ingredients in that mixed dish. Ask: “What ingredients were in that [mixed dish]?” Probe further by asking “Anything else?” and select ‘1’ (YES) next to the food category with each ingredient. Continue to probe for all foods and seasonings until the respondent says there is nothing else.

Foods in small amounts (less than a teaspoon) or used as seasonings should be listed as condiments (item 557). Items 548 and 549 refer to **only** local wildlife that is commonly consumed. Item 554 refers to **liquid** yogurt and should, therefore, not be counted for solid, semi-solid, or soft foods.

Continue in a similar manner to ask about food or drink the child consumed throughout the rest of the day using the following questions: “Did [CHILD’S NAME] eat or drink anything later in the morning?” “Did [CHILD’S NAME] eat or drink anything at mid-day?” “Did [CHILD’S NAME] eat or drink anything during the afternoon?” “Did [CHILD’S NAME] eat or drink anything in the evening?” “Did [CHILD’S NAME] eat or drink anything in the evening before going to bed or during the night?”

For each question the respondent answers “YES,” ask her to list all the items the child ate at that time. Continue probing by asking “Anything else?” until the respondent says there is nothing else.

If the respondent mentions any food items in any additional food categories – that is, food categories not mentioned previously – select ‘1’ (YES) for the corresponding food category from among items 539–559. If any food mentioned by the respondent is not listed in any of the food categories, enter the name of the food in item 560 (ANY OTHER FOODS).

**Step 2.** After the respondent finishes telling you what the child ate, review the list of food categories in items 539–559 to see what food categories the respondent did not name. For each food category that does not have ‘YES’ selected, ask the respondent if the child ate any of that particular type of food yesterday: “Yesterday during the day or night, did [CHILD’S NAME] eat or drink any [NAME OF FOOD GROUP]?” Record the response for each food group. Do not leave any food categories blank.

**Step 3.** Ask the respondent if the child ate any other foods or drinks not already mentioned yesterday during the day or night. If the respondent answers, “Yes,” ask her to list the items and enter each one into item 560 (ANY OTHER FOODS).

#### Item 561, CHECK CATEGORIES 539–560: If all ‘NO’ or no food listed in 560, go to 562. If at least one ‘YES’, or any food listed in 560, or all ‘DON’T KNOW,’ go to 563.

Check all categories in items 539–559. If all category responses are ‘NO’ and the response to item 560 is ‘NO FOOD,’ go to item 562. If at least one category has a ‘YES’ response, if all responses are ‘DON’T KNOW,’ or at least one food is listed in item 560, skip to item 563.

#### Item 562, “Did [CHILD’S NAME] eat any solid, semi-solid, or soft foods yesterday during the day or at night?”

**Purpose:** to ensure that the child did not eat any foods yesterday if the respondent did not name any foods that the child ate. This question is asked only if none of the food categories is marked ‘1’ (YES). If the respondent says the child did eat solid, semi-solid, or soft foods yesterday, then the child must have eaten something from at least one of the food categories in the questionnaire, and therefore you need to probe to find out what the food was.

Ask the question using the child’s name and record the response. If the respondent answers ‘YES’, probe by asking “What kind of solid, semi-solid, or soft foods did [CHILD’S NAME] eat?” Record all foods eaten in the corresponding food categories (items 539–560). Continue on to item 563 when you finish. If the respondent answers ‘NO’ or ‘DON’T KNOW,’ go to item 564.

#### Item 563, “How many times did [CHILD’S NAME] eat solid, semi-solid, or soft foods other than liquids yesterday during the day or at night?”

**Instructions:** Ask the question using the child’s name and record the response. Emphasize the referenced time period (yesterday during the day or night). Use ‘0’ before numbers 1 through 9. Record ‘98’ (DON’T KNOW) if the respondent is not sure, even after probing.

After this final question, if there are no more children under age 6 to ask the respondent about, conclude the interview by telling the respondent, “Thank you very much for your time in responding to this survey. Your contributions are greatly appreciated.”

#### Item 564, Enter time module finished

If you are using a paper questionnaire, enter the time as hour and minutes that you completed the module for the child. If you are using a tablet program, you will not see this question; the time will be automatically recorded for you.

#### Item 565, Check for other children under age 6 in the household; if none, go to 566

Determine if there are any additional children in the household under age 6 years. If there are, administer Module 5 to the caregiver of the next eligible child. If there are none, go to item 566.

#### Item 566, Outcome of the module

Record the appropriate outcome of the module, or if the outcome is not listed as a response option, record ‘96’ (OTHER) and specify the outcome.

### 4.3.9 Module 5A—Children’s Anthropometry

**Purpose:** to gather information on the nutritional status of children under 6 years old by measuring their height or length and weight.

***Anthropometry*** is the physical measure of a person’s size and proportions.

***Who responds to this module?***

All children in the household under the age of 6 years are eligible for this module, although a child’s primary caregiver must give consent before the child’s height and weight are measured.

***Instructions for administering the module with item-by-item guidance***

You should have several copies of Module 5A because you will administer this module using the paper questionnaire and then enter the information into Interviewer B’s tablet after you have measured the height and weight of all children in the household under age 6 years. The paper questionnaire can be used to measure up to five children. If there are more than five children in the household under 6 years, you will need to use a second questionnaire for additional children. Complete Module 5A for one child before moving to the next child.

Refer to the Feed the Future ZOI Survey Anthropometry Manual for detailed information about correct anthropometrical preparation, measurement, and recording procedures.

#### Item 5AA

Check question 513 in the Children’s Nutrition Module. If the child is less than 6 years old (513=1), the child should be measured. Transfer the line number and first name of each child less than 6 years old from the children’s nutrition module to question 500d below.

#### Item 500A, Enter time module started

Record the time (hour and minutes) that you start the module for each child measured in the survey, and transfer the information later on the tablet. If entering data into a tablet, you will not see this question; the time will automatically be recorded for you.

#### Item 500B, Cluster and household number

If using a paper questionnaire, record the cluster number and household number. You will do this just one time (not for each child). You can find this information on the questionnaire cover sheet. If entering data into a tablet, you will not see this question; the information will automatically be recorded for you.

#### Item 500D, Child’s line number and first name from the household roster

If using a paper questionnaire, copy the line number and name of each child from item 500D in Module 5, ensuring that the same line number and first name are assigned to each child column (titled, for example, CHILD 1, CHILD 2, CHILD 3). If entering data into a tablet, you will select the name of the eligible child you are measuring from a list provided on the screen.

#### Item 516, Children under 24 months should be measured lying down; children 24 months or older should be measured standing up. Height in centimeters: measure the child.

Follow the guidance provided in your training (see section 7.3 of the Feed the Future ZOI Survey Anthropometry Manual). Children under 24 months should be measured lying down. Children 24 months or older should be measured standing up. Record the height in centimeters or select the appropriate response if length or height could not be measured: ‘9994’ (NOT PRESENT), ‘9995’ (REFUSED), or ‘9996’ (OTHER). Be sure to record the height or length to one decimal place. If the child is less than 100 cm, be sure to record a ‘0’ into the first box on the paper questionnaire before recording the child’s height or length. For example, if the child is 36.3 cm, enter ‘036’ in the boxes to the left of the decimal point and enter ‘3’ in the box to the right of the decimal point, as shown here:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 0 | 3 | 6 |  | 3 |
| **.** |
| (IN CM.) | | | | |

#### Item 517, Was the child measured lying down or standing up?

Record the appropriate response; ‘1’ (LYING DOWN), ‘2’ (STANDING UP), or ‘6’ (NOT MEASURED).

#### Item 518, Weight in kilograms: weigh the child

Follow the guidance provided in your training (see section 7.2 of the Feed the Future ZOI Survey Anthropometry Manual). Record the child’s weight in kilograms or select the appropriate response if weight could not be measured: ‘9994’ (NOT PRESENT), ‘9995’ (REFUSED), or ‘9996’ (OTHER). Be sure to record the weight to two decimal places. If the child is less than 10 kg, be sure to record a ‘0’ into the first box on the paper questionnaire before recording the child’s weight. For example, if the child weighs 8.72 kg, enter ‘08’ in the boxes to the left of the decimal point and enter ‘72’ in the boxes to the right of the decimal point, as shown here:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 0 | 8 |  | 7 | 2 |
| ● |
| (IN KG.) | | | | |

#### Item 500N, Enter time module finished

If using a paper questionnaire, record the time (hour and minutes) that you finish the module for each child measured. If entering data into a tablet, you will not see this question; the time will automatically be recorded for you.

If there are additional children eligible for Module 5A in the household, return to item 500M and use the next available column to record information for the next eligible child. Continue like this until there are no more eligible children in the household.

After measuring all eligible children in the household or completing the entire Module 5A questionnaire (if there are more than five eligible children in the household), at the bottom of the paper questionnaire, record the names and interviewer numbers of the measurer and the assistant measurer. The field supervisor will record his or her name and sign the questionnaire after reviewing the questionnaire for accuracy and completeness when reviewing the data collected that day.

### 4.3.10 Module 6—Empowerment in Agriculture

**Purpose:** to measure the inclusion of women in the agricultural sector. It was developed as a monitoring tool for the Feed the Future initiative. This module has two sections, 6W (which includes Sub-modules 6.1–6.6B) and 6M (which includes Sub-modules 6.1(M)–6.6B(M)).

***Who responds to this module?***

The respondents for the module should be the primary adult female and male decisionmakers in the household who are age 18 or older. The primary adult female decisionmaker will respond to Module 6W. The primary adult male decisionmaker will respond to Module 6M. If there is no primary adult female decisionmaker in the household, do not use Module 6W. If there is no primary adult male decisionmaker in the household, do not use Module 6M. Note that if you are administering the survey on the tablet and there is no primary adult female decisionmaker, you will not see Module 6W as an option to select, or if there is no primary adult male decisionmaker, you will not see Module 6M as an option to select.

Note that the Module 6 sub-modules are almost identical for the female and male respondents. Therefore, this section of the manual will go through Sub-modules 6.1–6.6B and note only if there are any differences between Sub-modules 6.1–6.6B and Sub-modules 6.1(M)–6.6B(M).

***Instructions for administering the module with item-by-item guidance***

Interview the male and female respondents separately and in private or where other members of the family cannot overhear or contribute answers. Sometimes it is challenging to ensure privacy, but you should use some of the techniques practiced in training to establish privacy with the respondents. If respondents do not feel free to speak honestly because family members or neighbors are trying to overhear the discussion, the information you collect will not be reliable. It is therefore very important to establish privacy for this module in particular.

#### Sub-Module 6.1: Individual Identification

**Purpose:** to record the respondent’s identification information.

***Instructions for administering the sub-module with item-by-item guidance***

#### Item 6.100A, Enter time module started

If using a paper questionnaire, record the time (hour and minutes) that you start the module. If using a tablet, you will not see this question; the time will automatically be recorded for you.

#### Item 6.100B, Cluster and household number

If using a paper questionnaire, record the cluster number and household number. You can find this information on the questionnaire cover sheet. If using a tablet, you will not see this question; the information will automatically be recorded for you.

#### Item 6.100C, Name and line number of respondent currently being interviewed

If you are administering the questionnaire on a tablet, this information will be automatically populated for you. If you are using a paper questionnaire, ensure that you have the correct respondent by referring to Module 1, *Household Roster and Demographics*, and recording the respondent’s name. If you are interviewing the primary adult female decisionmaker, the respondent will be listed in line 02 in Module 1. If you are interviewing the primary adult male decisionmaker, the respondent will be listed in line 01 in Module 1.

#### Item 6.100D, Obtain consent. Does [name] agree to participate in the survey?

If using a paper questionnaire, consult the Informed Consent Module to determine if the respondent has already agreed to participate in the survey. If the respondent has not yet provided consent, implement the informed consent procedure. If using a tablet, this question will appear only if the respondent has not yet provided informed consent. If the question appears, implement the informed consent procedure. Select ‘1’ (YES) if the respondent agrees to participate or ‘2’ (NO) if the respondent does not agree to participate. If the response is ‘NO’, skip to item 6.604.

#### Item 6.100E, Ability to be interviewed alone: (SELECT ALL THAT APPLY.)

**Purpose:** to record if the household member was able to be interviewed alone, or if other family or community members were present while the interview was conducted. If other people were present, it is important to know if they were adults or children. Respondents may answer questions somewhat more freely in front of very young children compared to how they might respond in front of other adults. Respondents also may answer some questions less freely if adult men are present.

Select all the appropriate codes that apply, depending on whether or not the respondent was able to be interviewed alone, or if other people were present during the interview: ‘A’ (ALONE), ‘B’ (ADULT FEMALE PRESENT), ‘C’ (ADULT MALE PRESENT), or ‘D’ (CHILDREN PRESENT).

#### Item 6.101, “In what month and year were you born?”

Ask the question and record the response. Enter the birth month as two digits, using ‘0’ before months 1 through 9 (example: February is ‘02’), and enter the birth year as four digits (example: ‘1990’). If the month is unknown, enter ’98’ (DON’T KNOW) for the month. If the year is not known, enter ‘9998’ (DON’T KNOW) for the year.

#### Item 6.102, “Please tell me how old you are. What was your age at your last birthday?”

RECORD AGE IN COMPLETED YEARS

Ask the respondent for his or her age, and then verify that the respondent provided the correct age by probing further as to his or her age on the last birthday. If the respondent knows, skip to item 6.104. If the respondent does not know, enter ‘98’ (DON’T KNOW) and ask item 6.103. Always record the age in completed years. For example, if a respondent’s age is 20 years and 4 months, you would record the age as 20. Similarly, if a respondent’s age is 20 years and 11 months, you would still record the age as 20.

#### Item 6.103, “Are you 18 years old or older?”

**Purpose:** to identify if the respondent is at least 18 years old or older.

Ask the question and record the response.

#### Item 6.104, Check 6.101, 6.102, and 6.103 (IF APPLICABLE): Is the respondent 18 years old or older?

**Purpose:** to compare the responses for items 6.101, 6.102 and 6.103 (if applicable), to ensure the accuracy of the respondent’s age. The tablet will display the responses to these items, so you can check them.

Compare the responses to items 6.101, 6.102, and 6.103 and ensure that they are consistent. If you find conflicting information, try to determine which answer is the most accurate by using Appendix D, the Age and Birthdate Consistency Chart for Survey in 2018 and 2019 and following the instructions in the box below. If you can verify the respondent’s age, or at a minimum verify that the respondent is at least 18 years old, enter ‘1’ (YES). If you determine that the respondent is under age 18, enter ‘2’ (NO). If you cannot determine if respondent is 18 years or older, enter ‘8’ (DON’T KNOW). If ‘NO’ or ‘DON’T KNOW’, this person cannot be considered eligible to answer the remainder of the questions in Module 6. Tactfully end Module 6, and select Module 6 Response Code ‘INELIGIBLE AGE’.

If you are administering Module 6 to the primary female decisionmaker in the household, you will be routed to the beginning of Module 6 for the primary male decisionmaker in the household. If you are administering Module 6 to the primary male decisionmaker in the household, you will be routed to the beginning of Module 7.

**NOTE:** It is important to note that when you find that a respondent who was thought to be eligible for Module 6, but in fact is not eligible after the person’s age is more accurately established, you need to correct your Interviewer Assignment Sheet. Cross out the respondent’s name on the assignment sheet and note in the observations that she or he was age-ineligible.

**How to Use the Age/Birthdate Consistency Chart**

Use the Age/Birth-Date Consistency Chart in Appendix D to check the consistency of the age and date of birth information the respondent provides. You will choose one of two approaches to using the chart, depending on the type of information you have recorded in items 6.101 and 6.102.

**(1) IF BOTH MONTH AND YEAR ARE RECORDED IN ITEM 6.101:**

On the chart, locate the age you recorded in item 6.102. If the respondent’s month of birth is before the month of interview (she has already had her birthday this year), use the right-hand column to see what year of birth is consistent with that age. If the respondent’s month of birth is after the month of interview (she has not yet had her birthday this year), use the left-hand column to see what year of birth is consistent with that age.

If the year of birth recorded in item 6.101 is **not the same** **as the year of birth in the chart**, then the information reported in items 6.101 and 6.102 is inconsistent and you need to make a correction.

**(2) IF ONLY the YEAR OF BIRTH IS RECORDED IN ITEM 6.101:**

On the chart, locate the age you recorded in item 6.102. Because we do not have information on the month of birth, the years of birth listed in both the left- and right-hand columns will be consistent with that age.

If the year of birth recorded in item 6.101 is **not the same as one of the two years of birth recorded in the chart**, then the information reported in items 6.101 and 6.102 is inconsistent and you need to make a correction.

#### Item 6.105, “Are you currently married or living together with a man as if married?”

**Purpose:** to identify if the respondent **currently** has a male companion by way of marriage or if she is living together with a man without being formally married.

Ask the question. Enter ‘1’ (YES, CURRENTLY MARRIED), ‘2’ (YES, LIVING WITH A MAN), or ‘3’ (NO, NOT IN UNION). If ‘1’ or ‘2’ is entered, skip the remainder of the questions in this sub-module and skip to item 6.200A in Sub-Module 6.2.

If you are interviewing the primary adult male decisionmaker, in item 6.105 in Sub-Module 6.1(B), you will ask instead, “Are you currently married or living together with a **woman** as if married?”

#### Item 6.106, “Have you ever been married or lived together with a man as if married?”

**Purpose:** to identify if the respondent has **ever been** married or lived together with another man.

Ask the question and record the response: ‘1’ (YES, FORMERLY MARRIED), ‘2’ (YES, LIVED WITH A MAN), or ‘3’ (NO, NOT IN A UNION). If ‘3’ is entered, skip to item 6.200A in Sub‑Module 6.2.

If you are interviewing the primary adult male decisionmaker, for item 6.106 in Sub-Module 6.1(B), you will ask, “Have you ever been married or lived together with a **woman** as if married?” Similarly, you will record the answers as follows:

For Item 6.105M, enter ‘1’ (YES, CURRENTLY MARRIED), ‘2’ (YES, LIVING WITH A WOMAN), or ‘3’ (NO, NOT IN UNION). If ‘1’ or ‘2’ is entered, skip the remainder of the questions in this sub-module and skip to item 6.200A in Sub-Module 6.2.

For Item 6.106M, enter ‘1’ (YES, FORMERLY MARRIED), ‘2’ (YES, LIVED WITH A WOMAN), or ‘3’ (NO, NOT IN A UNION). If ‘3’ is entered, skip to item 6.200A in Sub-Module 6.2.

#### Item 6.107, “What is your marital status now: are you widowed, divorced, or separated?”

Ask the question and enter the response: ‘1’ (WIDOWED), ‘2’ (DIVORCED), or ‘3’ (SEPARATED).

#### Sub-Module 6.2: Role in Household Decisionmaking around Production and Income Generation

**Purpose:** to collect information on the respondent’s participation in household decisionmaking, particularly with regard to work activities for production and income generation. Research has shown that when women participate in this type of household decisionmaking, household members’ well-being is enhanced.

**Activity description and definitions**

Activity 6.2A: **Food crop farming** means that the food is grown primarily to be eaten by the household members.

Activity 6.2B: **Cash crop farming** means that crops are grown **primarily** for sale in the market, and not for household consumption.

Activity 6.2C: **Livestock** includes oxen, cattle, goats, pigs, and sheep.

Activity 6.2D: **Non-farm economic activities** include things like running a small business, self-employment, and buy-and-sell.

Activity 6.2E: **Wage and salary employment** includes work that is paid for in cash or in-kind, including both agriculture and other wage work.

Activity 6.2F: **Fishing or fishpond culture** is the raising of fish in ponds. Raising fish in ponds entails feeding, breeding, growing, and harvesting the fish in a planned way.

Activity 6.2G: **Major household expenditures** include spending on larger household items such as a refrigerator or television, or an addition to the home.

Activity 6.2H: **Minor household expenditures** include spending on smaller day-to-day items such as food for daily consumption.

***Instructions for administering the sub-module with item-by-item guidance***

Read the introductory statement to Sub-Module 6.2 to the respondent before asking questions: “Now I’d like to ask you some questions about your participation in certain types of work activities.” Beginning with activity code A, work in order, one activity at a time, for each activity code A–H. Read aloud the activity description for the activity code to the respondent, and then ask items 6.201 through 6.205 for the activity, as applicable.

Note that activities 6.2G and 6.2H about major and minor household expenditures will not be asked for items 6.201 and 6.205.

#### Item 6.201, “Did you yourself participate in [ACTIVITY] in the past 12 months?”

**Purpose:** to find out for each activity whether the respondent participated in the activity during the **past 12 months**.

Read the activity and the description for the activity to the respondent. Then ask the question, with the name of the activity incorporated where indicated by the word [ACTIVITY].

For example: *“The first activity I’d like to ask you about is food crop farming. Food crops are crops that are grown primarily for household food consumption. Did you yourself participate in food crop farming in the past 12 months, that is, during the last cropping season?”*

Communicate clearly to the respondent that this question is about the entire past 12-month time period. You can use Appendix C, *Country-Specific Event Calendar*, as an aid to prompt the respondent’s memory.

Record the respondent’s answer. If the answer is ‘YES’, continue to item 6.202. If the answer is ‘NO’, skip to the next activity, or to item 6.300A in Sub-Module 6.3A, if you are asking about the last activity listed.

#### **Item 6.202, “When decisions are made regarding [ACTIVITY], who is it that normally takes the decision?** SELECT ALL THAT APPLY.

**Purpose:** to find out for each activity who makes the decisions about that activity.

Ask the question using the name of the activity and record the response. Be sure to select all responses that apply, as the respondent may provide more than one response. If no one makes decisions about the activity, select ‘X’ (NOT APPLICABLE), and skip to the next activity.

#### Item 6.202A, FILTER. CHECK 6.202

**Purpose:** to determine whether the respondent is the only person who makes decisions about the activity. If the respondent is the only person who makes decisions about the activity, then items 6.203 through 6.205 are not relevant and can be skipped.

Check item 6.202. If only ‘A’ (SELF) is selected, skip to the next activity. If ‘A’ is not selected or if ‘A’ is selected but other response options are also selected, continue to item 6.203.

#### Item 6.203, “How much input did you have in making decisions about [ACTIVITY]?”

**Purpose:** to find out for each activity how much input the respondent had in making decisions for that activity during the past 12 months.

**Input** means being able to give ideas, information, or suggestions for a plan or discussion.

Ask the question using the name of the activity and record the response using one of the response categories. If the respondent gives multiple responses, ask the respondent which response is true most of the time. Remain neutral if you need to probe for a response that fits one of the response categories. Record the response: ‘01’ (NO INPUT OR INPUT INTO VERY FEW DECISIONS), ‘02’ (INPUT INTO SOME DECISIONS), ‘03’ (INPUT INTO MOST OR ALL DECISIONS), or ‘93’ (NO DECISION MADE).

#### Item 6.204, “To what extent do you feel you can make your own personal decisions regarding [ACTIVITY] if you want(ed) to?”

**Purpose:** This question asks about the extent to which a respondent feels at liberty to assert an independent decisionmaking influence regarding the activity.

Ask the question using the name of the activity, and record the response using one of the response categories. Remain neutral if you need to probe for a response that fits one of the response categories. Record the response: ‘1’ (NOT AT ALL), ‘2’ (SMALL EXTENT), ‘3’ (MEDIUM EXTENT), or ‘4’ (TO A HIGH EXTENT).

#### Item 6.205, “How much input did you have in decisions on the use of income generated from [ACTIVITY]?”

**Purpose:** to find how much of a role the respondent had in making decisions about the use of the income generated from that same activity during the past 12 months.

**Income generation** means being able to make, influence, or cause there to be more money, wages, or salary.

Ask the question using the name of the activity, and record the response using one of the response categories. If the respondent gives multiple answers, ask her which response is true most of the time. Remain neutral if you need to probe for an answer that fits one of the response categories. Record the response: ‘01’ (NO INPUT OR INPUT INTO VERY FEW DECISIONS), ‘02’ (INPUT INTO SOME DECISIONS), ‘03’ (INPUT INTO MOST OR ALL DECISIONS), or ‘93’ (NO DECISION MADE).

After recording a response for item 6.205, go to the next activity and repeat the process for items 6.201 through 6.205. Continue until you have collected information for all of the listed activities.

#### Sub-Module 6.3A: Access to Productive Capital

**Purpose:** to collect information on the household’s ownership of a variety of small and large assets that could be used to generate income, which in turn is expected to result in an improved household economic status.

**Productive capital** refers to any small or large assets that produce income for the household. An **asset** is an item that has an exchange value or an item that could be sold for cash.

***Instructions for administering the sub-module with item-by-item guidance***

**Instructions:** To begin this sub-module, read the introductory statement to the respondent: “Now I’d like to ask you about your household’s ownership of a number of items that could be used to generate income.”

Beginning with asset (item) A, work in order, one asset at a time, for each asset A–N. Ask items 6.301 and 6.303 for the asset, as applicable. Be sure not to double-count assets. Include each asset in one asset only. Count an asset even if it is broken at the time as long as the asset could be fixed or sold (and therefore has some value to the individual or household).

#### Item 6.301, “Does anyone in your household currently have any [ITEM]?”

**Purpose:** to find out whether anyone in the household currently has any of the assets listed. This questionnaire item intends to capture access to, or use rights over, certain assets, but **not necessarily ownership of or title to an asset**.

Ask the question using the name of the asset and record the response. If the answer is ‘NO’, skip to the next asset category.

#### Item 6.303, “Do you own any of the [ITEM] either by yourself or jointly with someone else?” SELECT ALL THAT APPLY.

**Purpose:** to determine if the respondent owns the asset by herself or jointly with others.

Ask the question using the name of the asset and record the response. If the respondent owns the asset herself, select only ‘A’ (SELF). If the respondent jointly owns the asset with others, be sure to select ‘A’ (SELF) and all other applicable responses: ‘B’ (PARTNER/SPOUSE), ‘C’ (OTHER HH MEMBER), or ‘D’ (OTHER NON-HH MEMBER). (Here ‘HH’ stands for ‘household’.) Select ‘X’ (NO) if the respondent does not own the asset, either by herself or jointly.

#### Sub-Module 6.3B: Access to Credit

**Purpose:** to collect information about the household’s experience in borrowing money from various lending groups, described in the following paragraphs.

A **non-governmental organization (NGO)** is an organization that does not include any government or government-appointed representatives in its membership.

An **informal lender** is a private lender or a person who does not belong to a bank or an organization and generally lends money for a higher interest rate. Informal lenders can use formal debt agreement terms or they can create their own style of informal debt agreements. They can accept collateral that banks would not accept, or accept barter as payments in kind. Informal debt agreements can include labor instead of payment.

A **formal lender** provides a formal debt agreement that includes the loan amount, payment schedule, late fees and [interest rate](http://www.ehow.com/facts_6902315_informal-debt-agreement.html). These are usually banks or other formal financial institutions.

**Group-based microfinance or lending** is a source of [financial services](http://en.wikipedia.org/wiki/Financial_services) for entrepreneurs and small businesses lacking access to more formal [banking](http://en.wikipedia.org/wiki/Banking) and related services. One of the main mechanisms for the delivery of financial services to such clients are group-based models, where several entrepreneurs come together to apply for loans and other services as a group. Examples of group-based microfinance or lending in [COUNTRY] include [PROVIDE EXAMPLES].

To begin this sub-module, read the introductory statement to the respondent: “Next I’d like to ask about your household’s experience with borrowing money or other items in the past 12 months.”

Beginning with lending source A, work in order, one lending source at a time, for each lending source code A through F. Ask items 6.308 through 6.310 for the lending source, as applicable.

#### Item 6.308, “Has anyone in your household taken any loans or borrowed cash or in-kind from [SOURCE] in the past 12 months?”

Ask the question using the name of the lending source and record the response. If the response is ‘NO’ or ‘DON’T KNOW’, skip to the next lending source.

#### Item 6.309, “Who made the decision to borrow from [SOURCE]?” SELECT ALL THAT APPLY.

**Purpose:** to find out who has the authority to decide to borrow money from the lending source.

Ask the question using the name of the lending source and record the response. If more than one person borrowed money or an item, or contributed to the decisionmaking to borrow, enter all applicable responses: ‘A’ (SELF), ‘B’ (PARTNER/SPOUSE), ‘C’ (OTHER HH MEMBER), and ‘D’ (OTHER NON-HH MEMBER). Enter ‘X’ (NOT APPLICABLE) if the respondent cannot attribute decisionmaking about borrowing to anyone.

#### Item 6.310, “Who makes the decision about what to do with the money/item borrowed from [SOURCE]?” SELECT ALL THAT APPLY.

**Purpose:** to find out who has the authority to decide what to do with the money or item borrowed from the lending source.

Ask the question using the lending source and record the response. If more than one person borrowed money or an item, or more than one person contributed to deciding what to do with the money or item that was borrowed, enter all applicable responses: ‘A’ (SELF), ‘B’ (PARTNER/SPOUSE), ‘C’ (OTHER HH MEMBER), and ‘D’ (OTHER NON-HH MEMBER). Enter ‘X’ (NOT APPLICABLE) if the respondent cannot attribute decisionmaking to anyone.

#### Sub-Module 6.4B: Group Membership

**Purpose:** to collect information on the respondent’s knowledge about the existence of groups in the community and the respondent’s involvement in these groups.

***Instructions for administering the sub-module with item-by-item guidance***

Read the introductory statement to the respondent before asking questions: “The next few questions are about different groups or organizations that may exist in your community.”

Beginning with community group A, work in order, one community group at a time, for each community group code A through K. Ask items 6.404 and 6.405 for the community group, as applicable.

Table 6.1 lists descriptions of what each type of community group does. The following list defines concepts that pertain to the groups:

Group category A

* **Producer:** somebody or something that makes, grows, creates, or manufactures goods or services.
* **Marketing:** communicating the value of a product or service, for the purpose of selling that product or service.

Group category D

* **Credit:** when one party provides another party with financial resources or goods or services. The receiving party either repays or returns those resources (or other materials of equal value) at a later date.
* **Microfinance:** a source of financial services for entrepreneurs and small businesses lacking access to banking and related services.

Group category E

* **Mutual:** something experienced, performed, or shared by each of two or more with respect to the other.

Group category F

* **Trade:** any work pursued as a business or to make a living, usually some line of skilled manual or mechanical work or a craft.

Table 6.1: Types of Community Groups

| **Group** | **Definition** |
| --- | --- |
| **Agricultural, livestock, fisheries producer’s group (including marketing groups)** | Producer groups are formed by farmers who cultivate a particular commodity and wish to act cooperatively to advance their group interests as they relate to production and marketing of the commodity.  These organizations are often independent, non-governmental, membership-based rural organizations of part- or full-time self-employed smallholders and family farmers, pastoralists, artisanal fishers, landless people, women, small entrepreneurs and indigenous peoples. They range from formal groups covered by national legislation, such as cooperatives and national farmers’ unions, to looser self-help groupings and associations. |
| **Water users’ group** | Water users’ groups are composed of water users, such as irrigators, who pool their financial, technical, material, and human resources for the operation and maintenance of a water system. The groups collectively manage the water resource allocated to them, primarily during times of restriction. |
| **Forest users’ group** | The practice of community forestry is intended to ensure that forest resources remain sustainable and are available for the benefit of local people. Forest user groups operate community forestry activities related to the protection, production and distribution of forest products. The groups also may carry out activities for the protection and sustainable management of forest resources. |
| **Credit or microfinance group (including SACCOs, VSLAs, and merry-go-rounds)** | Microfinance is a source of financial services for entrepreneurs and small businesses lacking access to banking and related services. One mechanism for the delivery of these services includes group-based models, where several entrepreneurs come together to apply for loans and other services as a group.  - SACCO: Savings and Credit Co-operative  - VSLA: Village Savings and Loan Association  - Merry-go-round: a type of group-based microfinance in which members make weekly donations to a common pool of money from which members can take loans, and another weekly donation to a pool of money to be given to one member, who can use the money as their household needs dictate. |
| **Mutual help or insurance group (including burial societies)** | In the absence of public welfare or assistance, or access to private financial institutions, people may form various types of co-operative societies to supplement meager incomes. These include women’s self-help groups where participants pool their money, to be withdrawn when needed and then paid back. They can also include burial societies, which help provide financing for the cost of burials. |
| **Trade and business association** | A trade association, also known as an industry trade group, business association or sector association, is an organization founded and funded by businesses that operate in a specific industry.  An industry trade association participates in public relations activities such as advertising, education, political donations, lobbying and publishing, but its main focus is collaboration between companies to promote the business interests of their members. By combining their voices under one banner, companies are better able to establish a strong and unified presence and effectively protect their shared interests. |
| **Civic groups (improving community) or charitable group (helping others)** | Civic groups are comprised of people who join together to network with each other to provide a service or services to their community. Some examples are charities, foundations, social welfare or advocacy groups, professional/trade associations, and religious organizations. |
| **Local government** | Local government is a form of public administration that usually exists as the lowest tier of administration within a given state. Local governments generally act within powers delegated to them by legislation or directives of the higher level of government. |
| **Religious group** | A religious group is formed by a set of individuals who share an identity in terms of common religious creed, beliefs, doctrines, practices, or rituals. |
| **Other women’s group\*** | Women’s groups are formed by women who are brought together by common social standards. Such groups may meet to network and to discuss and share personal or professional interests and goals.  Note: Only classify a respondent as a participant if this “other women’s group” does not have the same objectives as another group listed in this table. |

\**Other women’s group is not a membership group in the sub-module, 6.3B (M) for the primary male decisionmaker.*

#### Item 6.404, “Is there a [GROUP] in your community?”

**Purpose:** to collect information about the respondent’s knowledge of different groups or organizations in the community. These include both formal and informal groups.

Ask the question using the name of the community group and record the response. If the response is ‘NO’ or ‘DON’T KNOW,’ skip to the next group category or continue to Sub-Module 6.5A if the last group category. For group category K, if the respondent names any other group or organization, specify the type of group in the corresponding field.

#### Item 6.405, “Are you an active member of this [GROUP]?”

**Purpose:** to collect information about whether the respondent is active in any of the groups or organizations in the community.

Ask the question using the name of the community group and record the response.

#### Sub-Module 6.6A: Time Allocation

**Purpose:** to collect information about how the respondent spends his or her time in a 24-hour period.

***Instructions for administering the sub-module with item-by-item guidance***

Read the introductory statement to the respondent: “Now I’d like to ask you about how you spent your time during the past 24 hours. This will be a detailed accounting. We’ll begin from yesterday morning at 4:00 a.m. and continue through to 4:00 a.m. of this morning.”

Sub-Module 6.6A comprises only one item, 6.601, that is a 24-hour activity log (see Table 6.2). As you interview the respondent, you will fill out this activity log on paper. Later, you will transfer the data from the paper activity log to the appropriate section of the questionnaire on your tablet.

#### Item 6.601, Record activity log

**Purpose:** to document the respondent’s activities during the past 24 hours period by creating a log that shows the time spent for each activity.

Table 6.2: Specifications of Activities

| Activity | Specification |
| --- | --- |
| **A–Sleeping and resting** | Includes sleeping and resting, e.g. trying to sleep. |
| **B–Eating and drinking** | Includes drinking and eating **meals** at home, at restaurants or at friends’ houses. Eating only snacks at friends’ houses or when watching TV does not count as “eating.” |
| **C–Personal care** | Includes self-care (e.g., brushing one’s teeth, combing one’s hair, filing one’s nails, and bathing) done outside of school or work. Purchased services such as getting a haircut or visiting a doctor are included as “shopping, getting services” (activity L). |
| **D–School (including homework)** | Includes time spent at school or doing homework. Personal care and shorter breaks during school hours are treated as school. |
| **E–Work as employed** | Includes time spent working as an employee. It includes personal care, eating, traveling, reading, etc. during the working hours that are part of the respondent’s income generating activities (e.g., the respondent is sent across town to attend a meeting, or reads for work purposes) but excludes commuting to and from work, which is recorded as traveling and commuting for work or school (activity K). |
| **F–Own business work** | Includes own-account work and household-related businesses, except farming, livestock and fishing (see activity G, H, I) and textile work (activity M). |
| **G–Food crop farming** | Includes small-scale food production in the garden for own consumption and selling. |
| **H–Cash crop farming** | Includes small- or large-scale food or crop cultivation primarily for sale in the market. |
| **I–Livestock raising** | Includes raising livestock for own consumption and selling. |
| **J–Fishing or fishpond culture** | Includes fishing for own consumption and selling, but excludes fishing just for fun, which is recorded as “social activities and hobbies” (activity U). |
| **K–Commuting to or from work or school** | Includes commuting and travel to and back from school or work. Traveling done during working hours as part of the job is counted as “work as employed (activity E), or “own business work”, (activity F). |
| **L–Shopping and getting service, including health services** | Includes personal care that is paid for, like getting a haircut, visiting the doctor or health facility (obtaining health services), car servicing and banking, etc. Any traveling linked to shopping should be noted as “traveling and commuting” (activity R). |
| **M–Weaving, sewing, textile care** | Includes textile work for selling and own consumption, but excludes repairing of textiles, which is classified as “domestic work” (activity O). |
| **N–Cooking** | Includes cooking for household. |
| **O–Domestic work, including fetching water and collecting fuel** | Includes all unpaid domestic work such as fetching water and firewood, cleaning and other household chores (excluding cooking, which is included in activity L). Paid domestic work is counted as “work as employed” (activity E). |
| **P–Caring for children** | Includes unpaid care for all children at home as well as outside home. Paid care is counted as “work as employed” (activity E). |
| **Q–Caring for adults (sick, elderly)** | Includes unpaid care for all adults, including the sick and elderly at home as well as outside home. Paid care is counted as “work as employed” (activity E). |
| **R–Traveling (not for work or school)** | Includes all traveling except traveling done during working hours as part of the job. Traveling during working hours as part of the job is counted as “work as employed” (activity E), or “own business work,” (activity F). It does not include travel to and from work or office. Traveling includes walking if the purpose is getting from one place to another but not exercising. Longer journeys will be separated by activities like eating, personal care, etc. |
| **S–Watching TV, listening to the radio, reading** | Includes watching TV, listening to the radio, and reading done outside or school or work. These are often a secondary activity, particularly outside the home, but are a primary activity if the respondent is primarily watching TV, listening to the radio, or reading. The respondent may be snacking on something or drinking at the same time. The activity includes all kinds of reading, except homework for school, which belongs in “school” (activity D), and reading at work, which belongs in “work as employed” (activity E), or “own business work” (activity F). |
| **T–Exercising** | Includes all kinds of physical sport activities including walking if the purpose is exercise and not moving from one place to another, which is “traveling and commuting” (activity R). |
| **U–Social activities and hobbies** | Includes any social activities, such as sitting with family, visiting friends, talking on the phone with friends, visiting a drinking spot with friends, going to watch sporting activities etc. This category also encompasses conjugal activities (having sex) if they are not for paid work, which should be captured as “work as employed” (activity E) or “own business” (activity F). This category also includes gardening, fishing and other production just for fun. |
| **V–Religious activities** | Includes attending religious services, praying or other religious activities or ceremonies. If the respondent is a pastor, Imam or other person that performs religious activities as his or her work, religious activities should be counted as “work as employed” (activity E), and not as a religious activity for that respondent. |
| **X–Other, specify** | Includes any other activity not captured in activity categories A–V. |

Use Sub-Module 6.6A to record a log of the time the respondent spent on activities the previous day. This log is the story of the respondent’s day. You will start with yesterday morning at 4:00 a.m. and finish at 3:59 a.m. of the current day. After 12 noon, the time 1300 to 2400 hours indicates the time using a 24-hour clock that corresponds to 1:00 p.m. (1300 hours) to 12 midnight (2400 hours). It is highly advisable to work with a pencil that has an eraser in case corrections are needed as you fill out the log.

Based on the respondent’s answers, you will use the boxes to show the time spent for each activity. Each hour is indicated as 4:00 a.m., 5:00 a.m., 6:00 a.m., and so on. Each hour is further divided into four intervals representing 15 minutes each (15, 30, 45, and 60). For example, looking at the four boxes shown for the number 4:00 a.m. under the heading Night, the first box is for 4:00–4:15 a.m., the second box is for 4:15–4:30 a.m., the third box is for 4:30–4:45 a.m., and the fourth box is for 4:45–5:00 a.m. This same pattern for indicating 15 minutes of time applies to the four boxes for each hour in the log.

When you begin writing in the log, the first thing to do is to record the respondent’s wake up time. For each activity, you want to know what time it began and how long it took. Do not read the list of activities to the respondent. Do not ask what the respondent was doing at any time. Instead, ask when the respondent got up in the morning, what he or she did first, and how long that lasted. Then ask what he or she did next and how long that lasted. While the respondent describes what he or she did through the day, see where each activity fits in the listed activity categories. Ask the respondent to describe each activity.

Formal work and school will always be considered primary activities when they are done at the same time as another activity. An official break during work or school hours can be recorded as eating, traveling, shopping or whatever activity was done during the official break.

To record the time interval for an activity, find the code for the activity described by the respondent. For each primary activity, write the ‘activity code’ in the block that corresponds with the start time, and draw a line from that point through the 15-minute boxes to the block that corresponds with the time the activity ended; put a dot in the final block. Repeat the process for each secondary activity, that is, write the ‘activity code’ in the block that corresponds with the start time. This produces a log showing the time spent on each primary and secondary activity (Figure 6.3). Check to make sure that there is one primary activity for every 15-minute interval and a secondary activity for any 15-minute interval, if the respondent was doing two tasks at one time. There does not need to be a secondary activity for every time interval.

Figure 6.3: Showing Time Spent in the Time Allocation Log



If the respondent describes an activity that does not fit in any category, use the X. ‘OTHER, SPECIFY’ line. Although it is unlikely that there will be several activities that do not fit into the existing categories, if you need to add more than one ‘OTHER, specify’ activity, you may add a line to the bottom of the chart that specifies the activity.

Continue to obtain and record information on the respondent’s activities during the past day for the entire 24-hour period. If an activity occurred for most of the 15-minute interval (up to 8 minutes), then mark the entire box for that activity. If an activity occurred for less than 8 minutes, do not include that activity. Be careful to know exactly where you are recording in the table, for Night, Morning, or Day, for each hour, and for each 15-minute interval in that hour.

The respondent may have done two activities in the same time interval (for example, listening to music while cooking). If this is the case, ask the respondent which of the two activities was her main focus at the time. This is her primary activity for that time period. The other activity is a secondary activity for that time period. If the respondent reports being engaged simultaneously in more than two activities, ask the respondent which of the activities was her primary focus, and which of the activities was her secondary focus. Record information only for those two activities.

#### Sub-Module 6.6B: Time Allocation

**Purpose:** to be able to compare the past 24 hours with the usual amount of time the respondent spends working. It is important to understand whether the past 24 hours was a day with a normal workload, or if it was different from a normal day, either due to a holiday or other special occasion, or possibly due to illness.

Sub-Module 6.6B has only one question for the respondent.

#### Item 6.602, “In the past 24 hours, did you work, either at home or outside the home, more than usual, about the same amount as usual, or less than usual?”

Ask the question and record the response: ‘1’ (MORE THAN USUAL), ‘2’ (ABOUT THE SAME AS USUAL), or ‘3’ (LESS THAN USUAL).

#### Item 6.604, Enter time module finished

If using a paper questionnaire, enter the time (hour and minutes) that you completed the module. If using a tablet, you will not see this question; the time will be automatically recorded for you.

#### Item 6.605, Outcome of the module

Record the appropriate outcome of the module, or if the outcome is not listed as a response option, record ‘96’ (OTHER) and specify the outcome.

### 4.3.11 Module 7—Agricultural Technologies

**Purpose:** to collect information about the household’s use of agriculture technology for value chain commodities (VCCs): [VCC1], [VCC2], and [VCC3], three of the most important VCCs in [COUNTRY]. The module is divided into three sections, one for each VCC included in the survey.

***Who responds to this module?***

The respondent for each module should be the household member who made the most decisions about cultivating or raising the VCC during the past year. There may be multiple respondents for a module if there were multiple primary decisionmakers for the same VCC. For example, if two household members were each responsible for separate plots of [VCC], the [VCC] module will be administered to both household members. Check items 227–239 in Module 2, Dwelling Characteristics, to determine if a household member or members are eligible to respond to the specific agricultural technologies modules included in the survey.

**Definitions**

***Cultivate*** means any actions performed with regard to a crop, from planting the seed to harvest. A *plough* is an agricultural implement with sharp blades, attached to a draft animal, or tractor, for cutting and turning over the soil.

***Rotating crops*** means to alternate crops planted each year instead of growing a same crop again on a specific plot of land. If the same type of crop is grown repeatedly in the same space, it can deplete the soil of important nutrients, making the soil less productive.

A***weed*** is a spontaneously growing plant that is out of place and that was not planted with the crop plot.

***Fertilizer*** is a chemical or natural substance added to soil or land to increase its fertility.

***Production*** means any actions performed in the course of cultivating a crop, from planting seeds or seedlings to harvest.

***Instructions for administering the module with item-by-item guidance***

Question-by-question instructions for the agricultural technologies modules can be found in a separate document, *Feed the Future Survey Implementation Document–Agriculture Interviewer Manual*, available at: <https://www.agrilinks.org/post/feed-future-zoi-survey-methods>.

### 4.3.12 Module 8—Household Consumption Expenditure

**Purpose:** to collect information about how much the household used, consumed, and purchased in the past week, month, and year. This includes food the household members ate over the past seven days, as well as any non-food items that household members bought.

The module is organized by expenditure type and recall period, and it is divided into the following seven sections: 8.1–Food consumption over the past seven days, 8.2–Non-food expenditures over the past seven days, 8.3–Non-food expenditures over the past one month, 8.4–Non-food expenditures over the past three months, 8.5–Non-food expenditures over the past 12 months, 8.6–Housing expenditures, and 8.7–Durable goods expenditures.

***Who responds to this module?***

Respondents to this module should be the household member or members who are most knowledgeable about the food household members have eaten in the past week and about non-food items that the household has purchased over the past year. For Sub-Module 8.1, interview the household member who is most knowledgeable about the food that household members have eaten in the past week. For Sub-Modules 8.2–8.7, interview the person who is most knowledgeable about other household expenditures, including non-food items that household members have bought.

***Instructions for administering the module with item-by-item guidance***

Before you begin Sub-Module 8.1, make sure that the respondent has provided informed consent. If the respondent has not consented, follow the informed consent procedure before asking any questions. If a different household member is the respondent for Sub-Modules 8.2–8.7, again check to ensure that the eligible respondent you are preparing to interview has previously provided informed consent. If not, follow the informed consent procedure before asking any questions.

Interview the respondent in **private** where neighbors cannot overhear. Sometimes it is challenging to ensure privacy, but you should use some of the techniques practiced in training to establish privacy with the respondent. If respondents do not feel free to speak honestly because neighbors are trying to overhear the discussion, the information you collect will not be reliable. It is therefore very important to establish **privacy**.

This module is long and involves many detailed questions. Many questions may be difficult for respondents to recall and respondents may become frustrated if they are pressured for answers that they cannot provide. During the interview, the prices and quantities collected here will be approximations. If respondents become frustrated or struggle, emphasize that they may **estimate** as best they can.

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*Tips for a Happy Respondent:*

* Occasionally compliment the respondent on their ability to recall their recent purchases in such detail.
* Empathize with the respondent when they struggle to remember the foods that they have consumed earlier in the week or purchases that they made months ago.
* Share with your interview team strategies that you have developed to keep respondents engaged.

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#### Sub-Module 8.1. Food Consumption over Past 7 Days

**Purpose:** to collect information about how much household members ate over the past week.

***Instructions for administering the sub-module with item-by-item guidance***

To simplify the interview, the foods will be presented in food groups. You will collect the data for each food group prior to advancing to the next group. You will begin by asking whether each food within the group was consumed within the past week (seven days).

After you have determined which foods have been eaten (item 8.102), you will ask about:

* The total quantity of food consumed (items 8.103A and 8.103B),
* The total quantity of food consumed from different sources, and
* The value of the food consumed from different sources.

The three sources of food are:

* Purchased food (items 8.104A, 8.104B, and 8.105),
* Foods grown, harvested, or gathered by the household (i.e., the household’s own production) (items 8.106A, 8.106B, and 8.106C), and
* Food that was a gift or came from other sources (items 8.107A, 8.107B, and 8.107C).

***Food quantities and units***

Food quantities are entered as a numeric quantity and an appropriate unit. The units available for each food item will reflect the units that are commonly used in [COUNTRY] to purchase and consume the food item.

A complete list of food units, their definitions, and a photo reference is included in Appendix C.

**Tips for choosing the best unit:**

* When possible, report the quantity in a common metric, such as a kilogram, gram, or litre, or standardized local units of measure. This is particularly important for commercially produced foods. Items such as pasta, crisps, or sauces are commonly sold in containers of various sizes. As such, the exact amount is necessary to identify the quantity.
* Where feasible, report in number or pieces. For example, rather than indicating the household consumed one heap of potatoes, you may question how many potatoes were included in the heap.
* You may enter smaller portions of a particular unit. For example, if a household consumed half of a pail of ground nuts, you may enter 0.5.
* If the respondent reports a quantity in a unit of measure that is not available, select the closest approximation from the units that are provided.
* For example, a household may have **purchased** a 90 kg sack of rice last week, but the household has only **eaten** 4 kg of rice. You should enter a value of 4 kg as the quantity of food that came from purchases (items 8.104A and 8.104B) rather than 90 kg. When respondents report very large amounts, consider whether all of this food was consumed within the past week or if the household purchased this amount in the past week. If the respondent reports the amount that they have purchased, help them determine the amount that they have consumed. You may do this by asking what portion of the bag they have consumed and using a decimal to represent the quantity.
* Consider whether the food is being reported after it has been cooked or prepared or if it is being reported uncooked. For example, many vegetables may be reported as shelled or unshelled. Flours and grains may be dry or cooked with water. Coffee or tea may be reported as a liquid beverage or prior to being prepared as a drink. Try to report the quantities as they would have been purchased in the market prior to cooking.
* Note that unit conversion will happen during data analysis; it should not be done in the field by the interviewer.

#### Item 8.100A, Enter time module started

If using a paper questionnaire, record the time (hour and minutes) that you start the module. If using a tablet, you will not see this question; the time will automatically be recorded for you.

#### Item 8.100B, Cluster and household number

If using a paper questionnaire, record the cluster number and household number. You can find this information on the questionnaire cover sheet. If using a tablet, you will not see this question; the information will automatically be recorded for you.

#### Item 8.100C, Line number of the respondent

If using a paper questionnaire, record the line number of the respondent. You can find this information in Module 1, *Household Roster and Demographics*. If using a tablet, you will not see this question; the information will automatically be recorded for you.

#### Item 8.100D, Food consumption over past 7 days

To begin the module, read the introductory statement to the respondent before asking questions: “Now I would like to ask you about the kinds of foods that you and other members of your household have eaten over the past week. I’d also like to ask you about items that you or members of your household may have bought in the past week. Please include foods in meals that are shared with others in the household, as well as foods that individual members of the household may have consumed independently of other family members. First, we will ask about foods that were eaten at your home, or at the home of friends or other family. Later we will ask about foods that were purchased already prepared from a restaurant or a vendor.”

#### Item 8.100E, Obtain consent. Does [name] agree to participate in the survey?

If using a paper questionnaire, consult the Informed Consent Module to determine if the respondent has already agreed to participate in the survey. If the respondent has not yet provided consent, implement the informed consent procedure. If using a tablet, this question will appear only if the respondent has not yet provided informed consent. If the question appears, implement the informed consent procedure. Select ‘1’ (YES) if the respondent agrees to participate or ‘2’ (NO) if the respondent does not agree to participate. If the response is ‘NO’, skip to item 8.708.

#### Item 8.101, FOOD ITEM to be used with ITEM CODE

Item 8.101 lists food items that you will ask about in a column. Each food item is assigned an item code. These item codes, 8001 through 8186, are listed in the ITEM CODE column to the left of item 8.101.

#### Item 8.102, “Over the past one week (7 days), did you or others in your household eat any [FOOD ITEM]?” INCLUDE FOOD EATEN BOTH COMMUNALLY IN THE HOUSEHOLD AND SEPARATELY BY INDIVIDUAL HOUSEHOLD MEMBERS. DO NOT INCLUDE FOOD OR DRINKS EATEN IN RESTAURANTS, WHICH WILL BE MEASURED SEPARATELY.

Ask the question using the food items listed in item 8.101. Read all food items, one at a time, and on the same line as the food item, record the response. Be sure to complete this question for all food items before moving on to item 8.103. Food from restaurants or vendors are asked about separately (food items 8167 through 8186) after you ask about the foods that were eaten in the household or elsewhere.

**Items 8.103–8.107.** After completing item 8.102 for all food items listed in item 8.101, return to the top of the list, and for each food item marked as consumed (‘YES’ response for item 8.102), ask items 8.103A through 8.107C. If you are using a tablet, you will be prompted to answer only questions that are applicable.

#### Items 8.103A, QUANTITY, and 8.103B, UNIT, “Earlier, you told me you or other household members ate [FOOD ITEM] in the past week. How much in total did your household eat in the past week?”

**Purpose:** to determine how much of each food item household members consumed during the past week.

Ask the question using the name of the food item, and on the same line as the food item, record the responses. For item 8.103A, record the quantity. For item 8.103B, select the unit from the radio-button on the tablet or, if using a paper questionnaire, enter the appropriate code for the unit from the list of units located below item code 8186: RESPONSE CATEGORIES FOR 8.103B/8.104B/8.106B/8.107B UNITS. If the respondent uses a unit that is not listed, enter ‘96’ (OTHER), and specify.

Note that the tablet will not allow you to enter a value of ‘0’. The tablet will direct you to the food items that were consumed during the previous week. If you are asked to enter values for items 8.103A and 8.103B, you indicated that the food was consumed during the past week in item 8.102. If the food was not consumed, navigate backwards through the survey to change the response to item 8.102 for that food item.

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*Tablet Warnings:*

The tablet is programmed to warn against possible errors when a very large quantity based on the size of the household is entered.

If you encounter one of these warnings, swipe backwards to review what you entered for the quantity and unit.

If both values are correct, and the quantity seems reasonable to you, swipe and pass through the warning.

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#### Items 8.104A, QUANTITY, and 8.104B, UNIT, “How much of what you ate came from purchases?”

**Purpose:** to determine how much of each item consumed by household members during the past week came from purchases. Purchases include what was paid by the household and food purchased on credit.

Ask the question using the name of the food item, and on the same line as the food item, record the responses. For item 8.104A, record the quantity. For item 8.104B, select the unit from the radio-button on the tablet or, if using a paper questionnaire, enter the appropriate code for the unit from the list of units located after item code 8186: RESPONSE CATEGORIES FOR 8.103B/8.104B/8.106B/8.107B UNITS. If the respondent uses a unit that is not listed, enter ‘96’ (OTHER), and specify.

#### Item 8.105, LOCAL$, “How much did you spend on what was eaten in the past week (7 days)? If your family ate part but not all of something you purchased, estimate what you spent only on the part that was consumed.”

**Purpose:** to determine how much the household spent, in local currency, on each item consumed by household members during the past week.

Ask the question and, on the same line as the food item, record how much was spent on the quantity eaten in local currency. If using a tablet, you will be prompted to ask item 8.105 only if it is applicable. Whenever a quantity is listed in item 8.104A, the tablet will not allow a value of ‘0’ for item 8.105. If the no money was spent on the food item, navigate backwards through the survey to change the response to item 8.104A for that food item.

If a respondent has difficulty remembering the cost or estimating the cost for the quantity consumed, you may remind him or her that the costs are estimates and probe by asking the price of each unit to help the respondent estimate the cost of what was consumed.

Remember we want to know the cost of the food that was eaten within the past week. As with the quantities, the cost should only refer to what was eaten in the previous week—not to the total cost of food purchased, if it was not all eaten. Respondents may have difficulty adjusting the cost when not all of the food was eaten. You may help the respondents by asking for the total cost of the food item and what portion of the purchased food was eaten within the past week. From the total cost, you may be able to determine the value of the portion eaten in the past week.

#### Items 8.106A, QUANTITY, and 8.106B UNIT, CHECK 8.103 AND 8.104. IF QUANTITY IS EQUAL, GO TO NEXT ITEM. “How much of what you ate came from your household’s own production?”

**Purpose:** to determine how much of each food item consumed by household members during the past week came from the household’s own production.

If using a tablet, you will be prompted to ask item 8.106 only if it is applicable; if not applicable, you will be prompted to ask item 8.103 for the next food item that was consumed. If using a paper questionnaire, first check items 8.103 and 8.104. If both the quantities (A) and units (B) are equal, go to the next food item. If the quantities and units in items 8.103 and 8.104 are not equal, ask question 8.106 and record the responses on the same line as the food item.

For item 8.106A, record the quantity. For item 8.106B, select the unit from the radio-button on the tablet or, if using a paper questionnaire, enter the appropriate code for the unit from the list of units located after item code 8186: RESPONSE CATEGORIES FOR 8.103B/8.104B/8.106B/8.107B UNITS. If the respondent uses a unit that is not listed, enter ‘96’ (OTHER), and specify. Note that items 8.106A and 8.106B do not apply to item codes 8167–8186.

#### Item 8.106C, ESTIMATE LOCAL$, CHECK 8.106A. IF 8.106A IS > 0, ASK: “Please tell me how much it would have cost to buy that much [FOOD ITEM] if you had to purchase it in the market today.”

**Purpose:** to determine how much it would cost to purchase the harvested food in a local market. As with the quantities, the cost should only refer to what was eaten in the previous week and not the cost for the total harvest amount.

If using a tablet, you will be prompted to ask item 8.106C only if it is applicable; if not applicable, you will be prompted to ask item 8.107. Whenever a quantity is listed in item 8.106A, the tablet will not allow a value of ‘0’ for item 8.106C. If the food item did not come from the household’s own production, navigate backwards through the survey to change the response to item 8.106A for that food item.

If using a paper questionnaire, first check item 8.106A to see if the quantity entered is greater than 0. If the quantity is 0, skip to item 8.107A. If the quantity entered is greater than 0, ask item 8.106C and record the cost in local currency. Note that item 8.106C does not apply to item codes 8167–8186.

Respondents may have difficulty estimating a value for foods that they do not typically purchase in the market. If a respondent has not purchased this type of food in a market or the food is not available in the local market, enter a value of ‘99998’ (DON’T KNOW).

If respondents have trouble estimating a value for the food, remind them that the value can be inexact and that an estimated value is sufficient.

#### Items 8.107A, QUANTITY, and 8.107B, UNIT, “How much of what you ate came from gifts or other sources?”

**Purpose:** to determine how much of what household members ate during the past week came from gifts or other sources. The quantity of food reported for this item refers only to food that was consumed by household members that was not purchased or harvested by the household.

If using a tablet, you will be prompted to ask item 8.107 only if it is applicable; if not applicable, you will be prompted to ask item 8.103 for the next food item that was consumed. If using a paper questionnaire, ask the question, and on the same line as the food item, record the responses.

For item 8.107A, record the quantity. For item 8.107B, select the unit from the radio-button on the tablet or, if using a paper questionnaire, enter the appropriate code for the unit from the list of units located after Item Code 8186: RESPONSE CATEGORIES FOR 8.103B/8.104B/8.106B/8.107B UNITS. If the respondent uses a unit that is not listed, enter ‘96’ (OTHER), and specify. Note that item 8.107 does not apply to item codes 8167–8186.

#### Item 8.107C, ESTIMATE LOCAL$, CHECK 8.107A. IF 8.107A IS > 0, ASK: “Please tell me how much it would have cost to buy that much [FOOD ITEM] if you had to purchase it in the market today.”

**Purpose:** to determine how much it would cost to purchase the non-harvested, non-purchased food in a local market. As with the quantities, the cost should only refer to what was eaten in the previous week and not the cost for the total amount if it was not all consumed.

If using a tablet, you will be prompted to ask item 8.107C only if it is applicable; if not applicable, you will be prompted to ask item 8.103 for the next food item consumed. Whenever a quantity is listed in item 8.107A, the tablet will not allow a value of ‘0’ for item 8.107C. If the food item did not come from gifts or sources other than purchase or household production, navigate backwards through the survey to change the response to item 8.107A for that food item.

If using a paper questionnaire, first check item 8.107A to see if the quantity entered is greater than 0. If the quantity is 0, skip to item 8.103 for the next food item consumed. If the quantity entered is greater than 0, ask item 8.107C and record the cost in local currency. Note that item 8.107C does not apply to item codes 8167–8186.

Respondents may have difficulty estimating a value for foods that they do not typically purchase in the market. If a respondent has not purchased this type of food in a market or the food is not available in the local market, enter ‘99998’ (DON’T KNOW). If respondents have a problem estimating a value for the food, remind them that the value can be inexact and that an estimated value is sufficient.

#### Item 8.100F, Cluster and household number

If using a paper questionnaire, record the cluster number and household number. You can find this information on the questionnaire cover sheet. If using a tablet, you will not see this question; the information will automatically be recorded for you.

#### Item 8.100G, Line number of the respondent

If using a paper questionnaire, record the line number of the respondent. You can find this information in Module 1, *Household Roster and Demographics*. If using a tablet, you will not see this question; the information will automatically be recorded for you.

**Items 8.108–8.111.** Questionnaire items 8.108 through 8.111 refer to people who have eaten with the household who do not usually live there. Non-family members may have been included as members of the household because they usually live with the family. If the respondent indicates that people who are not members of their household have eaten with them, please confirm that these individuals were not included in the household roster. These questions only refer to individuals who periodically visit and share meals with the households.

#### Item 8.108, “Over the past one week (7 days), did any people who are not members of your household eat any meals in your household?”

Read the question and record the response. If the response is ‘NO’ or ‘DON’T KNOW,’ skip to item 8.112.

#### Item 8.109, “Over the past one week (7 days), how many people who are not members of your household ate meals in your household?”

Read the question and record the number of people as two digits, using ‘0’ before a value of 1 through 9. If the respondent is unsure, even after probing, record ‘98’ (DON’T KNOW).

#### Item 8.110, “Over the past one week (7 days), what was the total number of days in which any meal was shared with people who are not members of your household?”

Read the question and record the number of days as two digits, using ‘0’ before a value of 1 through 7. If the respondent is unsure, even after probing, record ‘98’ (DON’T KNOW).

#### Item 8.111, “Over the past one week (7 days), what was the total number of meals that were shared with people who are not members of your household?”

Read the question and record the number of meals as two digits, using ‘0’ before a value of 1 through 9. If the respondent is unsure, even after probing, record ‘98’ (DON’T KNOW).

#### Item 8.112, “Does your household own a pet such as a dog or a cat?”

Read the question and record the response. If the response is ‘NO,’ skip to Sub-Module 8.2.

#### Item 8.122A, “Over the past one week (7 days), did your household purchase pet food for family pets like a cat or a dog?”

Read the question and record the response. If the response is ‘NO,’ skip to item 8.114.

#### Item 8.113, “How much did you spend on pet food last week?”

Read the question and record the response in local currency. If the respondent is unsure, even after probing, record ‘99998’ (DON’T KNOW). If the respondent has difficult time estimating a value for the food, remind them that the value can be inexact and that an estimated value is sufficient.

#### Item 8.114, “Over the past one week (7 days), were there any other expenditures on pets?”

Read the question and record the response. If the response is ‘NO’ or ‘DON’T KNOW,’ skip to Sub-Module 8.2.

#### Item 8.115, “How much did you spend on other purchases for pets over the past one week?”

Read the question and record the response in local currency. If the respondent is unsure, even after probing, record ‘99998’ (DON’T KNOW). If the respondent has difficult time estimating a value for the food, remind them that the value can be inexact and that an estimated value is sufficient.

#### Sub-Module 8.2. Non-Food Expenditures over Past 7 Days

**Purpose:** to collect information about non-food items that the household members bought in the past seven days.

***Instructions for administering the sub-module with item-by-item guidance***

Read the introductory statement for Sub-Module 8.2 to the respondent before asking questions: “Now I would like to ask you about items that you or members of your household may have bought in the past week.”

#### Item 8.200A, Cluster and household number

If using a paper questionnaire, record the cluster number and household number. You can find this information on the questionnaire cover sheet. If using a tablet, you will not see this question; the information will automatically be recorded for you.

#### Item 8.200B, Line number of the respondent

If using a paper questionnaire, record the line number of the respondent. You can find this information in Module 1, *Household Roster and Demographics*. If using a tablet, you will not see this question; the information will automatically be recorded for you.

#### Item 8.201, ITEM to be used with ITEM CODE

Item 8.201 lists items, or non-food expenditures, that you will ask about in a column. Each non-food expenditure is assigned an item code. These item codes, 8187 through 8206, are listed in the ITEM CODE column to the left of item 8.201.

**Items 8.202–8.203.** Beginning with the first expenditure listed in item 8.201, ask the respondent items 8.202 and 8.203 for each expenditure, one expenditure at a time.

#### Item 8.202, “Over the past one week (7 days), did your household purchase or pay for any [ITEM]?”

Ask the question using the name of the expenditure, and on the same line as the expenditure, record the response. If the response is ‘NO’ or ‘DON’T KNOW’, skip to the next expenditure.

#### Item 8.203, LOCAL $. “How much did you pay in total?”

Ask the question and record the cost in local currency on the same line as the expenditure. If a respondent has difficulty remembering the cost or estimating the cost of an item, you may remind him or her that an estimated value is sufficient.

#### Sub-Module 8.3. Non-Food Expenditures over Past One Month

**Purpose:** to collect information about non-food items that the household members bought over the past month.

***Instructions for administering the sub-module with item-by-item guidance***

#### Item 8.300A, Cluster and household number

If using a paper questionnaire, record the cluster number and household number. You can find this information on the questionnaire cover sheet. If using a tablet, you will not see this question; the information will automatically be recorded for you.

#### Item 8.300B, Line number of the respondent

If using a paper questionnaire, record the line number of the respondent. You can find this information in Module 1, *Household Roster and Demographics*. If using a tablet, you will not see this question; the information will automatically be recorded for you.

Read the introductory statement for Sub-Module 8.3 to the respondent before asking questions: “Now I would like to ask you about items that you or members of your household may have bought in the past month.”

#### Item 8.301, ITEM to be used with ITEM CODE

Item 8.301 lists items, or non-food expenditures, that you will ask about in a column. Each non-food expenditure is assigned an item code. These item codes, 8207 through 8236, are listed in the ITEM CODE column to the left of item 8.301.

**Items 8.302–8.303.** Beginning with the first expenditure listed in item 8.301, ask the respondent items 8.302 and 8.303 for each expenditure, one expenditure at a time.

#### Item 8.302, “Over the past one month, did your household purchase or pay for any [ITEM]?”

Ask the question using the name of the expenditure, and on the same line as the expenditure, record the response. If the response is ‘NO’ or ‘DON’T KNOW’, skip to the next expenditure.

#### Item 8.303. LOCAL $, “How much did you pay in total?”

Ask the question and record the cost in local currency on the same line as the expenditure. If a respondent has difficulty remembering the cost or estimating the cost of an item, you may remind him or her that an estimated value is sufficient.

#### Sub-Module 8.4. Non-Food Expenditures over Past Three Months

**Purpose:** to collect information about non-food items that the household members bought over the past three months.

***Instructions for administering the sub-module with item-by-item guidance***

#### Item 8.400A, Cluster and household number

If using a paper questionnaire, record the cluster number and household number. You can find this information on the questionnaire cover sheet. If using a tablet, you will not see this question; the information will automatically be recorded for you.

#### Item 8.400B, Line number of the respondent

If using a paper questionnaire, record the line number of the respondent. You can find this information in Module 1, *Household Roster and Demographics*. If using a tablet, you will not see this question; the information will automatically be recorded for you.

Read the introductory statement for Sub-Module 8.4 to the respondent before asking questions: “Next I would like to ask you about items that you or members of your household may have bought over the past three months.”

#### Item 8.401, ITEM to be used with ITEM CODE

Item 8.401 lists items, or non-food expenditures, that you will ask about in a column. Each non-food expenditure is assigned an item code. These item codes, 8237 through 8286, are listed in the ITEM CODE column to the left of item 8.401.

**Items 8.402–8.403.** Beginning with the first expenditure listed in item 8.401, ask the respondent items 8.402 and 8.403 for each expenditure, one expenditure at a time.

#### Item 8.402, “Over the past three months, did your household purchase or pay for any [ITEM]?”

Ask the question using the name of the expenditure, and on the same line as the expenditure, record the response. If the response is ‘NO’ or ‘DON’T KNOW’, skip to the next expenditure.

#### Item 8.403, LOCAL $, “How much did you pay in total?”

Ask the question and record the cost in local currency on the same line as the expenditure. If a respondent has difficulty remembering the cost or estimating the cost of an item, you may remind him or her that an estimated value is sufficient.

#### Sub-Module 8.5. Non-Food Expenditures over Past 12 Months

**Purpose:** to collect information about non-food items that the household members bought over the past 12 months.

***Instructions for administering the sub-module with item-by-item guidance***

#### Item 8.500A, Cluster and household number

If using a paper questionnaire, record the cluster number and household number. You can find this information on the questionnaire cover sheet. If using a tablet, you will not see this question; the information will automatically be recorded for you.

#### Item 8.500B, line number of the respondent

If using a paper questionnaire, record the line number of the respondent. You can find this information in Module 1, *Household Roster and Demographics*. If using a tablet, you will not see this question; the information will automatically be recorded for you.

Read the introductory statement for Sub-Module 8.5 to the respondent before asking questions: “Now I would like to ask you about items that you or members of your household may have bought over the past one year.”

#### Item 8.501, ITEM to be used with ITEM CODE

Item 8.501 lists items, or non-food expenditures, that you will ask about in a column. Each non-food expenditure is assigned an item code. These item codes, 8287 through 8318, are listed in the ITEM CODE column to the left of item 8.701. They include health expenditures (item codes 8304 – 8309) and education expenditures (item codes 8310 – 8318).

**Items 8.502–8.503.** Beginning with the first expenditure listed in item 8.501, ask the respondent items 8.502 and 8.503 for each expenditure, one expenditure at a time.

#### Item 8.502, “Over the past one year (twelve months), did your household purchase or pay for any [ITEM]?”

Ask the question using the name of the expenditure, and on the same line as the expenditure, record the response. If the response is ‘NO’ or ‘DON’T KNOW’, skip to the next expenditure.

#### Item 8.503, LOCAL $, “How much did you pay (how much did they cost) in total?”

Ask the question and record the cost in local currency on the same line as the expenditure. If a respondent has difficulty remembering the cost or estimating the cost of an item, you may remind him or her that an estimated value is sufficient.

#### Sub-Module 8.5(2). Non-Food Items That May or May Not Have Been Purchased

**Purpose:** to collect information about non-food items that the household members may have purchased over the past 12 months.

***Instructions for administering the sub-module with item-by-item guidance***

#### Item 8.500C, Cluster and household number

If using a paper questionnaire, record the cluster number and household number. You can find this information on the questionnaire cover sheet. If using a tablet, you will not see this question; the information will automatically be recorded for you.

#### Item 8.500D, Line number of the respondent

If using a paper questionnaire, record the line number of the respondent. You can find this information in Module 1, *Household Roster and Demographics*. If using a tablet, you will not see this question; the information will automatically be recorded for you.

#### Item 8.504, PRODUCT to be used with ITEM CODE

Item 8.504 lists non-food items, or products, that you will ask about in a column. Each non-food item is assigned an item code. These item codes, 8319 through 8321, are listed in the ITEM CODE column to the left of item 8.504.

Guidance to the interviewer:

NOTE THAT THE VALUE OF THESE ITEMS SHOULD BE ENTERED ONLY IF THEY WERE PURCHASED OR USED FOR HOUSEHOLD USE, NOT FOR INVESTMENT PURPOSES.

**Items 8.505–8.508.** Beginning with the product listed in item 8.504, ask the respondent items 8.505 through 8.508 for each product, one product at a time.

#### Item 8.505, “Over the past one year (12 months) did your household gather, use or buy any [ITEM]?”

**Purpose:** to measure materials that were used personally by the household. In other words, do not count an item if it was gathered, used, or bought so that it could be sold to others, or so that it could be used to make something that could be sold to others. For example, grass is often gathered to weave bowls or brooms that are sold in markets. In this case, the grass is used to generate income and should not be included.

Ask the question using the name of the product and, on the same line as the product, record the response. If the respondent offers quantities that appear large, please clarify the intent of the question with the respondent and ensure that the quantity reflects what was used by the household. If the response is ‘NO,’ skip to the next product.

#### Items 8.505A, QUANTITY, and 8.505B UNIT, “What was the estimated total quantity of [ITEM] used?”

Ask the question using the name of the product, and on the same line as the item, record the response. For item 8.505A, record the quantity. For item 8.505B, record the unit.

#### Item 8.506, “Did your household gather the [ITEM], or did your household purchase or pay for the [ITEM]?”

Ask the question using the name of the product and, on the same line as the item, record the response: ‘1’ (GATHERED) or ‘2’ (PAID FOR). If the response is ‘PAID FOR,’ skip to item 8.508.

Note: If the respondent both purchased and gathered an item, determine whether the item was mostly gathered or mostly purchased. Select the response corresponding to how the respondent acquired the majority of the item.

#### Item 8.507, FOR ITEMS THAT WERE GATHERED: “What was the total estimated value of [ITEM] that you used?”

Ask the question using the name of the product and, on the same line as the item, record the cost in local currency. Then skip to the next product, regardless of the response. If a respondent has difficulty remembering the cost or estimating the cost of a product, you may remind him or her that an estimated value is sufficient.

#### Item 8.508, FOR ITEMS THAT WERE BOUGHT: “How much did you spend in total on [ITEM]?”

Ask the question using the name of the product and, on the same line as the item, record the cost in local currency. If a respondent has difficulty remembering the cost or estimating the cost of a product, you may remind him or her that an estimated value is sufficient.

**Sub-Module 8.6. Housing Expenditures**

**Purpose:** to collect information about costs related to the respondent’s housing over the past 12 months.

***Instructions for administering the sub-module with item-by-item guidance***

#### Item 8.600A, Cluster and household number

If using a paper questionnaire, record the cluster number and household number. You can find this information on the questionnaire cover sheet. If using a tablet, you will not see this question; the information will automatically be recorded for you.

#### Item 8.600B, Line number of the respondent

If using a paper questionnaire, record the line number of the respondent. You can find this information in Module 1, *Household Roster and Demographics*. If using a tablet, you will not see this question; the information will automatically be recorded for you.

Read the introductory statement for Sub-Module 8.6 to the respondent before asking questions: “Now I’d like to ask you some questions about your home.”

#### Item 8.601, “Do you own this house, are you purchasing this house, is this house provided to you by an employer, are you living in this house for free, or do you rent this house?”

Ask the question and record the response. If the respondent is unsure, select ‘8’ (DON’T KNOW). If the response is ‘3’ (EMPLOYER PROVIDES) or ‘4’ (FREE), skip to item 8.604. If the response is ‘5’ (RENTED), skip to item 8.605. Table 8.1 lists definitions for housing ownership.

Table 8.1: Housing Ownership

|  |  |
| --- | --- |
| **Response Category** | **Definition** |
| **Own** | A house is owned when the respondent or resident does not pay another individual or group for the rights to live in the household. Moreover, a respondent or resident is not required to gain permission to live in the house when it is owned by another individual or group, and the respondent or resident cannot be forced to leave the household in the future. |
| **Being purchased** | A house that is being purchased requires payment to an individual or an institution, such as a bank. In the future, the house will be owned by the household after all of the payments have been received. If a loan was used to purchase the materials for a home and the respondent or resident is still repaying the loan, the dwelling is still being purchased. |
| **Employer provides** | A house may be provided by an employer when the respondent or resident lives in a dwelling without payment due to one or more members of the household working for the employer. |
| **Free** | A house may be inhabited free of charge when an individual or group allows the family to live in the house. When a house is provided for free, the respondent or resident does not pay for the ability of live in the dwelling, but the respondent or resident could be asked to leave the dwelling in the future. Housing is considered free in cases where a local authority allows a family to live in a home for extended periods of time without payment. |
| **Rented** | A house may be rented when the respondent or resident makes regular payments to an individual or group for the ability to live in the dwelling. Unlike those who are purchasing their home, respondents or residents who are renting their home will always pay to live in the home and may be asked to leave the home in the future. |

#### Item 8.602, “If you sold this dwelling today, how much would you receive for it?”

Ask the question and record the response in local currency. If the respondent is unsure, record ‘999998’ (DON’T KNOW).

If a respondent has difficulty establishing a value for the house, you may inquire how much it has taken them to build it or how much it would cost them to rebuild the home.

#### Item 8.603, “How old is this house, in years?”

Ask the question and record the response. If the respondent is unsure, record ‘998’ (DON’T KNOW). Skip to item 8.606, regardless of the response.

This question may difficult to answer because many houses are built gradually and grow over time as the size of the family grows. Please report the age of the house as the number of years since the house was first built and inhabited. In other words, how long has someone lived in the oldest part of the house?

#### Items 8.604A, LOCAL$, and 8.604B, UNIT, “If you rented this dwelling today, how much rent would you receive?”

**Purpose:** to determine how much money the owner of the house would receive if the dwelling was rented today. The rent should be recorded as a quantity of currency per unit of time (day, week, month or year).

Ask the question and record the response as local currency (item 8.604A) per time period (item 8.604B). Probe if the respondent does not provide both an amount of money and time period. Round the amount so that it is a whole number. If the respondent is unsure of what the rent would be, even after probing, record ‘999998’ (DON’T KNOW) for item 8.604A and ‘8’ (DON’T KNOW) for item 8.604B. Skip to item 8.609, regardless of the response.

This question may be difficult to answer because respondents may not know how much they could earn by letting someone else live in their home. If the respondent has difficulty, you may ask them how much they would expect to pay to rent a similar house elsewhere in the community.

#### Items 8.605A, LOCAL$, and Item 8.605B, UNIT, “How much do you pay to rent this dwelling?”

**Purpose:** to determine how much money the respondent pays to rent his or her dwelling. The rent should be recorded as the quantity of currency paid to rent the dwelling per unit of time (day, week, month or year).

Ask the question and record the response in terms of local currency (item 8.605A) per time period (item 8.605B). If the respondent does not provide a period for the rental payment or if the rental payment occurs on a variable schedule, ask the respondent to estimate how much they pay in total during the course of a typical year. Round the amount so that it is a whole number. If the respondent is unsure of what the rent is, even after probing, record ‘999998’ (DON’T KNOW) for Item 8.605A and ‘8’ (DON’T KNOW) for Item 8.605B, Skip to item 8.609, regardless of the response.

#### Item 8.606, “Do you pay a mortgage on this house, that is, a regular payment towards purchasing the house?”

Ask the question and record the response. If the response is ‘NO,’ skip to item 8.609.

#### Item 8.607, “How often do you make mortgage payments?”

Ask the question and record the response. If the response is not one of the response options, select ‘6’ (OTHER) and specify the time period.

#### Item 8.608, “How much do you pay each time you make a payment on your mortgage?”

Ask the question and record the response in local currency. If the amount is variable, record ‘99996’ (AMOUNT IS VARIABLE). If the respondent is unsure, select ‘99998’ (DON’T KNOW).

For items 8.607 and 8.608, if the respondent reports a repayment in a frequency other than what is listed, convert the mortgage payment to *once a month*, *every three months*, *every six months*, or *every year* if possible. Probe for an annual estimate when the respondent indicates that they pay different amounts for the mortgage or if they do not have a set schedule for repayment. This may be asked as: “On average how much do you repay during the course of a typical year?” Where possible, avoid using ‘99996’ (AMOUNT IS VARIABLE).

#### Item 8.609, “In the past one month, how much did you spend on repairs and maintenance to this house?”

Ask the question and record the response in local currency. If the respondent is unsure, record ‘99998’ (DON’T KNOW).

#### Sub-Module 8.7. Durable Goods Expenditures

**Purpose:** to collect information about costs related to durable goods purchased by household members over the past 12 months.

***Instructions for administering the sub-module with item-by-item guidance***

Read the introductory statement for Sub-Module 8.7 to the respondent before asking questions: “Now I’d like to ask you some questions about items that may be owned by your household.”

As with other sub-modules in Module 8, you will first ask whether each of the items is owned by the household. For those items that the household owns, you will ask a series of questions aimed at understanding the quantity and value of those items.

#### Item 8.701, ITEM to be used with ITEM CODE

Item 8.701 lists the items, or durable goods, that you will ask about in a column. Each durable good is assigned an item code. These item codes, 8322 through 8352, are listed in the ITEM CODE column to the left of item 8.701. You will use the durable goods listed in item 8.701 to ask the respondent items 8.702 through 8.707.

#### Item 8.702, “Does your household own a [ITEM]?”

Ask the question using the durable goods listed in item 8.701. Read all durable goods, one at a time, and on the same line as the durable good, record the response. Be sure to complete this question for all goods before moving on to item 8.703.

**Items 8.703–8.707.** After completing item 8.702 for all durable goods listed in item 8.701, return to the top of the list, and for each durable good marked as owned (‘YES’ response for item 8.702), ask items 8.703 through 8.707. If you are using a tablet, you will be prompted to answer only questions that are applicable.

#### Item 8.703, “How many [ITEM] do you own?”

Ask the question using the name of the durable good and, on the same line as the good, record the response.

#### Item 8.704, “What is the age of these [ITEMs]?” IF MORE THAN ONE ITEM, AVERAGE AGE.

Ask the question using the name of the durable good, and on the same line as the good, record the age of the good in completed years. If the household owns more than one of the good, record the average age of all of the goods.

#### Item 8.705, “If you wanted to sell one of these [ITEMs] today, how much would you receive?” IF MORE THAN ONE ITEM, AVERAGE VALUE.

Ask the question using the name of the durable good, and on the same line as the good, record the amount that the respondent would receive for ***one*** good in local currency. If there is more than one good, enter the average value for one good.

#### Item 8.706, “How much did you pay for all these [ITEMs] when you purchased it?” IF MORE THAN ONE ITEM, AVERAGE VALUE.

Ask the question using the name of the durable good, and on the same line as the good, record the response in local currency. If more than one item was purchased, record the averaged amount paid for all items.

Consider an item to be purchased even if the item was purchased on credit and has not been fully paid for. For example, if the respondent has paid XXX to purchase a new refrigerator and still owes YYY for the refrigerator, you would select ‘1’ (YES) to item 8.706 for refrigerator (item code 8333). Also you would answer item 8.707 with the total amount that the respondent has paid (XXX) and will eventually pay (YYY) for the stove, which would be XXX + YYY.

●●●

*Two Role Play Exercises:*

*The respondent tells you that his household owns two televisions.*

*One television works, and the other one doesn’t.*

*What would you enter as a response to item 8.703: “How many televisions do you own?”*

*The respondent tells you that his household owns two radios and says the family bought one of the radios last week, while the other radio was bought several years ago. Item 8.704 asks: “What is the age of these radios?” and gives you the instruction to average the age of the radios.*

*What do you need to do to obtain a correct response for this question?*

●●●

#### Item 8.708, Enter time module finished

If using a paper questionnaire, enter the time (hour and minutes) that you completed the module. If using a tablet, you will not see this question; the time will be automatically recorded for you.

#### Item 8.709, Outcome of the module

Record the appropriate outcome of the module, or if the outcome is not listed as a response option, record ‘96’ (OTHER) and specify the outcome.

# 5 Entering and managing data on tablets

This section first notes some differences between administering the ZOI Survey using a paper questionnaire and using a tablet. The remainder of the section focuses on the use of the tablets and CSPro software to collect ZOI survey data. It describes the physical features of your tablet, how to start a survey on your tablet, how to navigate through the survey, how to enter and edit responses, how to transfer your data to your field supervisor, and how to troubleshoot problems.

## 5.1 Differences between the paper questionnaire and the tablet screens

There are some differences between the paper questionnaire and the tablet:

***Number of questions on paper questionnaire vs. tablet screen***

The paper questionnaire has many questions on one page. A screen on the tablet, however, can display only one data field at a time, so each screen on the tablet shows one question at a time. One page of the paper questionnaire will require several screens on the tablet to cover the same questions. However, in all cases, the questions on the paper questionnaire have the same numbers as the questions on the tablet. (Note that the numbering of questions in the questionnaire may not be consecutive in all cases, but nevertheless will always match between the paper and the tablet versions of the questionnaire).

***Skip instructions***

If a particular response to one question makes subsequent questions irrelevant, skip to the next appropriate question. If you are using a paper questionnaire, this is indicated by an arrow sign: ‘→’. Following the ‘→’ are instructions about what to do next, such as go to a specific question. The tablet program has no skip instructions. Instead, the tablet automatically goes to the next appropriate question based on the response that you entered. It is important to carefully enter responses because the tablet will automatically follow what is entered, and subsequent questions may not make sense if you enter an errant response.

## 5.2 Getting started

Figure 5.1: Tablet Buttons



***Power on the tablet***

The power button is the small rectangular button on the right edge of the tablet behind the screen (Figure 5.1).

To power the tablet on, press the power button on the upper right hand corner and hold, pressed down, for 3 seconds.

Note: In some instances you may need to press the power button for more than 3 seconds.

You will see the screen light up and begin to power on.

To turn the tablet power off, press the power button and follow the steps below when prompted to confirm the tablet is to be shut down. (You will see the prompt in the tablet screen).

> Select [Power Off] > Select [Power Off]

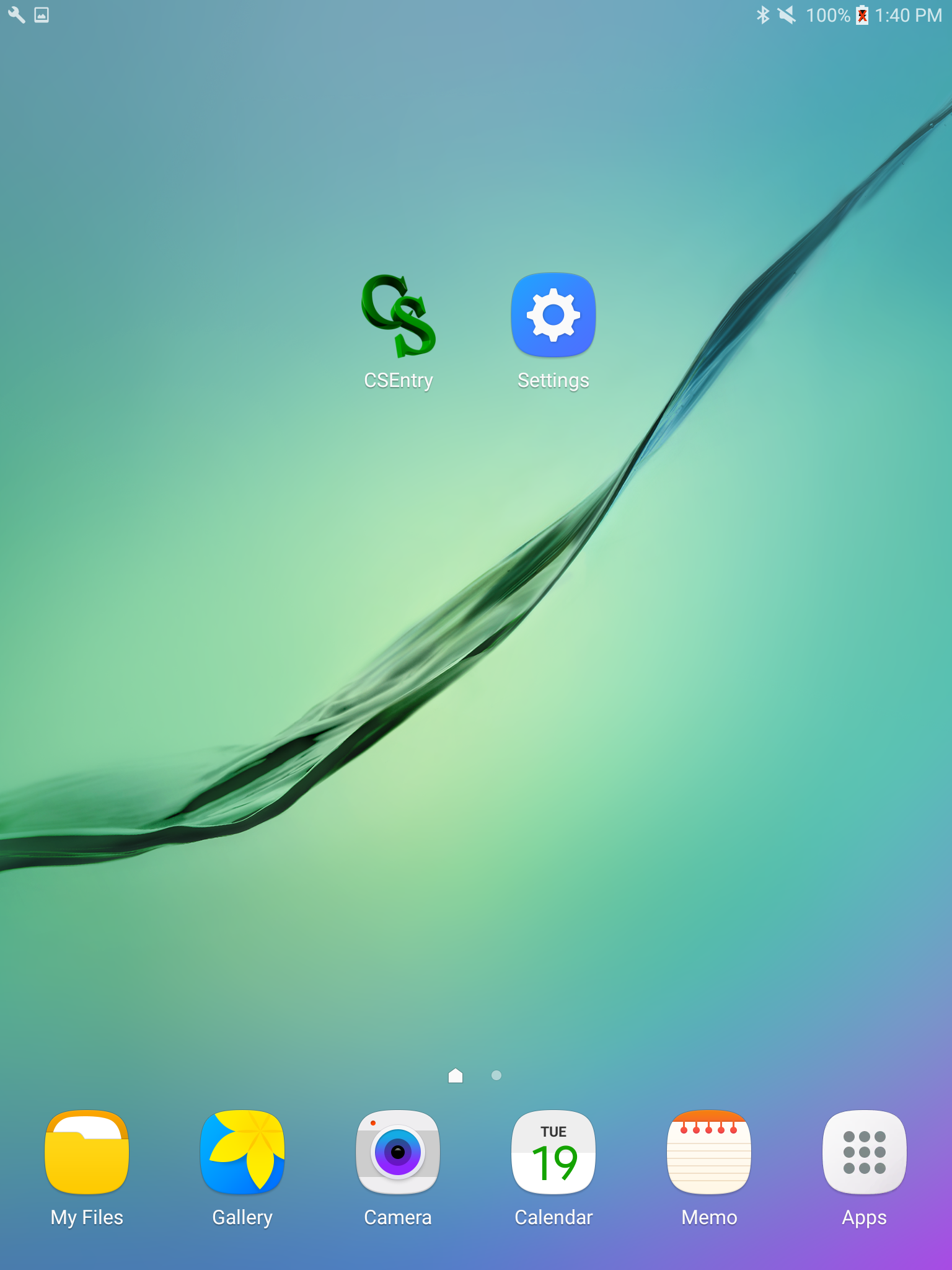
***Log in***

Tablets are encrypted for the purpose of data security, so you will have to log in to use the tablet. You will be given a password specific to your tablet that will be used to log into the tablet (Interviewer Password). Do not share your tablet password with anyone. The field supervisor will have a list of tablet usernames and passwords in case you lose and cannot remember your password.

* Write the date and time that you are logging on to your tablet to enter data for a household on your Interviewer Assignment Sheet. (Note that if you visit the same household multiple times, you will write the date and time of each visit on your Interviewer Assignment Sheet.)
* Enter your login password and press ‘OK’.

***Home screen***

Figure 5.2: Home Screen



The home screen is what you see when you log onto the tablet (Figure 5.2). The tablet is configured to have two different applications on the home screen:

1. CSEntry (to start the data collection tool and carry out all survey activities)
2. Settings (to manage settings)

***Tablet home screen navigation symbols***

You should always see three navigation symbols at the bottom of the home screen: Back Arrow, Home Screen and History Button (Figure 5.3).

1.  Back Arrow.

You will use this arrow to return to the previous screen or location. The back arrow functions like the back button on an internet browser.

Figure 5.3: Tablet Home Screen Navigation Symbols



1.  Home screen.

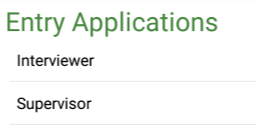
Touching this icon allows you to directly return to the home screen.

1.  History Button.

Touching this icon opens a list of all applications and functions recently used on the tablet. You rarely, if ever, need to use this button.

## 5.3 Using CSPro for data collection

Figure 5.4: CSEntry icon, Application Selection



To open the CSPro application and navigate to the Interviewer Main Menu, tap on the CSEntry icon on your home screen (Figure 5.4) and select “Interviewer” from the Entry Applications options.

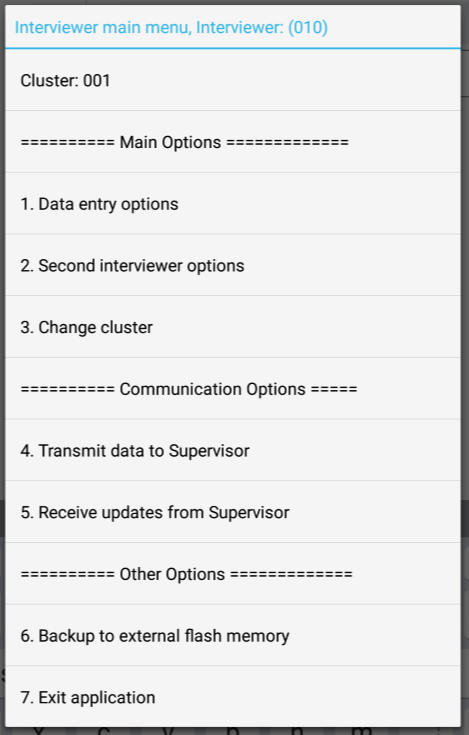
The Interviewer Main Menu is the starting point for all tasks within CSPro CAPI data collection.

The Interviewer Main Menu has several choices (Figure 5.5):

Main Options

1. Data entry options
2. Second interviewer options
3. Change cluster

Figure 5.5: Interviewer Main Menu



Communication Options

1. Transmit data to Supervisor
2. Receive updates from Supervisor

Other Options

1. Backup to external flash memory
2. Exit application

Section 5.3.1 will cover all “Main Options” and related information in detail. Section 5.3.2 discusses how to edit any data that have already been entered, or resume an interview that had been partially completed. Section 5.3.3 provides troubleshooting assistance for common problems. Section 5.3.4 covers how to coordinate the households’ interviews with a second interviewer’s tablet, and Section 5.3.5 provides additional details on other options you may need to exercise during the course of data collection.

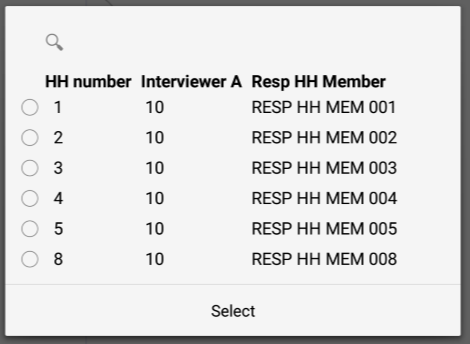
### 5.3.1 Main options

The Main Options of the Interviewer Main Menu include the “Data entry options”, “Second Interviewer options”, and “Change cluster” functions. The first two functions have several options that are described in detail.

#### Data entry options

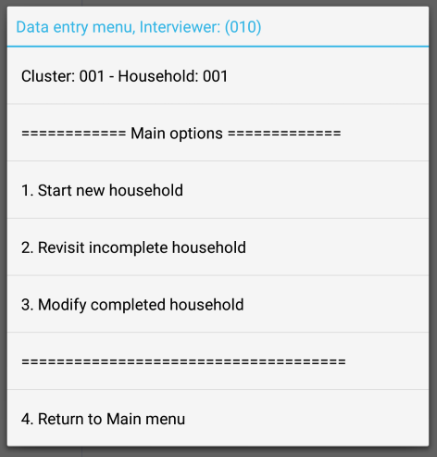
The “Data entry options” function is used to start a survey in a new household, revisit a partially completed household and carry out module interviews, and to modify households that have been completed. Most data collection processes in the field are found in this menu option. After selecting “Data entry options,” the CAPI system will prompt you to choose the household with which you want to work (Figure 5.6). Only households to which you have been assigned will appear. If a particular household is missing, notify your field supervisor to resolve.

Figure 5.6: Household Selection screen



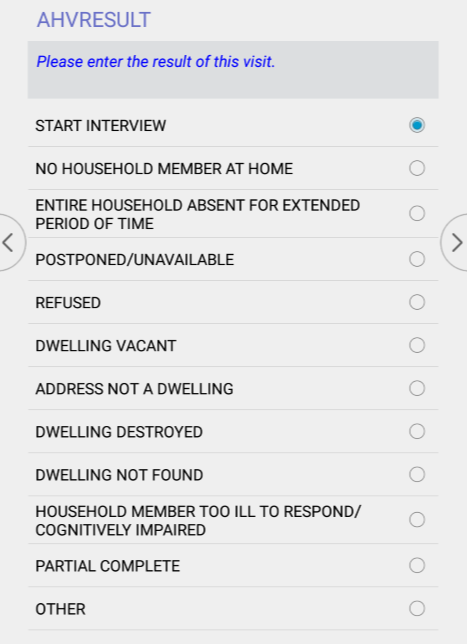
To begin an interview with a new household, first select the household in which you would like to begin an interview. Next, options for data entry will appear and to begin a new household, select option “1. Start new household” (Figure 5.7).

Figure 5.7: Data Entry Menu



You will see the CAPI system take a GPS reading, followed by a screen prompting you to enter the result of the visit to the household. If you are able to find the respondent to the household, choose the first option “Start interview” to begin the Module 1 interview (Figure 5.8). This first screen after starting the interview is described earlier in Section 2.6, choosing the language of interview.

Figure 5.8: Introductory Screen for the Questionnaire



If Module 1 of the questionnaire cannot be carried out, you should choose the applicable result of the visit. It is important to record the result of each visit to a household, especially if the result code will be final, such as a vacant dwelling or the dwelling is not found. In the case of a refusal, notify your field supervisor to confirm the refusal in person.

1. **Data entry structure in CSPro**

Survey data are entered into a data entry program developed in CSPro, using an application on the tablet called CSEntry. The structure for CAPI data entry in CSPro consists of modules, just as the paper questionnaire is organized. Each module contains a number of related questions. The ZOI survey in your country has [XX] modules. For each module, the CAPI system records the date and time the interview began and ended.

For Modules 1, 2, 3, and 8, one respondent answers the questions on behalf of the entire household. For Modules 4 and 5, the respondent answers questions about herself or her children, respectively, and the module is repeated for each eligible individual in the household. Modules 6W (female) is asked of the household’s primary adult female decisionmaker, and Module 6M (male) is asked of the household’s primary adult male decisionmaker, answering questions about themselves. Module 7 is asked of the eligible primary decisionmaker or decisionmakers for each of the household’s VCCs included in the survey.

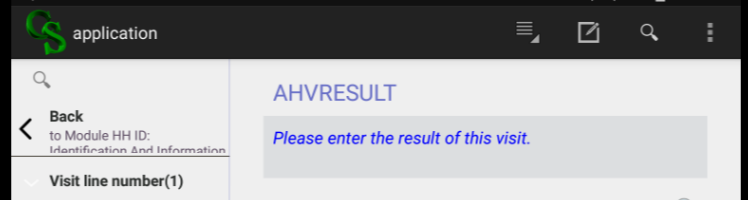
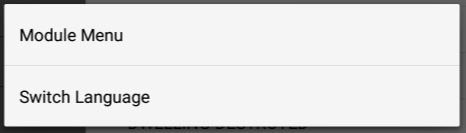


Figure 5.9: Navigating to the Module Menu

1. **Working within CSPro questionnaire**

Now that you have opened the questionnaire form to begin a new survey, you need to know how to initiate a module, how to navigate within a questionnaire, and how to manage responses.

1. **Initiation of modules**

After choosing option “1. Start a new household” from the Data Entry Menu, Modules 1 and 2 are automatically initiated. These modules must be completed before any other modules in the household can be initiated because they contain information determining the eligibility of the household members for other modules.

To navigate to other required modules, select the button menu icon on the top menu bar of the screen. Then choose the option “Module Menu” (Figure 5.9) and “Select module for data entry”, followed by the module you wish to complete. If at any point during data collection you need to end an interview or exit the CAPI system, select the second option “Exit interview”.

The number of modules in the Module Menu depends on the responses given by the Module 1 and 2 respondent. For example, if the respondent indicates that the household cultivates [VCC1] only, Module 7.1 will be shown but Modules 7.2 and 7.3 will not be included since they apply to other crops not cultivated by that household.

1. **How to navigate in CSPro**

There are several ways to navigate a questionnaire in CSPro. You may use the following:

* Scroll screen up or down
* Swipe screen left or right
* Press the arrow keys at the sides of the screen
* Select a specific question in the menu bar on the left side of the screen
* Use Module Menu to directly navigate to a specific module
* Advance to last answered question or end of questionnaire using menu bar

Each of these ways of navigating is explained in the following paragraphs:

*Scroll screen up or down*

Many text screens in CSpro may extend below or above what you may see on a screen. When the contents of a question extend beyond the screen, you will see a grey scroll bar on the side of the screen. To see the entire text, you may need to scroll down or up the screen with your finger on the scroll bar.

*Swipe across the screen*

You may advance one question, and you may go back one question in CSPro, provided you have entered responses to the questions on the screens you are navigating through:

To advance one screen:

 If you want to move to the next screen in the survey, swipe your finger from right to left across the center of the screen (like turning a page).

To go back one screen:

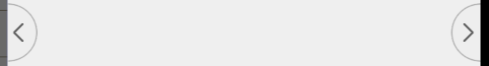
Swipe your finger from left to right across the center of the screen (like turning back a page in a book).

Note that you cannot advance through screens if you have not already entered responses to the questions on those screens.

*Press the arrow key at the bottom of the screen*

You may use the left and right arrows on the sides of the question screens to move forward or go back (Figure 5.10). Using the arrows does the same thing as swiping. In order to advance after answering a question, you must use these arrow buttons (or swipe as described earlier) to advance forward. This decreases keying mistakes and increases the likelihood you will catch a mistake before moving forward.

Figure 5.10: Arrow Keys at the Bottom of the Screen



*Select a specific* *question*

As you complete one part of the survey, you can move to an earlier part of the survey. You may do this to check a respondent’s previous answer, or to correct a specific question found to be errant. Using the menu on the left screen, a list of all questions and responses in the survey can be reviewed (Figure 5.11).

Here’s how:

* On the left side of the screen is a list of modules and questions. Below the name of each question is the current answer that you keyed.

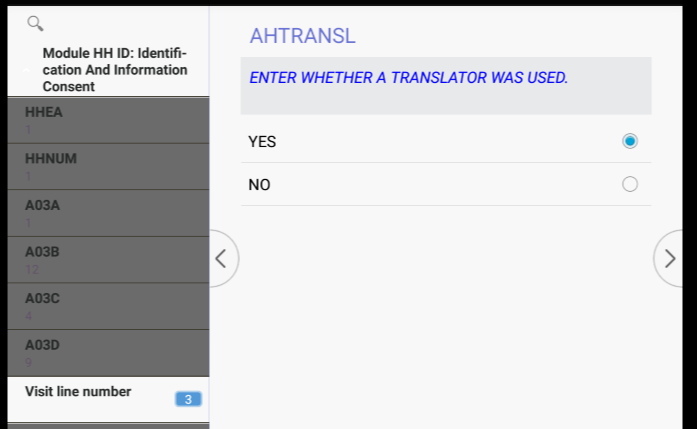


Figure 5.11: Question Navigation Menu

* For those questions earlier in the questionnaire, the question is colored dark grey. For those moving later in the questionnaire, the question is colored white.
* To look at questions in other modules, simply click on the name of the module and the question list from that module will expand below.
* Navigate to any module or to any question in a module by scrolling down the list and tapping the question text. This will allow you to view or edit the response. However, if any questions are skipped using the Prompts Menu, CSPro will require that they be answered before the questionnaire can be finalized.
* When you finish reviewing the survey questions and responses, you can either swipe or click the arrows to navigate one at a time or use the “Advance to End” feature, found in the small menu button in the upper right corner. This feature advances you to the last question in the questionnaire that was answered, allowing you to carry on with the remaining parts of the questionnaire.

*Use the Module Menu*

As described earlier in Initiation of Modules (Part 1 in this section), you can navigate to any module in the questionnaire once you have completed Modules 1 and 2. If you are Interviewer B in a household, you will be able to navigate to any module that you have been assigned by Interviewer A in the household. See Figure 5.9 for the description on how to navigate the questionnaire using the Module Menu.

1. **How to manage required responses**

If you are completing a module on your tablet, you must enter a response for every question that appears. If you try to advance to the next screen without entering a response to all questions on the current screen, you will receive the message, “Out of range! Please enter a valid value.” Click “OK” to remove the error message and answer the question appropriately.

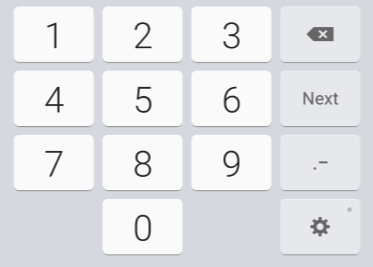
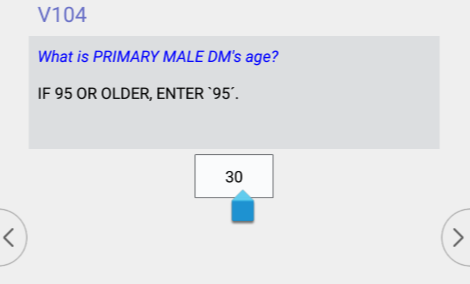
Note that respondents can refuse to answer some questions. Enter or select ‘REFUSED’ if the respondent refuses to answer a question. However, there are certain questions for which a ‘REFUSED’ response is not acceptable. For example, name, age and other questions require a valid answer.

1. **How to enter different types of responses**

There are several ways to enter data on the tablet. The tablet is programmed to provide you with the appropriate format in which to enter various kinds of data, including numbers, dates, text, single response, multiple response, and other data entry formats. Each of the data entry formats is described below.

1. **Enter a number** using the virtual number keypad that automatically appears on the screen when a numeric response is required (Figure 5.12)

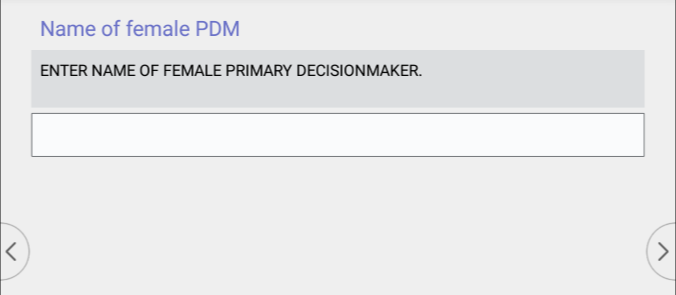
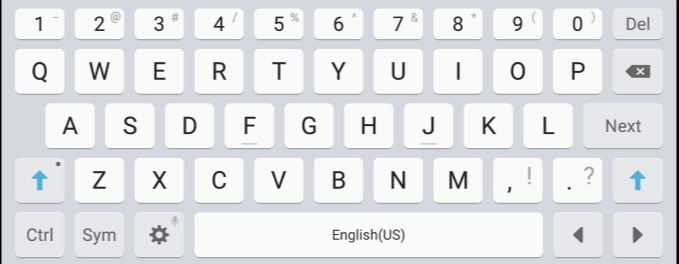
Figure 5.12: Enter a Number



* Often, you will see numeric questions that are programmed to accept numbers that include decimal places. You must include the decimal place (key to the right of the “9”) in the entry of the number.
* Length or content of response is limited by CSPro validation checks.

1. **Enter a word or words** using the virtual letter keypad that automatically appears on the screen a question requires a text response. Text responses are for text-type questions. You will use this, for example, to enter a household member’s name (Figure 5.13).

Figure 5.13: Enter Text Response



1. **Select one of several options** by touching the appropriate radio button, the appropriate response from a drop-down list, or other formats.

This option provides a limited list of values from which you can choose one response. The value lists may be further filtered based on previous responses.

*Select a single response with a radio button:*

In the example shown in Figure 5.16, touching the radio button next to a question selects that answer. You can change the answer by touching a different radio button to indicate your revised response (Figure 5.14).

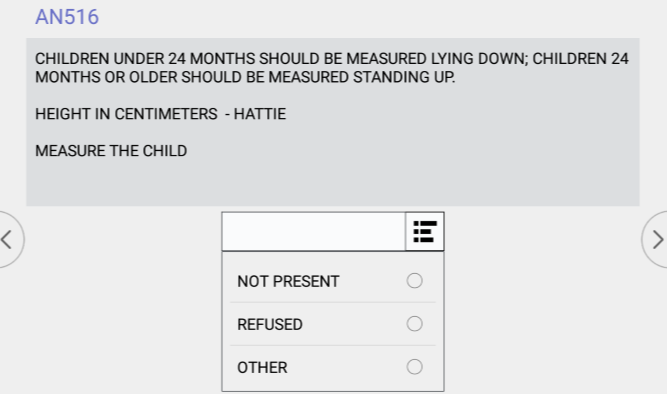
Figure 5.14: Select a Response Using Radio Buttons



*Select a response from a combo box with a dropdown list:*



Figure 5.15: Example of Combo Box with Drop-down List



Some questions have more than one entry option, including a drop down list. You may either enter a number (including a decimal place in the example), or you may need to choose one of the other options available (Figure 5.15).

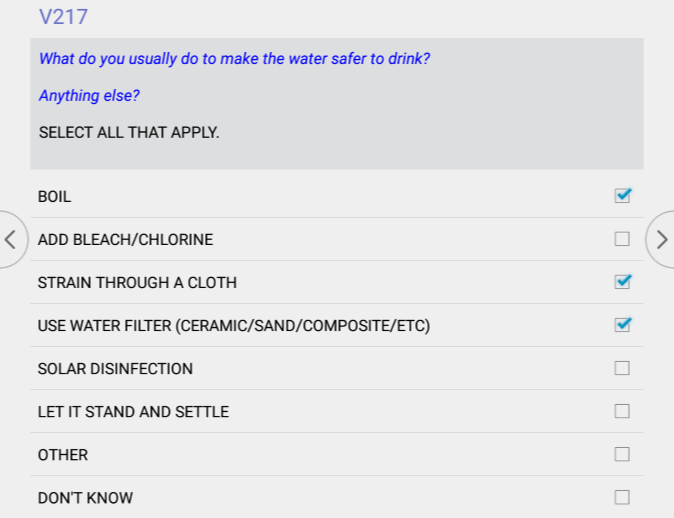
To see the options, first touch the dropdown list circled in

Figure 5.17. Then, select the appropriate response from the dropdown list as shown.

In this example, you would either type in the number using the number pad or select one appropriate response from among those displayed in the middle of the screen by tapping it.

1. **Select one or more options** by checking items on a list, using your finger to tap the options that apply (multiple response options always are shown with check boxes).

Figure 5.16: Select One or More Options



This is for a ‘multiple response’ -type question, where you will be provided with a list of values from which you may choose one or more responses (Figure 5.16).

Note that some long lists of response options do not fit on one screen. In this case, a scroll bar will appear and you will be able to scroll down and see all available response options.

1. **How to manage refusals on the tablet**

There are three types of refusals, which should be dealt with as follows:

1. *Refusal of a respondent to answer an individual question.*

If a respondent refuse to answer a question in the middle of a module, select ‘REFUSED’ for that question if available and continue to the next question. For a numeric response, there will be instructions for you to select a code for ‘REFUSED.’ You will type in that code.

1. *Refusal of a respondent to answer the remaining questions in a module.*

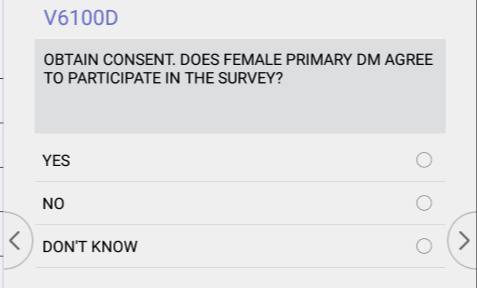
In this scenario, the household is willing to continue with the survey, but the individual respondent is no longer willing to answer questions for that module. If the respondent refuses to continue after you politely encourage him or her to do so, you will need to exit the interview (described later) and assign a refusal code to the module, particularly if ‘REFUSED’ is not an option for the remaining questions.

Note that questions asked in this survey are not considered particularly sensitive questions; therefore, you are highly unlikely to have a respondent refuse to answer most questions. The ‘REFUSED’ response code is programmed so a response can be selected and you can continue with other questions or other respondents, as applicable. However, be sure to probe an individual politely to respond to the question by ensuring confidentiality; it is important to minimize the number of refused questions for the integrity of the data.

1. *Refusal to be a respondent.*

If a household member does not consent to provide any answers for a particular module, indicate that the individual did not give consent (Figure 5.17). The tablet will navigate to the Module Menu to continue data collection.

Figure 5.17: Confirmation of Informed Consent at the Beginning of a Module



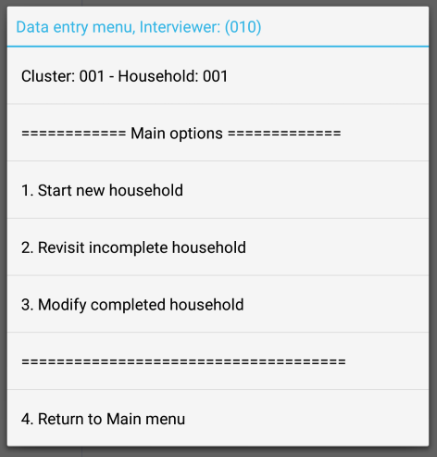
### 5.3.2 Editing questionnaires

This section tells you what to do when you need to make changes to a questionnaire that is either completed and needs to be modified or is not yet complete and you need to finish data entry.

1. **Editing incomplete household**

If a household is not completed (i.e., some modules either haven’t been visited or the interview was not completed) but has been started by following the instructions in Section 5.3.1, you will be revisiting a household that is incomplete.

Figure 5.18: Data Entry Menu



To add more data to a previously started household, access data entry by choosing option “1. Data entry options” from the Main Interviewer Menu. You will then select the household from the list of your assignments and will see the screen in Figure 5.18.

* Select ‘Revisit incomplete household’ (Figure 5.18).
* Select the appropriate module in which you would like to work from the Module Menu.
* Advance to the question where you want to add, correct, or review data and continue the interview.
* You may also navigate to the question you need by finding it in the menu on the left side of the screen as described earlier.

1. **Modifying data in a complete household**

If a household and all of its modules has been completed (i.e., all applicable modules have been either completed or assigned a final result code), you may need to modify parts of the questionnaire. You will be modifying a household that has been completed.

To modify data in a completed household, access data entry by choosing option “1. Data entry options” from the Main Interviewer Menu. You will then select the household from the list of your assignments and will see the screen in Figure 5.18.

* Select ‘Modify completed household’ (Figure 5.18). You will be taken to the beginning of the questionnaire.
* Select the appropriate module in which you would like to work from the Module Menu.
* Advance to the question where you want to correct or review data.
* You may also navigate to the question you need by finding it in the menu on the left side of the screen as described earlier.

### 5.3.3 Troubleshooting

*Check battery level*

Figure 5.19: Check the Tablet Battery



You are responsible for maintaining the charge on your tablet. It is recommended to start every day with a fully (100%) charged tablet. Samsung tablets have a non-removable battery that will last between 6-8 hours when fully charged. Your tablet is configured to minimize battery usage and conserve power. To monitor the battery level, check the upper right corner of the table screen regularly for the percentage of charge remaining on the tablet (Figure 5.19).

**Follow these instructions to save battery life:**

* Leave the tablet on airplane mode.
* From the home screen, tap on “Settings.”
* Select “Airplane mode” on the left side menu. Check that it is “ON”.
* Note that if you turn on airplane mode, you should check that Bluetooth is still on and active (found on the left side menu just above the airplane mode option). This is needed for data transfer to your supervisor.
* Use the tablet only for survey activities. This also helps ensure security of the data and the tablet.
* Regularly check the battery level and charge during break time and any other time there is an available power source.

If the tablet otherwise malfunctions during an interview, please contact your field supervisor.

If lost data cannot be saved, politely explain the situation to the respondent and ask him or her to re-start the interview. DO NOT attempt to recall the respondent’s answers.

*Tablet times out*

If you do not touch the tablet screen for five minutes, the tablet will time out. Simply press the home button until you see the login or the survey screen again. After entering your password, you will return to the most recent screen you were on. The data you entered on previous screens will be saved. If you experience any interruption of the interview that you suspect may take you away from data entry for more than five minutes, you may want to log out and return to the interview using the “Revisit incomplete household” option in the data entry options menu.

*Missing question text*

If yousee a blank question text screen, advance forward and backward and the question text should appear.

*Broken tablet*

If your tablet breaks, communicate with your field supervisor to obtain a working tablet immediately. It will be important that your field supervisor consult with the in-country data manager to preserve any data you had collected.

*Lost log on password*

If you lose your tablet password, communicate with your field supervisor. Field supervisors will have a master list containing tablet numbers and login passwords.

### 5.3.4 Second interviewer options

The interviewers in this survey will work in pairs, where one interviewer (Interviewer A) will begin a questionnaire in a household and a second interviewer (Interviewer B) will assist in completing the questionnaire. This is for purposes of sharing workload, as well as completing modules that have a gender requirement for the interviewer. For example, the interview with the primary adult male decisionmaker should be carried out by a male interviewer (unless there are two female interviewers on the team), while the interview with the primary adult female decisionmaker should be carried out by a female interviewer. In order to meet this requirement, Interviewer A will most likely need to assign work in a household to Interviewer B. All interviewers will act as both Interviewer A and Interviewer B for households in a cluster.

All options for assignments of Interviewer B, modules, and data transfer will be found in option “2. Second interviewer options” in the interviewer main menu (Figure 5.9). When you choose this option, you will first select the household in which you are working, just as you did for the data entry options. A small menu will then appear with options for doing work with Interviewer B (Figure 5.20).

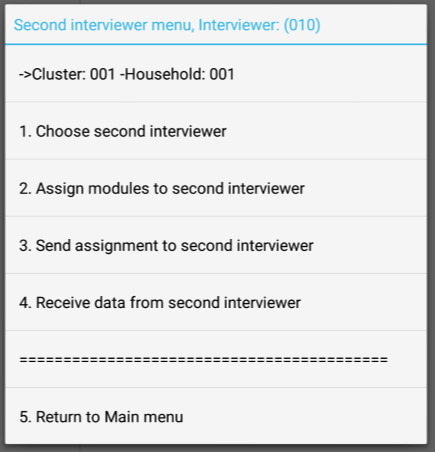


Figure 5.20: Second Interviewer Menu

1. Selecting Interviewer B

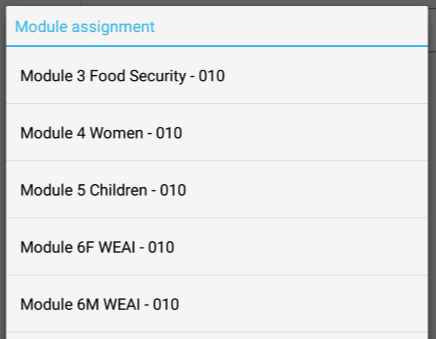
The first step in sharing work in your household is to assign Interviewer B for your household in the CSPro system. Interviewer B in each of your households will not always be the same team member, depending on the circumstances, and you should work with your Field Supervisor to determine the best member to assign as Interviewer B.

After you know who interviewer B will be, first select “1. Choose second interviewer” from the second interviewer menu. A list of all team members, excluding you, will appear. Select the name of the interviewer on your team who has been assigned the role of interviewer B for that household. Now the second interviewer for that household has been assigned in the CSPro system.

1. Assigning modules to interviewer B

Interviewer B can only do work that interviewer A has assigned to them so that no work is duplicated during data collection. To assign work for a module, choose “2. Assign modules to second interviewer” from the second interviewer menu (Figure 5.20). When you choose this option, a list of applicable modules for the household will appear, along with the current module assignment. Because you have not yet assigned work to your teammate, your interviewer code will appear next to all of the modules in the household (Figure 5.21).

Figure 5.21: Module Assignments



To change the interviewer responsible for a certain module from yourself to your teammate, simply choose the module you would like assign to Interviewer B. A small selection box will appear with your name and the name of the teammate you assigned as Interviewer B (Figure 5.22). In the example, Interviewer A (in this case, the team supervisor) would like to assign Module 4–Women to a second interviewer, in this case, to interviewer 2. After you choose interviewer 2, the module assignments will automatically update and appear, allowing any further assignments to the second interviewer (Figure 5.23).

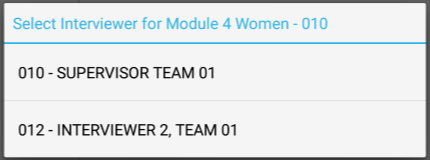


Figure 5.22: Interviewer selection for Modules



Figure 5.23: Update Module Assignments

1. Sending module assignments to second interviewer

The final step in assigning work a second interviewer for a household is the transmission of data to Interviewer B. This is important for three reasons:

* Interviewer B’s CAPI system will need to know which modules have been assigned for Interviewer B to complete. Therefore, the module assignment must be transferred from Interviewer A to Interviewer B.
* Parts of the questionnaire in all modules refer back to data collected in Modules 1 and 2. Interviewer B’s CAPI system will need access to data collected by Interviewer A in order to complete work assigned to Interviewer B.
* The module assignment controls which interviewer can complete which modules. This is necessary to avoid duplicating any work, and more importantly, data files.

To share the module assignment and data collected in Module 1 and 2, you will need to work together with your teammate to transmit the data over Bluetooth. Interviewer B, who was assigned work in the household by you (Interviewer A), and will choose “2. Second interviewer options” in the interviewer main menu (Figure 5.5) and select the household that you have assigned work to them. The CAPI system on their tablet knows that they are not Interviewer A for the chosen household (it has been assigned to you by the supervisor). Therefore, your teammate will see a new menu appear with options for data collection as a second interviewer. To receive the assignment you just made, Interviewer B will need to select option “2. Receive assignment from first interviewer” (Figure 5.24). Note that in Figure 5.24, because you have not sent the module assignment yet, Interviewer B cannot choose option 1 or 3 (shown as not available) to collected data or send their work back to you. These options will become available once the module assignment has been successfully transmitted.

Figure 5.24: Interviewer B Menu



At the same time that Interviewer B is preparing to receive the module assignment, you (Interviewer A), who was assigned the household by the field supervisor, and will use option “3. Send assignment to second interviewer” (Figure 5.24) from the second interviewer menu. When both you and Interviewer B are ready, you will both choose your options as the same time, initiating a Bluetooth file transfer. After you both see a message that the transfer was successful, Interviewer B can begin work collecting data for the modules you have assigned.

1. Receiving data from second interviewer

To further avoid duplication of work, all work completed by your teammate (Interviewer B) will need to be transferred back to your tablet before you can submit it to the field supervisor. This allows all the data for each household to be transmitted together to the field supervisor.

To receive work completed by the second interviewer, you will again need to work together to transmit the data, choosing the correct options on each tablet at the same time. Remember that the CAPI system is set up to know which person is Interviewer A and which is Interviewer B. It will show the appropriate options for each person when you each need second interviewer options.

When ready, both teammates will first select “2. Second interviewer options” from the main menu (Figure 5.5). Next, you, as Interviewer A, will choose option “4. Receive data from second interviewer” from the second interviewer options menu (Figure 5.24). Your teammate, Interviewer B, will choose option “3. Send data to first interviewer” from the second interviewer options menu (Figure 5.24). A Bluetooth data transmission will be initiated and both interviewers will be notified when the transmission is successful.

### 5.3.5 Other data collection options

This section reviews the remaining options and functions of the Interviewer Main Menu.

1. Changing cluster number

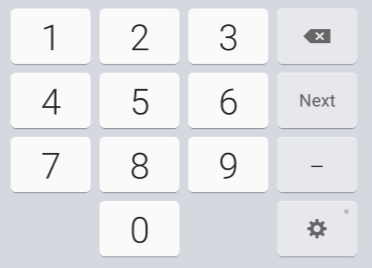
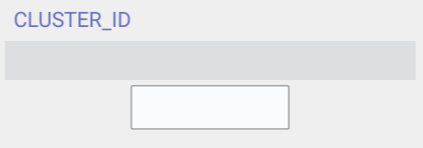


Figure 5.25: Enter New Cluster Number

Each time your field team enters a new cluster for work, the cluster number in the CAPI system must also be changed. This is important for data transmission within your field team, finding the correct households in the CAPI system to interview, and for receiving work assignments. When you need to change the cluster number, simply choose option “3. Change cluster” from the main interviewer menu (Figure 5.5). A number entry screen will appear for you to type in the cluster number that you need (Figure 5.25). The screen will automatically return to the interviewer main menu and you may begin work in the new cluster.

1. Communication Options

Data transfer using Bluetooth is particularly important with your field supervisor. The field supervisor assigns households to interviewer teams, creates new households, initiates and finalizes work in a cluster, and ultimately sends data that you collect back to the central office for further processing. The two options for data transmission with the field supervisor are transmitting work you have completed to the field supervisor and receiving updates from the field supervisor.

At least once a day, you must transfer all work you have completed to your field supervisor. This is important so that the field supervisor can review your work and so that your work is backed up in case something happens to your tablet. Note that you can transmit your data more often, but the minimum requirement is once a day. To transmit, select option “4. Transmit data to supervisor” from the interviewer main menu (Figure 5.5). A Bluetooth data transmission will be initiated and both you and the field supervisor will be notified when the transmission is successful.

Before you can begin work, the field supervisor must assign households to each interviewer and transmit this information to each of the interviewer team members. In addition, occasionally updates to the data collection programs or household sampling files will be sent to the field supervisor. The field supervisor will, in turn, transfer these updates to each field team member. To receive the updates, select option “5. Receive updates from supervisor” from the interviewer main menu (Figure 5.5). A Bluetooth data transmission will be initiated and both you and the field supervisor will be notified when the transmission is successful. If the transmission is successful, you can select households that have been assigned to you to begin data collection. If the assignment or transfer of data was not successful, the households will not be available to initiate and you should work with your field supervisor to re-attempt the transfer.

1. Backing up data

There are several ways that data collection with CSPro has been designed to ensure no data collected are lost. However, the main responsibility for keeping data safe and intact falls onto each interviewer and field supervisor. As an interviewer, you will send all of your work daily to the field supervisor, who will maintain a backup of their own. In addition, you have the option to back up your own work to an external flash memory and should do so at least daily. Keep your flash memory in a different location from your tablet to avoid theft or damage to both.

To back up your data, choose option “6. Backup to external flash memory” from the interviewer main menu (Figure 5.5). A message will appear asking you to confirm that the flash memory has been connected to your tablet. After you confirm, the data will immediately be backed up to the flash drive and you can continue work.

# Appendix A: Guidance for Collecting GPS Data

**A.1 Introduction**

The Global Positioning System (GPS) is a space-based satellite navigation system that provides location and time information in all weather conditions, anywhere on or near the Earth where there is an unobstructed line of sight to four or more GPS satellites via radio signals. This Appendix provides the guidance you need to understand what GPS data are, how they can be used, and how to ensure that good GPS data are collected during ZOI survey fieldwork.

**A.2 Common terms used with GPS**

**Latitude** is a geographic coordinate that specifies the north-south position of a point on the Earth's surface. Combined with the longitude coordinate, it identifies an exact location on the Earth’s surface.

**Longitude**is a geographic coordinate that specifies the east-west position of a point on the Earth's surface. Combined with latitude coordinate, it identifies an exact location on the Earth’s surface.

**Altitude** refers to distance measurement, usually in the vertical or ‘up’ direction; when used in the context of GPS, it refers to measurement of height or elevation above the sea level.

A **waypoint** is a set of coordinates (latitude and longitude) that identifies a point or location on the Earth’s surface.

**Geographic Information Systems (GIS)** is a computer system designed to capture, store, manipulate, analyze, manage, and present all types of geographical data.

**A.3 Benefits of collecting GPS data in a population-based survey**

Geographic location affects peoples’ health, nutrition, and access to health care and other essential services and resources. Therefore, when trying to understand peoples’ health and nutrition status, it is important to understand the geographical context as well. GPS provides accurate geographic location where the actual survey is conducted. It captures natural features, such as mountains and rivers, as well as man-made structures. A GIS uses the information provided by GPS to display the relevant maps, including topographical or geological maps. The location and attributes of the data are very valuable information. Knowing where the survey was conducted allows for including the attributes (rainfall, habitat, etc.). All of this information helps us better understand the situation of people in [COUNTRY].

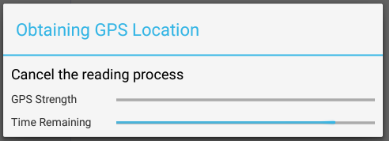
**A.4 How to collect the GPS data**

GPS data is collected at the very beginning of the survey: see Household Identification Cover Sheet, Question 07 (GPS Coordinates of Household).

The GPS data should be collected outside the respondent’s house or structure, right before entering the household or compound. Please ensure the following instructions are carefully followed for obtaining accurate GPS data:

* Ensure that GPS data is recorded correctly before entering the household; if there is heavy tree cover or tall buildings preventing you from obtaining a good GPS reading, step to an area as close as possible to the household where you have a clear view of the sky. Make a note on the Interviewer Assignment Sheet if you have to move more than a few steps away from the household to obtain a clear reading.

Figure A1: Record GPS Location



* After selecting the household in which to begin an interview, the tablet will automatically begin collecting GPS data (Figure A1). The tablet will take a few minutes to search for and load the location.

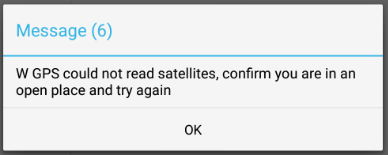


Figure A2: Record Location Error

* The GPS coordinates will automatically save if the collection was successful. However, if the GPS data cannot be collected, an error message will appear asking the interviewer to move to an open space and try again (Figure A2).

Always ensure that the GPS reading is taken right at the door of the household and not in an area away from the household, for example, on nearby farmland or at a water well where you may have found the household members you need to interview.

**A.5 Problems encountered when taking the GPS reading**

Sometimes, it might be difficult to get a GPS coordinate reading due to the following reasons:

* Heavy clouds can obstruct the receivers and prevent them from obtaining good satellite signals. In this case, wait for the cloud cover to move before trying to obtain the reading again.
* If the household is surrounded by many tall trees, it may be difficult to obtain a signal. In this case, move to the closest place or clearing or an area with an open view of the sky.

**Note that GPS coordinates can only be collected when outside the house, in a place where your tablet has an unobstructed view to the sky.**

# Appendix B: Interviewer Assignment Sheet

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Cluster Number:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Field Supervisor Number:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

| **HH**  **ID** | **INTERVIEWER** | | **AG INTER-VIEWER** | **VISIT RESULTS AND COMMENTS** | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **A** | **B** |  |  | | | | |
|  |  |  |  | 1st visit date/time | Result | If partially complete, circle modules that still need to be completed:  1 2 3 4 4A 5 5A 6W 6M 7.X 7.X 7.X 8 | Comments | Date/time next visit scheduled |
|  |  |  |  | 2nd visit date/time | Result | If partially complete, circle modules that still need to be completed:  1 2 3 4 4A 5 5A 6W 6M 7.X 7.X 7.X 8 | Comments | Date/time next visit scheduled |
|  |  |  |  | 3rd visit date time | Result | If partially complete, circle modules that still need to be completed:  1 2 3 4 4A 5 5A 6W 6M 7.X 7.X 7.X 8 | Comments |  |
|  |  |  |  | 1st visit date/time | Result | If partially complete, circle modules that still need to be completed:  1 2 3 4 4A 5 5A 6W 6M 7.X 7.X 7.X 8 | Comments | Date/time next visit scheduled |
|  |  |  |  | 2nd visit date/time | Result | If partially complete, circle modules that still need to be completed:  1 2 3 4 4A 5 5A 6W 6M 7.X 7.X 7.X 8 | Comments | Date/time next visit scheduled |
|  |  |  |  | 3rd visit date time | Result | If partially complete, circle modules that still need to be completed:  1 2 3 4 4A 5 5A 6W 6M 7.X 7.X 7.X 8 | Comments |  |

# Appendix C: Template for Country-Specific Calendar Event

**Purpose:** to assist in ascertaining dates of birth (month and year) for children identified as age 6 or under as listed in Module 1, Household Roster and Demographics.

The event calendar template is to help ascertain dates of birth (month and year) for children in the household roster ages 6 or under. The local events calendar should be developed in conjunction with local key informants who have a good knowledge of past events in the areas to be surveyed; the events should be specific to the survey area and population at the province or district level. The final calendars should be tested by interviewers during the pilot to ensure that the calendar is appropriate for the local population.

**Instructions:** Use the calendar to help prompt the respondent who needs help in determining a more accurate date in response to a question. It may be easier to recall a date if it occurred on or around a local event or festival date. Table C1 shows an example of a local events calendar.

Table C1: Sample Local Events Calendar (India)

| **Month** | **Events and festivals** | **2014** | **2015** | **2016** | **2017** | **2018** | **2019** |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | New Year's Day | 1-Jan | 1-Jan | 1-Jan | 1-Jan | 1-Jan | 1-Jan |
|  | Milad un-Nabi/Id-e-Milad | 14-Jan | 4-Jan | 13-Dec | 2-Dec | 21-Nov | 10-Nov |
|  | Lohri | 13-Jan | 13-Jan | 13-Jan | 13-Jan | 13-Jan | 13-Jan |
|  | Makar Sankranti | 14-Jan | 14-Jan | 14-Jan | 14-Jan | 14-Jan | 14-Jan |
|  | Pongal | 14-Jan | 15-Jan | 15-Jan | 14-Jan | 14-Jan | 15-Jan |
| **Magha 1** | **January 21** |  |  |  |  |  |  |
|  | Beti Bachao, Beti Padhao Campaign Launch Day | . | 22-Jan | . | . | . | . |
|  | Vasant Panchami | 4-Feb | 24-Jan | 12-Feb | 1-Feb | 22-Jan | 10-Feb |
|  | Republic Day | 26-Jan | 26-Jan | 26-Jan | 26-Jan | 26-Jan | 26-Jan |
|  | Guru Ravidas Jayanti | 14-Feb | 3-Feb | 22-Feb | 10-Feb | 31-Jan | 19-Feb |
|  | Maharishi Dayanand Saraswati Jayanti | 24-Feb | 14-Feb | 4-Mar | 21-Feb | 10-Feb | 1-Mar |
|  | Valentine's Day | 14-Feb | 14-Feb | 14-Feb | 14-Feb | 14-Feb | 14-Feb |
| **Phalguna 1** | **February 20** |  |  |  |  |  |  |
|  | Maha Shivaratri/Shivaratri | 27-Feb | 17-Feb | 7-Mar | 24-Feb | 14-Feb | 4-Mar |
|  | Shivaji Jayanti | 19-Feb | 19-Feb | 19-Feb | 19-Feb | 19-Feb | 19-Feb |
|  | Chinese New Year | 31-Jan | 19-Feb | 8-Feb | 28-Jan | 16-Feb | 5-Feb |
|  | Holika Dahana | 16-Mar | 5-Mar | 23-Mar | 12-Mar | 1-Mar | 20-Mar |
|  | Holi | 17-Mar | 6-Mar | 24-Mar | 13-Mar | 2-Mar | 21-Mar |
| **Chaitra 1** | **March 22** |  |  |  |  |  |  |
|  | Chaitra Sukhladi | 31-Mar | 21-Mar | 8-Apr | 28-Mar | 18-Mar | 6-Apr |
|  | Rama Navami | 8-Apr | 28-Mar | 15-Apr | 4-Apr | 25-Mar | 13-Apr |
|  | Maundy Thursday | 17-Apr | 2-Apr | 24-Mar | 13-Apr | 29-Mar | 18-Apr |
|  | Mahavir Jayanti | 13-Apr | 2-Apr | 20-Apr | 9-Apr | 29-Mar | 17-Apr |
|  | Good Friday | 18-Apr | 3-Apr | 25-Mar | 14-Apr | 30-Mar | 19-Apr |
|  | First day of Passover | 15-Apr | 4-Apr | 23-Apr | 11-Apr | 31-Mar | 20-Apr |
|  | Easter Day | 20-Apr | 5-Apr | 27-Mar | 16-Apr | 1-Apr | 21-Apr |
|  | Vaisakhi | 14-Apr | 14-Apr | 13-Apr | 14-Apr | 14-Apr | 14-Apr |
|  | Ambedkar Jayanti | 14-Apr | 14-Apr | 14-Apr | 14-Apr | 14-Apr | 14-Apr |
|  | Mesadi/Vaisakhadi | 15-Apr | 15-Apr | 14-Apr | 15-Apr | 15-Apr | 14-Apr |
| **Vaisakha 1** | **April 21** |  |  |  |  |  |  |
|  | May Day | 1-May | 1-May | 1-May | 1-May | 1-May | 1-May |
|  | Hazarat Ali's Birthday | 13-May | 3-May | 21-Apr | 11-Apr | 1-Apr | 21-Mar |
|  | Buddha Purnima/Vesak | 14-May | 4-May | 21-May | 10-May | 30-Apr | 18-May |
|  | Birthday of Ravindranath | 9-May | 9-May | 8-May | 9-May | 9-May | 7-May |
|  | Mother's Day | 11-May | 10-May | 8-May | 14-May | 13-May | 12-May |
| **Jyaistha 1** | **May 22** |  |  |  |  |  |  |
|  | Father's Day | 15-Jun | 21-Jun | 19-Jun | 18-Jun | 17-Jun | 16-Jun |
| **Asadha 1** | **June 22** |  |  |  |  |  |  |
|  | Jamat Ul-Vida | 25-Jul | 17-Jul | 1-Jul | 23-Jun | 15-Jun | 31-May |
|  | Rath Yatra | 29-Jun | 18-Jul | 6-Jul | 25-Jun | 14-Jul | 4-Jul |
| **Sravana 1** | **July 23** |  |  |  |  |  |  |
|  | Ramzan Id/Eid-ul-Fitar | 29-Jul | 19-Jul | 6-Jul | 26-Jun | 15-Jun | 5-Jun |
|  | Friendship Day | 3-Aug | 2-Aug | 7-Aug | 6-Aug | 5-Aug | 4-Aug |
|  | Independence Day | 15-Aug | 15-Aug | 15-Aug | 15-Aug | 15-Aug | 15-Aug |
|  | Parsi New Year | 18-Aug | 18-Aug | 17-Aug | 17-Aug | 17-Aug | 17-Aug |
|  | Onam | 7-Sep | 28-Aug | 14-Sep | 4-Sep | 25-Aug | 11-Sep |
|  | Raksha Bandhan (Rakhi) | 10-Aug | 29-Aug | 18-Aug | 7-Aug | 26-Aug | 15-Aug |
|  | Janmashtami | 17-Aug | 5-Sep | 25-Aug | 15-Aug | 3-Sep | 24-Aug |
| **Bhadra 1** | **August 23** |  |  |  |  |  |  |
|  | Ganesh Chaturthi/Vinayaka Chaturthi | 29-Aug | 17-Sep | 5-Sep | 25-Aug | 13-Sep | 2-Sep |
| **Asvina 1** | **September 23** |  |  |  |  |  |  |
|  | Bakr Id/Eid ul-Adha | 6-Oct | 25-Sep | 13-Sep | 2-Sep | 22-Aug | 12-Aug |
|  | Mahatma Gandhi Jayanti | 2-Oct | 2-Oct | 2-Oct | 2-Oct | 2-Oct | 2-Oct |
|  | Maha Saptami | 1-Oct | 20-Oct | 8-Oct | 27-Sep | 16-Oct | 5-Oct |
|  | Maha Ashtami | 2-Oct | 21-Oct | 9-Oct | 28-Sep | 17-Oct | 6-Oct |
|  | Dussehra | 3-Oct | 22-Oct | 11-Oct | 30-Sep | 19-Oct | 8-Oct |
|  | Muharram/Ashura | 4-Nov | 24-Oct | 12-Oct | 1-Oct | 21-Sep | 10-Sep |
| **Kartika 1** | **October 23** |  |  |  |  |  |  |
|  | Maharishi Valmiki Jayanti | 8-Oct | 27-Oct | 16-Oct | 5-Oct | 24-Oct | 13-Oct |
|  | Karaka Chaturthi (Karva Chauth) | 11-Oct | 30-Oct | 19-Oct | 8-Oct | 27-Oct | 17-Oct |
|  | Naraka Chaturdasi | 22-Oct | 10-Nov | 29-Oct | 18-Oct | 6-Nov | 27-Oct |
|  | Diwali/Deepavali | 23-Oct | 11-Nov | 30-Oct | 19-Oct | 7-Nov | 27-Oct |
|  | Govardhan Puja | 24-Oct | 12-Nov | 31-Oct | 20-Oct | 8-Nov | 28-Oct |
|  | Bhai Duj | 25-Oct | 13-Nov | 1-Nov | 21-Oct | 9-Nov | 29-Oct |
|  | Chhat Puja (Pratihar Sashthi/Surya Sashthi) | 29-Oct | 17-Nov | 6-Nov | 26-Oct | 13-Nov | 2-Nov |
| **Agrahayana 1** | **November 22** |  |  |  |  |  |  |
|  | Guru Tegh Bahadur's Martyrdom Day | 24-Nov | 24-Nov | 24-Nov | 24-Nov | 24-Nov | 24-Nov |
|  | Guru Nanak Jayanti | 6-Nov | 25-Nov | 14-Nov | 4-Nov | 23-Nov | 12-Nov |
| **Pausa 1** | **December 22** |  |  |  |  |  |  |
|  | Christmas Eve | 24-Dec | 24-Dec | 24-Dec | 24-Dec | 24-Dec | 24-Dec |
|  | Christmas | 25-Dec | 25-Dec | 25-Dec | 25-Dec | 25-Dec | 25-Dec |
|  | New Year's Eve | 31-Dec | 31-Dec | 31-Dec | 31-Dec | 31-Dec | 31-Dec |

*In this sample the months are identified by their local names, feasts and celebrations with fixed dates as well as those with changing dates are updated annually while chance events, like the tsunami, typhoons, floods, etc., have to be entered as they occur.*

# Appendix D: Age and Birthdate Consistency Chart

**Purpose:** to check the consistency of reported ages and dates, and to help resolve any apparent inconsistencies.

**Instructions:** The chart is for use with respondents who reply ‘DON’T KNOW’ to a question that asks for a child or adult’s age. The chart can also help when there is conflicting information about age. The chart shows current ages between 0-59 months. The line for each age also gives the year of birth if the child or adult has not yet had a birthday in 2018 or 2019 and the year of birth if the child or adult has already had a birthday in 2018 or 2019. Table D1 and Table D2 shows an example of an AGE and BIRTHDATE CONSISTENCY CHART FOR SURVEYS IN 2018 AND 2019.

Table D1: Age and Birthdate Consistency Chart for Survey in 2018

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Current Age** | **Year of Birth** | | **Current Age** | **Year of Birth** | |
| **Has not had birthday in 2018** | **Has already had birthday in 2018** | **Has not had birthday in 2018** | **Has already had birthday in 2018** |
| 0 | 2017 | -- | 30 | 1987 | 1988 |
| 1 | 2016 | 2017 | 31 | 1986 | 1987 |
| 2 | 2015 | 2016 | 32 | 1985 | 1986 |
| 3 | 2014 | 2015 | 33 | 1984 | 1985 |
| 4 | 2013 | 2014 | 34 | 1983 | 1984 |
|  |  |  |  |  |  |
| 5 | 2012 | 2013 | 35 | 1982 | 1983 |
| 6 | 2011 | 2012 | 36 | 1981 | 1982 |
| 7 | 2010 | 2011 | 37 | 1980 | 1981 |
| 8 | 2009 | 2010 | 38 | 1979 | 1980 |
| 9 | 2008 | 2009 | 39 | 1978 | 1979 |
|  |  |  |  |  |  |
| 10 | 2007 | 2008 | 40 | 1977 | 1978 |
| 11 | 2006 | 2007 | 41 | 1976 | 1977 |
| 12 | 2005 | 2006 | 42 | 1975 | 1976 |
| 13 | 2004 | 2005 | 43 | 1974 | 1975 |
| 14 | 2003 | 2004 | 44 | 1973 | 1974 |
|  |  |  |  |  |  |
| 15 | 2002 | 2003 | 45 | 1972 | 1973 |
| 16 | 2001 | 2002 | 46 | 1971 | 1972 |
| 17 | 2000 | 2001 | 47 | 1970 | 1971 |
| 18 | 1999 | 2000 | 48 | 1969 | 1970 |
| 19 | 1998 | 1999 | 49 | 1968 | 1969 |
|  |  |  |  |  |  |
| 20 | 1997 | 1998 | 50 | 1967 | 1968 |
| 21 | 1996 | 1997 | 51 | 1966 | 1967 |
| 22 | 1995 | 1996 | 52 | 1965 | 1966 |
| 23 | 1994 | 1995 | 53 | 1964 | 1965 |
| 24 | 1993 | 1986 | 54 | 1963 | 1964 |
|  |  |  |  |  |  |
| 25 | 1992 | 1993 | 55 | 1962 | 1963 |
| 26 | 1991 | 1992 | 56 | 1961 | 1962 |
| 27 | 1990 | 1991 | 57 | 1960 | 1961 |
| 28 | 1989 | 1990 | 58 | 1959 | 1960 |
| 29 | 2018 | 1989 | 59 | 2018 | 1959 |

Table D2: Age and Birthdate Consistency Chart for Survey in 2019

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Current Age** | **Year of Birth** | | **Current Age** | **Year of Birth** | |
| **Has not had birthday in 2019** | **Has already had birthday in 2019** | **Has not had birthday in 2019** | **Has already had birthday in 2019** |
| 0 | 2018 | -- | 30 | 1988 | 1989 |
| 1 | 2017 | 2018 | 31 | 1987 | 1988 |
| 2 | 2016 | 2017 | 32 | 1986 | 1987 |
| 3 | 2015 | 2016 | 33 | 1985 | 1986 |
| 4 | 2014 | 2015 | 34 | 1984 | 1985 |
|  |  |  |  |  |  |
| 5 | 2013 | 2014 | 35 | 1983 | 1984 |
| 6 | 2012 | 2013 | 36 | 1982 | 1983 |
| 7 | 2011 | 2012 | 37 | 1981 | 1982 |
| 8 | 2010 | 2011 | 38 | 1980 | 1981 |
| 9 | 2009 | 2010 | 39 | 1979 | 1980 |
|  |  |  |  |  |  |
| 10 | 2008 | 2009 | 40 | 1978 | 1979 |
| 11 | 2007 | 2008 | 41 | 1977 | 1978 |
| 12 | 2006 | 2007 | 42 | 1976 | 1977 |
| 13 | 2005 | 2006 | 43 | 1975 | 1976 |
| 14 | 2004 | 2005 | 44 | 1974 | 1975 |
|  |  |  |  |  |  |
| 15 | 2003 | 2004 | 45 | 1973 | 1974 |
| 16 | 2002 | 2003 | 46 | 1972 | 1973 |
| 17 | 2001 | 2002 | 47 | 1971 | 1972 |
| 18 | 2000 | 2001 | 48 | 1970 | 1971 |
| 19 | 1999 | 2000 | 49 | 1969 | 1970 |
|  |  |  |  |  |  |
| 20 | 1998 | 1999 | 50 | 1968 | 1969 |
| 21 | 1997 | 1998 | 51 | 1967 | 1968 |
| 22 | 1996 | 1997 | 52 | 1966 | 1967 |
| 23 | 1995 | 1996 | 53 | 1965 | 1966 |
| 24 | 1994 | 1986 | 54 | 1964 | 1965 |
|  |  |  |  |  |  |
| 25 | 1993 | 1994 | 55 | 1963 | 1964 |
| 26 | 1992 | 1993 | 56 | 1962 | 1963 |
| 27 | 1991 | 1992 | 57 | 1961 | 1962 |
| 28 | 1990 | 1991 | 58 | 1960 | 1961 |
| 29 | 2019 | 1990 | 59 | 2019 | 1960 |

# Appendix E: Informed Consent Sheet

**Purpose:** to maintain a list of the names of all respondents who have given consent by survey module.

**Instructions:** The informed consent sheet should be filled out for each household member eligible to be interviewed by survey module and should indicate whether the household member agreed to participate or did not agree to participate in the survey. If a household member is eligible for multiple survey modules, you only need to obtain informed consent one time.

You should keep the sheet in a secure but accessible location so you can quickly and easily identify eligible respondents for the survey and confirm that respondents have provided informed consent. After completing all interviews at a household, you, the other interviewer on your interviewer team, and the agriculture interviewer will all sign and date the sheet, to acknowledge that informed consent was obtained from all household members interviewed according to survey protocols.

# Appendix F: Glossary of Terms

| **Term** | **Definition** |
| --- | --- |
| **Access to** | Ownership or ability to use. |
| **Agricultural land** | Land that is used for growing crops, raising animals, or grazing animals. |
| **Anthropometry** | The measurement of the size and proportions of the human body. |
| **Asset** | An item that has an exchange value or an item that could be sold for cash. |
| **Bank account** | An account at an institution that allows the owner to deposit and withdraw funds. Bank accounts may be available at the following institutions: bank, credit union, microfinance organization, cooperative, post office or at country-specific financial institutions. |
| **Bias** | A particular tendency or inclination, especially one that prevents objective consideration of a question. |
| **Completed years** | The total number of years including the last entire year, no matter how much time has since occurred. Thus, 25 years and 3 months is 25 completed years; 25 years and 11 months is also 25 completed years. |
| **Consume** | To eat or drink. |
| **Cooking fuel** | A material that produces heat or power to cook food. |
| **Credit** | When one party provides another party with financial resources or goods or services. The receiving party either repays or returns those resources (or other materials of equal value) at a later date. |
| **Cultivate** | To prepare and work on land to raise crops. Any actions performed with regard to a crop, from planting the seed to harvest. |
| **Feel comfortable** | To have no stress or anxiety; to feel at ease. |
| **Fertilizer** | A chemical or natural substance added to soil or land to increase its fertility. |
| **Fishpond culture** | The process of raising fish in ponds, which entails feeding, breeding, growing, and harvesting the fish in a planned way. |
| **Food** | ALL FOODS (fruits, vegetables, grains, meats, dairy, eggs, fish, etc.), not only the staple food or foods. |
| **Food crop farming** | A type of farming in which food is grown primarily to be eaten by the household members. |
| **Formal lender** | An institution that provides a formal debt agreement that includes the loan amount, payment schedule, late fees and interest rate. These are usually banks or other formal financial institutions. |
| **Go a whole day and night without eating** | To not eat from the time a person awoke in the morning to the time they awoke the following morning because there was not enough food. It does not refer to times when the person chose not to eat for a whole day (for example, when fasting or dieting). |
| **Group-based microfinance or lending** | A source of financial services for entrepreneurs and small businesses lacking access to more formal [banking](http://en.wikipedia.org/wiki/Banking) and related services. One of the main mechanisms for the delivery of financial services to such clients are group-based models, where several entrepreneurs come together to apply for loans and other services as a group. |
| **Hidden household** | Individuals or families that reside under the same roof as the household listed on the Interviewer Assignment Sheet, but (1) do not share cooking or housekeeping arrangements with that household, (2) recognize a different head of household, and (3) were not counted during the listing exercise. |
| **Household** | All people, including adults and children, who live together under the same roof and share cooking and housekeeping arrangements. Household members can include servants, lodgers and agricultural laborers, as well as family members—as long as they live under the same roof and share cooking arrangements. If there is no cooking done in the household, the reference point should be shared eating and housekeeping arrangements. |
| **Hungry** | To have a great need or desire for food, to have a painful sensation, or to be in a state of weakness caused by the need for food. A hungry person is not necessarily one who has not eaten at all. A hungry person may still be hungry if he or she has not eaten enough to fill the belly. |
| **Income generation** | Being able to make, influence, or cause there to be more money, wages, or salary. |
| **Informed consent** | Consent is agreement or permission to do or allow something. Informed consent is based upon a clear appreciation and understanding of the facts, implications, and future consequences of participation in the study before giving such agreement or permission. |
| **Infrastructure** | The technical structures that support a society, such as roads, bridges, water supply, sewers, electrical grids, and telecommunications. |
| **Informal lender** | A private lender or a person who does not belong to a bank or an organization and generally lends money for a higher interest rate. Informal lenders can use formal debt agreement terms or they can create their own style of informal debt agreements. They can accept collateral that banks would not accept, or accept barter as payments in kind. Informal debt agreements can include labor instead of payment. |
| **Input** | To give ideas, information, or suggestions for a plan or discussion. |
| **Lack of resources** | Lack of money to buy food or the inability to produce or trade something for food. |
| **Leading question** | A question that can encourage a respondent to answer in a particular way as a result of how the question is structured. This creates bias in the data. |
| **Leisure activity** | An activity done during free time that is not related to business, work, domestic chores, education, or other necessary activities. Leisure activities do not include eating or sleeping. |
| **Livestock** | Domesticated animals, including oxen, cattle, goats, pigs, and sheep, raised in an agricultural setting to produce labor and commodities. |
| **Marketing** | Communicating the value of a product or service, for the purpose of selling that product or service |
| **Microfinance** | A source of financial services for entrepreneurs and small businesses lacking access to banking and related services. |
| **Misbehavior** | Improper, inappropriate, or bad behavior. Examples include being dishonest, taking bribes, or stealing government money. |
| **Mortgage** | A legal agreement in which a person borrows money to buy property (such as a house) and pays back the money over a period of time, usually years |
| **Mutual** | Something experienced, performed, or shared by each of two or more with respect to the other. |
| **Native language** | A language a person has been exposed to from birth or within a critical period (early childhood). |
| **No food to eat** | Food was not available in the house and could not be gotten in the usual way (through purchase or trade, from the garden or field, or from storage). |
| **Non-governmental organization** | An organization that does not include any government or government-appointed representatives in its membership. |
| **Oral rehydration solution** | A fluid that is taken by mouth (oral) to replace water and electrolytes lost through dehydration. It consists of water with modest amounts of sugar and salts and is usually given to a child who is experiencing diarrhea. |
| **Plough** | An agricultural implement with sharp blades, attached to a draft animal, or tractor, for cutting and turning over the soil. |
| **Porridge** | A hot dish of cereal grains or ground legumes (such as peas and beans), cooked in milk or water. Thin porridge will pour off a spoon and semi-solid porridge will stick to the spoon. |
| **Primary adult decisionmaker** | An adult (age 18 or older) in the household who is responsible for making the most important economic decisions |
| **Producer** | Somebody or something that makes, grows, creates, or manufactures goods or services. |
| **Production** | Any actions performed in the course of cultivating a coffee crop, from planting new seedlings to harvest. |
| **Productive capital** | Any small or large assets that produce income for the household. |
| **Protest** | To complain, object, or disapprove something being said or done. |
| **Public works** | A broad category of infrastructure projects, financed and constructed by the government. |
| **Rotate crops** | To alternate crops planted each year instead of growing a same crop again on a specific plot of land. If the same type of crop is grown repeatedly in the same space, it can deplete the soil of important nutrients, making the soil less productive. |
| **Satisfied** | To be content or happy. |
| **Skip pattern** | Not every question on every survey will apply to everyone. The questionnaire’s skip pattern eliminates questions that don’t apply based on the answer received from the respondent and indicates the movement from one question to the next. |
| **Speak up** | To express oneself by speaking his or her thoughts, opinions, or emotions. |
| **Toilet** | A sanitation fixture used mainly for the disposal of human urine and feces |
| **Trade** | Any work pursued as a business or to make a living, usually some line of skilled manual or mechanical work or a craft. |
| **Weed** | A spontaneously growing plant that is out of place and that was not planted with the crop. |
| **Worried** | A state of being anxious, apprehensive, afraid or concerned. |
| **Zero tillage** | A way of growing crops without disturbing the soil subsurface through use of a plough. Zero tillage includes use of a hand-held hoe for making rows or furrows to insert seeds, or a bush knife for making a small hole for direct planting of a seed. Also called “No tillage.” |