Survey Implementation

Document

Interviewer’s Manual

Zone of Influence Survey

[Country] [Year]

*Feed the Future Phase Two Zone of Influence Midline Indicator Assessment*

[Date of submission]

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# Abbreviations

CAPI computer-assisted personal interviewing

C-VCC crop value chain commodity

GPS Global Positioning System

L-VCC livestock value chain commodity

P2 phase two

QCS quality control and support

SIO Survey Implementing Organization

VCC value chain commodity

ZOI Zone of Influence

# 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 lives that the government and its partners can make good decisions to improve the food security and well-being of the people in [Country].

This manual will help you do your best job to collect good information about peoples’ food security and well-being. It covers the following topics:

* Background information about the survey to which you are contributing
* 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
* An item-by-item description of the meaning and purpose of each question, instructions on how to administer each question, and how to record responses
* Instructions on how to use the tablets to collect data

## 1.1 Background and survey objectives

Feed the Future seeks to reduce poverty, hunger, and malnutrition among women and children and to increase income, resilience, women’s empowerment, dietary diversity, appropriate feeding practices, and improve hygienic environments. Program efforts are designed to impact the population in Zones of Influence (ZOIs) in Feed the Future target countries, including [Country].

The purpose of this survey—the Feed the Future [Year] [Country] Phase Two ZOI (P2-ZOI) Midline Survey—is to provide the [Country] government and the United States Agency for International Development [Country] with information on peoples’ food security and well-being. It is designed to monitor the progress of Feed the Future indicators in the [Country] P2-ZOI.

The survey includes two questionnaires—a main survey questionnaire and a parallel survey questionnaire. The main survey questionnaire will be administered in [X,XXX] households to collect data to calculate Feed the Future indicators. The parallel survey questionnaire will be administered in [XXX] households to collect data on households’ consumption and expenditures and on farmers’ crop production and plot area, specifically for [selected crop VCCs].

## 1.2 Survey methods

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 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 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) reflects the number of interviews that are needed to provide an accurate picture of peoples’ food security and well-being 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 security and well-being. 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 are included in the survey.

* The survey sample must also be randomly selected to get a correct picture of peoples’ food security and well-being in the [Country] P2-ZOI. This means that all households in the P2-ZOI must have the same chance of being included in the sample, and that there are no special criteria for selecting one household instead of another. In other words, households are picked from a pool of all households in the P2-ZOI, like pulling numbers out of a hat. The Senior Sampling Statistician for this survey has scientifically and randomly selected the households that need to be interviewed in this survey. But only you as the Interviewer can make sure that the households selected for the interview are interviewed. It is critical that—

***Only*** the selected households are interviewed.

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

In many households, multiple household members will be eligible to participate in this survey. To ensure that the correct households and respondents are included, you may need to conduct up to two callbacks to the household (up to three visits total) to speak with all eligible household members. Only by including the correct households and respondents in this survey will we be able to create an accurate picture of peoples’ food security and well-being in the [Country] P2-ZOI.

Scientifically selecting the sample for this survey required three main steps:

* First, the Senior Sampling Statistician randomly selected [XXX] clusters (small areas about the same size as a village or neighborhood) from throughout parts of [Country] where Feed the Future is working (the P2-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 Sampling Statistician.
* Third, the Sampling Statistician randomly selected [X,XXX] households ([XX] households per cluster) that will be administered the main survey questionnaire as well as [XXX] households ([X] households per cluster) that will be administered the parallel survey questionnaire. These are the households that we need to interview to make sure we provide an accurate picture of peoples’ food security and well-being in the [Country] P2-ZOI.

Your team will visit some of the selected clusters during fieldwork for the 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 main or parallel survey questionnaire.

When the information that your team collects from 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 peoples’ food security and well-being situation in the [Country] P2-ZOI.

## 1.3 Survey implementation

[Contractor] is in charge of implementing the entire survey—from the initial planning phase to data analysis and report preparation. [Contractor] selected [Survey Implementing Organization (SIO)] to conduct the fieldwork for the survey. [SIO] plans, conducts, and supervises the fieldwork, including training you as the Interviewer, managing the Interviewers and field teams, and ensuring the quality of the fieldwork. [Contractor] and the United States Agency for International Development will provide support to [SIO] for all fieldwork activities.

Figure 1.1 shows [SIO]’s staffing plan. During fieldwork, you will work in a field team consisting of four Interviewers, one Field Supervisor, and one Driver. Each household will be interviewed by a team of two Interviewers. At least one member of the Interviewer team will be female so that female Interviewers can administer modules with gender-sensitive questions to female respondents.

Figure 1.1: [SIO]’s Staffing Plan

Survey Director

In-Country Data Manager

IT Specialist

Field Manager

Field teams

Field Supervisors

Interviewer Pair 1

Male or female Interviewer

Female Interviewer

Interviewer Pair 2

Male or female Interviewer

Female Interviewer

Driver

QCS teams

Research Officers

Agricultural Advisor

The Field Supervisor plans and monitors the implementation of interviews in a cluster, ensures ethical conduct, observes interviews and provides feedback to Interviewers, resolves 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, transportation, and a secure location for storing the tablets that will be used for collecting data.

Additional support will be provided by QCS teams, who will visit all field teams at least every 2 weeks to make sure that field teams have the materials and supplies 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 Interviewer’s role

Interviewers are pivotal to the success of this survey. Carefully following procedures for conducting interviews and recording responses to the survey questions will ensure your success as an Interviewer.

The Interviewer’s responsibilities include the following:

* Locating the assigned households and completing the *Household Identification Cover Sheet* for each household
* Explaining the survey to the household and obtaining oral informed consent from all eligible respondents to participate in the survey
* Identifying all members of each household who are eligible to be interviewed for each survey module, by filling out Module 1, *Household roster and demographics,* and Module 2, *Dwelling characteristics and household assets*
* 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 to the household
* Entering the respondent’s answers in the data collection application on a tablet
* Identifying the boundaries and measuring the perimeter of plots for the selected value chain commodities (VCCs) (parallel survey questionnaire only)
* Submitting interview data to the Field Supervisor
* Discussing any problems or concerns with the Field Supervisor
* 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 the [Country] P2-ZOI by gathering data for the government and other organizations to use in making decisions to improve peoples’ food security and well-being. The only way to make this important survey a success is for everyone involved to work together in an open, honest, and transparent way. 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 that 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 a person’s 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.

Sexual harassment will not be tolerated among any staff working on the survey. Both men and women can be targets of sexual harassment, or 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 always maintain a professional and courteous attitude toward each other.

Anyone who feels that they have been the target of sexual harassment, or who has witnessed an incident of harassment, should immediately report the incident to their Field Supervisor, the QCS team, or the Field Manager, or to the Survey Director if a sufficient response cannot be obtained through the intervention of the Field Supervisor, QCS team, or Field Manager. The complaint must be taken seriously by [SIO] through appropriate actions to correct the 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 the [Contractor] Country Lead, [Country Lead’s name] at [Country Lead’s contact information (e.g., Skype, WhatsApp, email, phone)].

## 1.6 Dismissal from the team

You have been carefully selected and are being trained by [SIO] with the expectation that you will do high-quality work and will adhere to field procedures throughout the survey. Unfortunately, however, Interviewers sometimes fail to perform 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)
* Attendance problems (e.g., repeated failure to show up for work as scheduled without informing your Field Supervisor)

Any field team member who observes any of the above behaviors should immediately notify their 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 themself against the accusation prior to removal from the team. If dismissal is warranted, [SIO] 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 their tablet and any other survey materials to their Field Supervisor, will return home.

Interviewers will also be dismissed if they repeatedly fail to follow any of the procedures outlined in this *Interviewer’s Manual.* The individual’s Field Supervisor should bring the problem behavior to the individual’s attention and provide instruction or guidance on how to adhere to the procedures. The Field Supervisor should keep track of when the problem behavior was discussed with the individual and efforts made to improve performance. If the problem behavior does not improve after several attempts, the Field Supervisor will report this to [SIO] 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 their Field Supervisor.

# Conducting the interview

This section of your *Interviewer’s Manual* provides guidance on how to be a successful Interviewer, including how to approach households, ensure privacy during interviews, build rapport with respondents, determine the language of interview, deal with hidden households, ensure and maintain confidentiality, ask the survey questions, and resolve issues that may arise.

## 2.1 General guidance

As an Interviewer, you represent not only yourself, but also Feed the Future and [SIO] 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:

* Dress appropriately for fieldwork, including wearing any identifying clothing issued by [SIO] and avoiding clothing that could be considered inappropriate or offensive to the community where you are working.
* Address all community and household members politely and with respect.
* Visit households during appropriate hours, namely [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.

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

In field team discussions with other Interviewers, never identify specific households.

## 2.2 Approaching the household

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

* Knock first.
* Ask to speak with an adult household member 18 years of age or older.
* Introduce yourself politely. Explain that you are there with [SIO] to conduct a survey on food security, nutrition, and poverty.
* Explain that the survey has the support of the [Government agency or agencies endorsing the survey] and community leadership.
* Ask permission to approach the household (for example, to speak to the household’s primary decision-maker or to enter the home).
* Try to put the household members at ease. Smile at them and be friendly and relaxed.
* Read the statement about the survey from the *Informed Consent* *Module.*
* Show the household members the tablet you will use to conduct the interview because the technology might be new to them.

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

If asked, explain that they cannot be compensated for their time but that respondents will receive a [token of gratitude] as a token of gratitude for their participation in the survey. Express your gratitude for their willingness to participate in a survey that will help decision-makers better understand peoples’ food security and well-being 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 18 years of age or older in the household.

*What should you do?*

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

If there is a person competent to respond who is at least 15 years of age, record the name of this person on line 03 of the roster for item V101. Record the sex of the person (item V102) and enter a value of “16” (NO DECISION-MAKER AGE 18 OR OLDER IN HOUSEHOLD) for the relationship code (item V103).

Answer any questions from the household members frankly and courteously then obtain the informed consent of the household member who will be administered Modules 1 and 2 to begin the interview and start the survey. More information about obtaining informed consent is in Section 4.3.2 of this manual.

If the respondent does not consent to participate in the survey, identify whether other eligible members of the household are willing to consent. If no eligible household members consent to participate in the survey, sincerely thank the respondent for their time and end the interview, but do not record ‘REFUSED’ as a final result for the interview at this time. Instead, record ‘REFUSED’ as the result for only the first visit and inform the Field Supervisor of the refusal and the reasons for refusal. The Field Supervisor will determine whether it is appropriate to return to the household and encourage the respondent to participate in the survey. Only record the final result for the interview as ‘REFUSED’ after the Field Supervisor has confirmed the refusal with the respondent.

## 2.3 Ensuring privacy

The interviews should be conducted only with eligible 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.

If others are present when you start an interview with a respondent, explain politely that it is very important that you speak to each eligible individual privately. Explain to the respondent and others who are present that:

* Their interview is one of many that will be conducted in the area.
* Every Interviewer has been instructed to conduct each interview in a private setting.
* If some Interviewers allow relatives or friends to be present during the interview, but other Interviewers do not, then that will affect the information collected.

If another person comes in at any point in the interview, repeat this message.

For Module 3, *Food security and resilience*, and Module 6, *Women’s empowerment in agriculture*, in the main survey questionnaire*,* respondents **must** be interviewed in complete privacy. If the Interviewer team is a male-female pair, the male Interviewer should remove himself from the interview setting while the female Interviewer conducts the Module 6 interview with the primary adult female decision-maker. If you cannot ensure privacy for these modules, stop the interview and contact your Field Supervisor for support.

## 2.4 Building rapport

If a respondent seems shy, try to put them 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 that shows you the survey questions and allows you to enter respondents’ answers. Explain that it is not recording the conversation.

## 2.5 How to ask the survey questions

This section provides important instructions on how to collect the best information possible. Some of these instructions sound like common sense; others might need more explanation about why we must follow these specific instructions. If you have any questions about them, ask your Trainers or Field Supervisor. They will be happy to help.

* Do not rush the interview. Allow the respondent time to think before responding. Let the respondent know that their 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 using the information provided in this manual, and then re-read the question again slowly.
  + If you need to explain the question, be 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. This can create *bias* in the data.
    - An example of a *neutral question* is, “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, is, “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.
* Remain neutral. Do not give the impression that any response is more appropriate than others. Never appear to disapprove of any response.
* Never read the list of response options to the respondent. This can also create bias. Let the respondent answer in their own words. Then, select the survey response or responses that best match the answer given by the respondent.
* 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.
* Some questions allow you to record more than one response; these questions include an Interviewer instruction that states “SELECT ALL THAT APPLY.” 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 enter the response given by the respondent.
* Respondents may not know the answer to some questions. Try to avoid recording ‘DON’T KNOW’ as a response. If a question allows you to record a ‘DON’T KNOW’ response, be sure to probe the respondent before recording ‘DON’T KNOW’ as their final answer. ***Probes*** are follow-up questions to make sure the respondent understands the question and to help respondents respond as accurately as possible. Remember, if you probe, ensure that your probes remain neutral and are not leading questions.
  + If, for example, a respondent answers “I don’t know” to the following question: “Including your own household, how many households use this toilet facility?” You should probe the respondent to think closely about their household’s toilet facility usage and whether they can remember the number of households using the toilet facility.
  + In other scenarios, you may need to use context clues from the situation to assess what probe is appropriate to ask. In a scenario in which the respondent seems confused, explain the question and, if necessary, the definitions of the words used. Ensure that the respondent fully understands the question and cannot give you a response before recording a ‘DON’T KNOW’ response.
* 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 talks 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 their 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, write down your concerns in your notebook or the notes section of the computer-assisted personal interviewing (CAPI) system on your tablet and discuss them with the Field Supervisor. They 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.

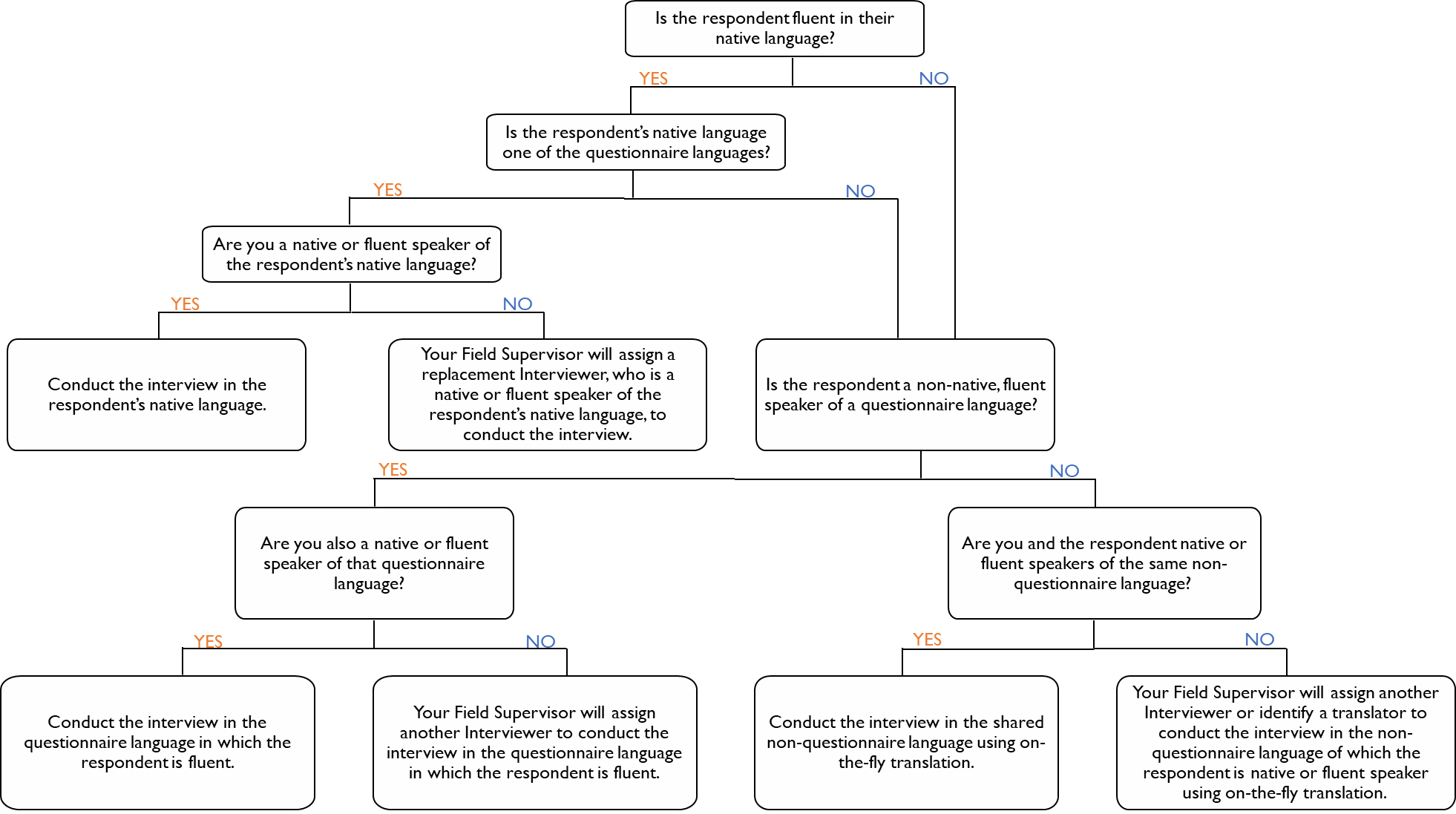
## 2.6 Language of the interview

Ideally, you will conduct the interview in the respondent’s native language. A native language is a language that a person has been exposed to and learned from birth or from when they were a very young child. Respondents understand survey questions best when they are asked in their native language. There may be situations, however, in which the respondent is not fluent in their native language—for instance, because they grew up in an area where another language was spoken and that other language became the one they are most comfortable using. In such cases, you will conduct the interview in the language in which the respondent is most comfortable.

When you first approach the household, you will need to ascertain the native language of the household member you will interview for Module 1, *Household roster and demographics,* and Module 2, *Dwelling characteristics and household assets,* and determine which translation of the survey questionnaire to use to conduct the interview. The ***questionnaire languages***—the languages into which the questionnaires have been translated—are [questionnaire languages].

Use the decision tree shown in **Figure 2.1** to determine whether you can conduct the interview and what language should be used or whether a replacement Interviewer or a translator may be required. Contact your Field Supervisor any time a replacement Interviewer or translator is required. Your Field Supervisor will attempt to identify another Interviewer on your team or a nearby team who is fluent in a language in which the respondent is also fluent to conduct the interview. If an appropriate Interviewer cannot be identified, the Field Supervisor must find a person capable of translating for the respondent and the Interviewer to conduct the interview.

Figure 2.1: Translation Decision Tree



**Notes about translating on the fly:** “On-the-fly” translation is when you read a question exactly as it's written, translate it to a second language in your head, and ask the question to the respondent in that second language.If translating the questions on the fly, use the translation of the questionnaire that you are most comfortable with to record responses. 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. You 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.

**Notes about working with a translator for on-the-fly translation:** If working with a translator to conduct the interview using on-the-fly translation, they must be informed about the importance of keeping the respondent’s answers to the survey confidential. To further ensure respondent confidentiality, it is ideal to select a translator from another village or community when possible. Preferably, 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. You 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 you do not speak the respondent’s language.

If there is more than one eligible respondent in the household, you will need to determine the interview language for each respondent as you begin to interview them and adjust the questionnaire language on your tablet accordingly—and if a situation arises in which the language of interview is a problem, contact your Field Supervisor to reassign the interview.

## 2.7 Dealing with hidden households

This survey is a survey of households. A ***household*** consists of adults and children who live together in the same dwelling. A ***dwelling*** is a room or group of rooms that is normally intended to be a residence for one household, such as a thatched hut, a cement block house, an apartment, or a group of rooms in a house. It is possible for more than one household to reside in a dwelling. It is also possible for a household to live in more than one dwelling if the dwellings are part of a compound (see the text box on this page). Household members can be related or unrelated, but they should—

* Acknowledge the same person or persons as lead decision-makers for the household.
* Share the same cooking arrangements.
* Share the same contiguous roof (with the exception of dwellings in a compound).

**Huts in a compound**

If family members or unrelated individuals live in distinct dwelling such as huts within a compound and all share the same cooking arrangements and acknowledge the same person as the lead decision-maker, these individuals should be treated as one household, even if the huts have separate roofs. In this case, all huts should be treated as the household’s dwelling and all eligible household members should be interviewed.

For the integrity of the survey, it is very important that every household in a selected cluster has an equal chance of being selected for an interview. To this end, shortly before fieldwork, all households in the cluster are listed. Households from this list are then randomly selected for inclusion in the survey.

Note that more than one household can reside in a dwelling. These distinct households may have been identified during the household listing exercise and included in the household selection process. However, 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 households that reside under the same roof as the household listed on the *Interviewer’s Assignment Sheet*, but they either do not share cooking arrangements with that household, or recognize a different lead decision-maker, and 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. 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 arrangements with the members of the selected household and makes their own decisions; this person, too, may also 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. If you encounter a household that may be a hidden household, you should follow these steps:

**Step 1.** You must first confirm that the household meets the following condition for a hidden household:

* 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?”

**Step 2.** If the condition for Step 1 is met, you must then confirm that the household meets at least one of the following two additional conditions for a hidden household:

* It is a household that does not share cooking 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 arrangements?”
* Its members recognize a different lead decision-maker. This should be confirmed with the respondent by asking a question like: “Do the two families acknowledge the same person or persons as lead decision-makers for the household?”

**Step 3.** Your Field Supervisor must confirm 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 the household was not identified 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. In this circumstance, the second household is *not* a hidden household and does not need to be interviewed.)

**Step 4.** If your Field Supervisor confirms that a hidden household has been identified, the Field Supervisor will create an additional household in the CAPI data collection application and assign it to an Interviewer. (NOTE: You, as the Interviewer, are not allowed to create additional household entries. This must be done by the Field Supervisor.)

**Step 5.** The assigned Interviewer will add the new household to their *Interviewer’s 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 the Survey Director, who will then inform [Contractor].

**Step 6.** The assigned Interviewer and their partner Interviewer will return to the dwelling to interview the hidden household.

## 2.8 Difficulty locating households

While rare, it is possible that you may have trouble locating households assigned to you. In some cases, assigned households may have moved or the listing teams may have made an error during the listing operation. This section presents scenarios you may encounter when trying to locate households during fieldwork and what you should do.

Scenario A: The household that was living in the dwelling at the time of the listing operation has moved away, and a new one is now living in the dwelling. Solution: Interview the new household.

Scenario B: The responsible household member recorded during the listing operation no longer lives in the household, but you confirm that the structure number is correct. The person listed as the responsible household member may have moved away or died. Solution: Interview the household that is living there.

Scenario C: The structure number and the name of the responsible household member in your *Interviewer’s Assignment Sheet* does not match what you find when you visit. Solution: After confirming in your tablet that you have located the dwelling that corresponds to the dwelling number assigned to you, consider the household that is living in the dwelling as the selected household and interview that household.

Scenario D: The household selected does not live in the structure that was assigned to you. Solution: If there is a discrepancy between the structure number and the name of the responsible household member, interview the household that is living in the structure assigned to you.

Scenario E: No one is home when you visit and neighbors tell you the household has gone out (e.g., to the market, church, or the local health post). Solution: Enter ‘02’ (NO HOUSEHOLD MEMBER AT HOME) for the Visit 1 result code and return at a time when the household members will likely be back.

Scenario F: The dwelling is all closed up and neighbors say the household is away and will be back in several days or weeks. Solution: Inform the Field Supervisor of the situation, and after they confirm the information, enter ‘03’ (ENTIRE HOUSEHOLD ABSENT FOR EXTENDED PERIOD OF TIME) as the final result code for the household.

Scenario G: The dwelling is all closed up and the neighbors say that no one lives there; the household has moved away permanently. Solution: Inform the Field Supervisor of the situation, and after they confirm the information, enter ‘06’ (DWELLING VACANT) as the final result code for the household.

Scenario H: According to the listing information, a household is supposed to live in a selected structure. However, during your visit, you find that the structure is a shop, and no one lives there. Solution: Check very carefully to see whether anyone is living there. Inform the Field Supervisor of the situation, and after they confirm the information, enter ‘07’ (ADDRESS NOT A DWELLING) as the final result code for the household.

Scenario I: A selected structure is not found in the cluster, and residents tell you it was destroyed in a recent fire or other incident. Solution: Inform the Field Supervisor of the situation, and after they confirm the information, enter ‘08’ (DWELLING DESTROYED) as the final result code for the household.

You can find more information about household result codes in Section 4.3.1 under Item 08, Interviewer visits.

## 2.9 Finding a problem during the interview

Although the people who helped design, translate, and program the questionnaire worked very hard to ensure that respondents are able to understand and respond to questions as intended and to ensure that the CAPI data collection applications 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.
* The CAPI data collection application does not allow you to enter the information correctly.

Any time you find a problem with the questionnaire or with the CAPI data collection application, 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 as they are found can help make the entire survey better.

## 2.10 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 field team members, or comment on them in public. You will discuss respondents’ information only with your 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 to interview 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 Global Positioning System (GPS) coordinates will not be reported, and it will not be possible for anyone to deduce the identity of respondents from the reports.

All survey implementation staff will participate in human subjects’ protection training. Significant detail will be dedicated to informed consent and participant confidentiality. Following the completion of training, each trainee will sign a statement of confidentiality. Signed statements of confidentiality will be retained in [SIO]’s office for a period of 3 years.

# Fieldwork procedures

This section provides more specific guidance on how you will perform the fieldwork. It includes discussion of the Interviewer team, the *Interviewer’s Assignment Sheet*, how to manage the interview in the household, team communications, procedures for returning to the household to complete interviews, responsibilities for safeguarding your tablet and securing the data that you collect, and ensuring the data you collect are of the highest quality.

## 3.1 Survey questionnaire modules

The ZOI Midline Survey uses two questionnaires: the main survey questionnaire and the parallel survey questionnaire.

In addition to the *Household Identification Cover Sheet* and the *Informed Consent Form*, the main survey questionnaire includes the following modules:

* Module 1 Household roster and demographics
* Module 2 Dwelling characteristics and household assets
* Module 2A Climate adaptation
* Module 3 Food security and resilience
* Module 4 Women’s nutrition
* Module 5 Children’s nutrition
* Module 6 Women’s empowerment in agriculture
* Module 7 Agricultural technologies
  + 7.[X] [VCC1]
  + 7.[X] [VCC2]
  + 7.[X] [VCC3]

In addition to the *Household Identification Cover Sheet* and the *Informed Consent Form*, the parallel survey questionnaire includes the following modules:

* Module 1 Household roster and demographics
* Module 2 Dwelling characteristics and household assets[[1]](#footnote-2)
* Module 7 Agricultural technologies
  + 7.90 Land map
  + 7.91 Plot information and identification on tablet
  + 7.92 Plot area measurement
* Module 8 Household consumption expenditure

The content of each survey module is described in detail in Section 4, but the modules are introduced here to aid in the explanation of the fieldwork procedures described in the following sections.

## 3.2 Interviewer teams

You will work as part of an Interviewer team comprising two Interviewers. One of the Interviewers must be female; the other Interviewer can be either male or female. An Interviewer team will visit each selected household to administer the main or parallel survey questionnaire. This will enhance the security of the Interviewers, improve the quality of the interview, and allow team members to share the burden of administering the questionnaires.

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

When you are Interviewer A in a household, you will take the lead for that household and perform several tasks, including the following:

* Receive household assignments from the Field Supervisor.
* Record the household on your *Interviewer’s Assignment Sheet*.
* Inform the Field Supervisor when an interview should be reassigned to another Interviewer (e.g., an Interviewer knows someone in the household or neither Interviewer A nor Interviewer B speaks the respondent’s language).
* Begin the interview.
* Assign survey modules to Interviewer B after administering Modules 1 and 2.
* Send data for completed modules from your tablet to the central server (or to your Field Supervisor’s tablet by Bluetooth if an Internet connection is not available) at the end of each day.
* Track progress of interviews within the household using your *Interviewer’s Assignment Sheet*.
* Ensure that all interviews in that household are completed, including any that require callbacks.
* Submit any applicable fieldwork forms to the Field Supervisor when the household interview is complete.
* Report progress in completing assignments to the Field Supervisor.

When you are Interviewer B in a household, you will perform the following tasks:

* Receive module assignments from Interviewer A after Interviewer A has administered Modules 1 and 2.
* Ensure that all modules assigned to you have been completed.
* Send data for completed modules from your tablet to the central server (or your Field Supervisor’s tablet by Bluetooth if Internet connection is not available) at the end of each day.
* Accompany Interviewer A to make callbacks, as needed.

### 3.2.1 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, but also so that Interviewers share the work and have some periods of rest while administering a long questionnaire.

For example, for the main and parallel surveys, Interviewer A will begin the interview by working with a responsible adult in the household to complete Module I, *Household roster and demographics*. Interviewer A will continue to ask the same responsible adult questions from Module 2, *Dwelling characteristics and household assets*. After Module 2 is complete, Interviewer B can administer any other moduleon their own tablet that Interviewer A assigns to them.

The scenarios that follow serve as *examples* of how interviews can be split between Interviewer A and Interviewer B. During fieldwork, you will consider multiple factors, including callbacks and absentees, and situations in which there are no eligible respondents for a module to ensure that interviews are conducted in an equitable manner. It is important to note, however, that Interviewer A *always* administers Modules I and 2, and only after completion of these modules can Interviewer A assign modules to Interviewer B.

For the main survey questionnaire, if the team comprises two female Interviewers, the labor can be divided this way:

* Interviewer A will collect data for Modules 1, 2, 2A, and 6.
* Interviewer B will collect data for Modules 3, 4, 5, and 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 can be divided this way:

* The male Interviewer will serve as Interviewer A and collect data for Modules 1, 2, 2A, and 7.
* The female Interviewer will serve as Interviewer B and collect data for Modules 3, 4, 5, and 6.

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

* The female Interviewer will serve as Interviewer A and collect data for Modules 1, 2, 4, and 6.
* The male Interviewer will serve as Interviewer B and collect data for Modules 2A, 3, 5, and 7.

For the parallel survey questionnaire:

* Interviewer A will collect data for Modules 1, 2, and 7.
* Interviewer B will collect data for Module 8.

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 they can be joined by a different Interviewer B.

### 3.2.2 Managing modules within a household

The survey questionnaires contain several modules and require coordination and cooperation among the Interviewer pairs to complete the required interviews. Guidance on how to manage modules within a household follows.

***Household Identification Cover Sheet* (main and parallel surveys).** Interviewer A will complete most of the *Household Identification Cover Sheet* on their tablet before approaching the household, except for the GPS reading, which should be taken just in front of the assigned household (see **Appendix A**).

***Informed Consent* (main and parallel surveys).** Interviewer A will read the informed consent statement to a responsible adult household member 18 years of age 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. Minors under 18 years of age cannot provide informed consent unless they are emancipated. For this survey, an emancipated minor is an individual 15-17 years of age who is currently or formerly married, has children, or lives in a household that does not include any adults 18 years of age or older. Unemancipated minors 15-17 years of age may be eligible to respond to certain modules, but they cannot provide informed consent to begin the survey. More information about obtaining assent from eligible unemancipated minors and informed consent from their parent or guardian is available in Section 4.3.2, *Informed Consent Form*. No one under 15 years of age is eligible to provide informed consent or assent, and thus, cannot be interviewed.

**Module 1, *Household roster and demographics,* and Module 2, *Dwelling characteristics and household assets* (main and parallel surveys).**Interviewer A will administer these two modules, preferably to a primary adult decision-maker—or another adult member knowledgeable about the household composition and assets if they are not available. If the household does not include any adults 18 years of age or older, the modules can be administered to an emancipated minor 15-17 years of age. The same person will serve as the respondent for both modules.

In the parallel survey, Module 2 is an adapted version of Module 2 from the main survey; several dwelling characteristics, household characteristics, and program participation questions are not included.

**Module 2A, *Climate adaptation* (main survey only).**Either Interviewer A or B may administer this module to a responsible adult household member or emancipated minor 15-17 years of age to gather information on household climate change knowledge and how the household adjusts their activities, including those related to their livelihoods, in response to weather-related problems.

**Module 3, *Food security and resilience* (main survey only).**Either Interviewer A or Interviewer B may administer this module to the household member most familiar with the household’s food availability and any difficult times the household may have experienced in the past year.

**Module 4, *Women’s nutrition* (main survey only).** Either Interviewer A or B may administer this module to all women 15 to 49 years of age in the household. If there are no women 15-49 years of age in the household, this module will be skipped.

**Module 5, *Children’s nutrition* (main survey only).** EitherInterviewer A or B may administer Module 5 to the primary caregiver of each child under 5 years of age in the household. The caregivers must be at least 15 years of age or older. If there are no children under 5 years of age in the household, this module will be skipped.

**Module 6, *Empowerment in agriculture* (main survey only).** A female Interviewer will administer Module 6 to the primary adult female decision-maker 18 years of age or older in the household. If there is not a primary adult female decision-maker in the household, this module will be skipped. If there is more than one adult female decision-maker in the household (e.g., it is a polyamorous household), the Interviewer team should refer to the household member listed in line number 02 of the household roster, which identifies the female who makes **the majority** of household decisions; this is the woman who is eligible to complete Module 6.

**Module 7.[X], *Agricultural technologies—[crop VCC]* (main survey only).** Either Interviewer A or B may administer the module to each eligible household member 15 years of age or older who is responsible for cultivating [crop VCC]. Multiple household members may be eligible respondents for the module. If a household has multiple [crop VCC] plots for which different household members are responsible (e.g., there are different primary decision-makers for different plots), each household member will be interviewed about the plots for which they are responsible. If no household members cultivated [crop VCC] in the 12 months before the survey, the module will be skipped.

**Module 7.[X], *Agricultural technologies—[livestock VCC]* (main survey only).** Either Interviewer A or B may administer the module to each eligible household member 15 years of age or older who is responsible for raising [livestock VCC]. Multiple household members may be eligible respondents for the module. If a household has multiple [groups] of [livestock VCC] for which different household members are responsible (e.g., there are different primary decision-makers for different [groups]), each household member will be interviewed about the [livestock VCC] for which they are responsible. If no household members raised [livestock VCC] in the 12 months before the survey, the module will be skipped.

**Module 7.80, *Agricultural technologies—fishpond aquaculture* (main survey only).** Either Interviewer A or B may administer the module to each eligible household member 15 years of age or older who is responsible for raising fish in ponds. Multiple household members may be eligible respondents for the module. If a household has multiple fishponds for which different household members are responsible (e.g., there are different primary decision-makers for different fishponds), each household member will be interviewed about the fishponds for which they are responsible. If no household members raised fish in ponds in the 12 months before the survey, the module will be skipped.

**Sub-Module 7.9, *Plot mapping, identification, and measurement* (parallel survey only).** Interviewer A will administer the Agricultural Technologies sub-modules 7.90 (*Land map*), 7.91 (*Plot information and identification on tablet*), and 7.92 (*Plot area measurement*) to any household member 15 years of age or older who is responsible for making management decisions about the plot or plots in which a [crop VCC(s)] [is/are] cultivated.

**Module 8, *Household consumption expenditure* (parallel survey only).** Interviewer B will administer all of Module 8, which may have different respondents for the sub-modules pertaining to food and non-food expenditures. Sub-Module 8.1 on food consumption and expenditures will be administered to an adult household member familiar with food preparation and consumption in the household. Sub-Modules 8.2–8.7 on non-food expenditures, housing, and the household’s durable goods will be administered to a responsible adult household member knowledgeable about expenditures on non-food items.

## 3.3 Interviewer’s Assignment Sheet

You will be given a paper *Interviewer’s Assignment Sheet* to keep track of all households assigned to you in a cluster. Only Interviewer A is responsible for completing the *Interviewer’s Assignment Sheet* for a household. The sheet will provide the household numbers—that is, the household IDs—that will be used on the survey forms and in the CAPI data collection applications. You will track your progress in completing the survey in all your assigned households on your *Interviewer’s 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 enter 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 needed.
* 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 modules that you did not yet complete; these are the 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 or problems that you encountered. If 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, discuss result codes that indicate that the survey was not completed and comments that require guidance from your Field Supervisor. When you have completed the survey at all assigned households in a cluster, you will review your *Interviewer’s Assignment Sheet* for that cluster to verify that the information is complete and accurate. You will then 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.

Each 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’s 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, [SIO], 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 provide retraining if necessary.

## 3.5 Returning to the household to complete 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 unavailable eligible household members. When you return to the household, you will always be accompanied by another Interviewer. It may be necessary to return to a household up to two times (i.e., conduct callbacks) to interview all eligible respondents. Interviewer A must return to the household for callbacks, but they can be joined by a different Interviewer B.

If eligible respondents are not available while the field team is working in that cluster, it will not be possible to complete the interviews for those household members. You will note this in the relevant modules in the CAPI system and on the *Interviewer’s 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 their own tablet. You are responsible for taking care of the tablet that has been assigned to you. Respondents’ answers will be automatically saved on the tablet throughout the interview. You will transmit the survey data you collect directly to the central server (or to your Field Supervisor’s tablet by Bluetooth if an Internet connection is not available) at the end of each day so the Field Supervisor can download and review the data for completed households. After verifying that data for completed households do not require any follow-up, the Field Supervisor will back up the data to an external memory device. Any changes that Interviewers make to the data as a result of the Field Supervisor’s review will be updated on the server the next time the Interviewers connect to the central server.

Although your Field Supervisor may organize for all tablets to be charged overnight, particularly in areas where access to electricity and charging locations is limited, you are ultimately responsible for charging your tablet’s battery. You are also responsible for the whereabouts of your tablet and for always keeping it in a safe and secure place.

## 3.7 Ensuring high data quality

As an Interviewer, you have a central role in ensuring that the data you collect are of high quality. Your responsibilities include the following:

* 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
* 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 teams help each other interpret responses, identify eligible household members to be interviewed, and review data.
* Field Supervisors confirm that data exist for every household assigned to an Interviewer and for all eligible members in the household.
* Field Supervisors review the completed questionnaires to identify missing or problematic information.
* QCS team members and Field Supervisors observe Interviewers as they conduct some of their interviews.
* QCS team members and Field Supervisors check with a purposive sample of interviewed households to confirm that household rosters are complete.
* The CAPI data collection applications have automated checks that notify you immediately if you have entered data that are unacceptable (for example, a value entered is out of range) and ensure that you enter a response for all required questions.
* The [Contractor] Data Processing Manager, along with the [SIO] In-Country Data Manager, 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 in which field teams or individual Interviewers need additional support or retraining.

# Questionnaire guidance

This section provides you with an overview of the main and parallel survey questionnaires, 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, this survey uses two questionnaires: the main survey questionnaire and the parallel survey questionnaire.

In addition to the *Household Identification Cover Sheet* and the *Informed Consent Form*, the main survey questionnaire includes the following modules:

* Module 1 Household roster and demographics
* Module 2 Dwelling characteristics and household assets
* Module 2A Climate adaptation
* Module 3 Food security and resilience
* Module 4 Women’s nutrition
* Module 5 Children’s nutrition
* Module 6 Women’s empowerment in agriculture
* Module 7 Agricultural technologies
  + 7.[X] [VCC1]
  + 7.[X] [VCC2]
  + 7.[X] [VCC3]

In addition to the *Household Identification Cover Sheet* and the *Informed Consent Form*, the parallel survey questionnaire includes the following modules:

* Module 1 Household roster and demographics
* Module 2 Dwelling characteristics and household assets[[2]](#footnote-3)
* Module 7 Agricultural technologies
  + 7.90 Land map
  + 7.91 Plot information and identification on tablet
  + 7.92 Plot area measurement
* Module 8 Household consumption expenditure

## 4.2 Survey questionnaire formatting and notation

The questionnaires’ formatting, as well as notations that appear on the survey questionnaires, serve as instructions for you. The following paragraphs explain the types of formats, symbols and punctuation, and numbering used in the CAPI data collection applications.

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

When you review the questionnaires, you will notice that some parts appear in normal text, and other parts are in all capitals.

Questions or explanations that you must read to the respondent appear in sentence style text. In the paper questionnaires, the text will be in black, but in the CAPI data collection applications, the text will be blue. Here are two examples:

* Example of a question to read to the respondent:

“What is the main type of toilet your household uses?”

* Example of an explanation to read to the respondent:

“I would now like to ask you about how you are managing the impacts of climate change. Climate change is the long-term change of weather patterns, such as rainfall, temperature, and winds. These changes take place over a generation or longer and result in new weather patterns that are different or less predictable than traditional weather patterns.

How much, would you say, do you know about climate change? Would you say you know nothing, a little, some, or a lot?”

Responses to questions and instructions to you as 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 V507: IS THE CHILD UNDER 5 YEARS OF AGE?

You may also need to probe the respondent for more information. These instructions are included with the question but are in capital letters. Here is an example:

“What do you usually do to make the water safer to drink?”

PROBE: Anything else?”

Ask the question, then after getting the response, follow up with the question “Anything else?” You should not read aloud the word, “PROBE.”

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

In several places throughout the questionnaires, you will need to insert words or a phrase into a question. Square 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, questions, and response options

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

When administering the questionnaire on paper, you may notice that some response codes are numbers and others are letters. Response codes for questions that allow a single response option are assigned numbers, and response codes for questions that allow multiple responses are assigned letters. For example:

* A question that allows for only one response. Notice the response codes are 1-11, 95, and 96.

“What is the main source of cooking fuel for your household?”

ELECTRICITY . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 01

LIQUID PROPANE GAS . . . . . . . . . . . . . . . . . . . . . . . . . . . 02

NATURAL GAS . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 03

BIOGAS . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 04

KEROSENE . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 05

COAL, LIGNITE . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 06

CHARCOAL . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 07

WOOD . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 08

STRAW/SHRUBS/GRASS . . . . . . . . . . . . . . . . . . . . . . . . . . . 09

AGRICULTURAL CROP RESIDUE . . . . . . . . . . . . . . . . . . . 10

ANIMAL DUNG . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 11

NO FOOD COOKED IN THE HOUSEHOLD . . . . . . . . . . 95

OTHER. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 96

* A question that allows for more than one response. Notice the response codes are A-F, X, and Z.

“What do you usually do to make the water safer to drink?”

PROBE: “Anything else?”

SELECT ALL THAT APPLY

BOIL . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . A

ADD BLEACH/CHLORINE . . . . . . . . . . . . . . . . . . . . . . . . . . . . . B

STRAIN THROUGH A CLOTH . . . . . . . . . . . . . . . . . . . . . . . . . C

USE WATER FILTER (CERAMIC/ SAND/COMPOSITE/ETC) . . D

SOLAR DISINFECTION . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . E

LET IT STAND AND SETTLE . . . . . . . . . . . . . . . . . . . . . . . . . . . F

OTHER. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . X

DON'T KNOW . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . Z

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

The following sections provide information on each module in the main survey questionnaire. 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 (for example. house, building, apartment) where the interview will be held, and provide 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 approaching the household and beginning the interview (items C01–C07 and C14). Parts of the cover sheet as it appears in the paper questionnaire will not be completed in the tablet-based questionnaire. (Items C09–C13 will not require Interviewer A to enter data unless the questionnaire is being administered on paper.) All remaining items on the cover sheet should be completed by Interviewer A 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 C01–C06.

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

##### C01–C06, 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.

If you are using a paper questionnaire, you will write the information in the appropriate fields. The household number and cluster number are listed on your *Interviewer’s Assignment Sheet*. Complete your selections for each of these items before approaching the household.

##### C07, GPS COORDINATES OF HOUSEHOLD

**Purpose:** To record the correct GPS coordinates of the household using the GPS locator device embedded in the tablet. This information will help researchers understand how the environment and proximity to schools and markets impact household nutrition and food security.

Immediately before asking to enter the household or compound, you will press the button on the tablet as prompted for item C07. However, before you press the button, ensure that you are at the doorway of the household you are about to interview, 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. On the tablet, the GPS coordinates appear when you respond to item C07. On the paper questionnaire, the latitude and longitude should be recorded in C07a and C07b, respectively. Complete instructions on how to correctly record the GPS data are provided in Appendix A of this manual.

##### C08, INTERVIEWER VISITS

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

Record the date and Interviewer A’s number 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 household result for 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 household result for 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 household result for the third visit.
* **Next visit:** If during the first visit you need to discontinue the interview for any reason, and you plan to return to the household to continue the interview, record the date and time that you plan to return in the First Visit column. 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 that you have obtained accurate responses, complete the final visit section. Record the day, month, and year of your last visit to the household, Interviewer A’s identification number, and the final household interview result.
* **Total number of visits:** The only time you will need to complete this item is if you are using a paper questionnaire or because 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.

**Household result codes**

Use the appropriate household result code from the list of result codes provided to capture the result for each visit. The result codes on the cover page capture the result for the household overall; there are also separate result codes for each module, which are discussed later in Section 4.3. Please see **Table 1.1** for descriptions of all household result codes.

Table 1.1: Household Result Code Explanations

| **Result code** | **Response category** | **Response category descriptions** |
| --- | --- | --- |
| 01 | COMPLETED | The survey questionnaire was administered at the household, and at a minimum, all required callbacks were completed, Modules 1 and 2 were completed, and all modules that household members were eligible for have a final result code. |
| 02 | NO HOUSEHOLD MEMBER AT HOME | No household member was at home when the Interviewer team visited the dwelling, but a household currently resides there (e.g., neighbors confirm that a household resides there but left early to cultivate crops). Revisit is required if visit 1 or visit 2. |
| 03 | ENTIRE HOUSEHOLD ABSENT FOR EXTENDED PERIOD OF TIME | No household member was at home when the Interviewer team visited the dwelling, and no household member will be present during the duration of the field team’s work in the cluster. However, a household currently resides there (e.g., a neighbor or community member confirms that the household will return after an extended period of time, for example, after season work or temporary migration). Record reason for their absence on the paper questionnaire or in the notes function available on the tablet (to be explained in Section 5). No revisit is required. |
| 04\* | POSTPONED UNTIL MODULE 1 RESPONDENT AVAILABLE | Eligible household members for Module 1 were not home or unavailable at the time of the Interviewer team’s visit. If possible, schedule a time to return to conduct the interview to ensure that the unavailable household members will be present. Revisit required if visit 1 or visit 2. |
| 05 | REFUSED | The household refused to participate in the survey, even after the Interviewer explained the purpose and benefits of the survey, as well as responded to any concerns or questions. No revisit required. Record the reason for refusal and inform the Field Supervisor of the refusal. After the Field Supervisor confirms the refusal, record ‘REFUSED’ as the final result code. |
| 06 | DWELLING VACANT | There is no household currently inhabiting the dwelling and it is empty. No revisit required. |
| 07 | ADDRESS NOT A DWELLING | The structure is not a dwelling or is no longer a dwelling (e.g., a house that has been converted into a mill). No revisit required. |
| 08 | DWELLING DESTROYED | The dwelling has been destroyed, is inhabitable, and no household currently resides there. No revisit required. |
| 09 | DWELLING NOT FOUND | Interviewer team could not find the dwelling. This may not mean that the structure does not exist; consult with the Field Supervisor and Listing Coordinator on how to proceed and to confirm that this code should be used. |
| 10 | HOUSEHOLD MEMBER TOO ILL TO RESPOND/  COGNITIVELY IMPAIRED | All household members eligible to respond to Modules 1 and 2 were too ill to respond or were otherwise cognitively impaired and were not able to respond. In this case, it would be considered unethical to conduct the survey. No revisit required. |
| 11**\*** | PARTIAL COMPLETE | The Interviewer started administering a module to a respondent but was not able to finish. This code should be selected if a module result code is PARTIAL COMPLETE (11). Revisit required if visit 1 or 2. |
| 12 | NO HOUSEHOLD MEMBER AT LEAST AGE 15 YEARS | There are no adults 18 years of age or older and no emancipated minors 15–17 years of age in the household. No revisit required. |
| 96\* | OTHER | If the available result codes do not capture the household interview result, Interviewers can temporarily record “other” and work with their Field Supervisor and the Field Manager to determine how to recode the result before the cluster is closed. The “other” result code should not be used as a final result code. |

\*Denotes result codes that are not considered final and must be recoded before a cluster is closed

Here are some important notes about household result codes:

* REFUSED (code ‘05’) cannot be recorded as a final household result until after the Field Supervisor speaks with the respondent and confirms that they refuse to participate in the survey. The Field Supervisor may be able to encourage the household to participate. Field Supervisor confirmation is required whether the refusal occurs during visit 1, 2, or 3.
* If the dwelling is vacant (code ‘06’), destroyed (code ‘08’), or not found (code ‘09’), or the address is not a dwelling (code ‘07’), enter the corresponding result code as the final result code; there is no need to return to the household for a callback. However, inform your Field Supervisor of the result so that they can confirm that the correct structure was identified and visited.
* POSTPONED UNTIL MODULE 1 RESPONDENT AVAILABLE (code ‘04’), PARTIAL COMPLETE (code ‘11’), and OTHER (code ‘96’) cannot be used as final household result codes. They can be used as visit result codes or temporarily as final household result codes, but they must be re-coded before the cluster is closed.

##### C09, TOTAL PERSONS IN HOUSEHOLD

A ***household*** consists of all people, including adults and children, who live together under the same roof (with the exception of compounds),[[3]](#footnote-4) share cooking arrangements, and recognize the same lead decision-makers 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 arrangements, and recognize the same lead decision-makers in the household.

The only time you will need to complete this item is if you are using a paper questionnaire.Record the total number of people in the household, including all adults and children who usually live in the household and guests who stayed in the household the night before the interview, using the information in the completed household roster (Module 1).

##### C10, TOTAL NUMBER OF ELIGIBLE WOMEN AGES 15-49 YEARS

The only time you will need to complete this item is if you are using a paper questionnaire. Record the total number of eligible women ages 15-49 in the household as identified in item V107.

##### C11, TOTAL NUMBER OF ELIGIBLE CHILDREN UNDER 5 YEARS

The only time you will need to complete this item is if you are using a paper questionnaire. Record the total number of eligible children under 5 years in the household as identified in item V108*.*

**COMPOUNDS AND POLYGAMOUS HOUSEHOLDS**

A household consists of all people, including adults and children, who live together under the same roof, share cooking arrangements, and recognize the same lead decision-makers 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 polygynous marriage) should be included as a usual household member in the household where he spends most of his time. If he is reported to spend equal time among households, he should be included as a usual household member in the household where he spent the night preceding the survey.

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, unless they all live in the same compound and share the same cooking arrangements; then they would be treated as one household.

**The household members live in distinct huts within a compound?** There may be a situation in which household members live in distinct huts within a compound. Any individuals who share the same cooking arrangements and acknowledge the same person as the lead decision-maker should be treated as one household, even if the huts have separate roofs.

##### C12A, TOTAL ELIGIBLE [C-VCC1] FARMERS

The only time you will need to complete this item is if you are using a paper questionnaire. Record the total number of eligible [C-VCC1] farmers in the household as identified in item V235.

##### C12B, TOTAL ELIGIBLE [L-VCC1] FARMERS

The only time you will need to complete this item is if you are using a paper questionnaire. Record the total number of eligible [L-VCC1] farmers in the household as identified in item V228.

##### C13A, PRIMARY ADULT MALE DECISION-MAKER

**Purpose:** To record whether there is a primary adult male decision-maker in the household.

The only time you will need to complete this item is if you are using paper.Record ‘1’ (YES) if there is a primary adult male decision-maker in the household. Record ‘2’ (NO) if there is not. You can find this information in line 01 (primary adult male decision-maker) of the completed household roster (Module 1).

##### C13B, PRIMARY ADULT FEMALE DECISION-MAKER

**Purpose:** To record whether there is a primary adult female decision-maker in the household.

The only time you will need to complete this item is if you are using paper.Record ‘1’ (YES) if there is a primary adult female decision-maker in the household. Record ‘2’ (NO) if there is not. You can find this information in line 02 (primary adult female decision-maker) of the completed household roster (Module 1).

##### C14, 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 if you are using a paper questionnaire.Record your Field Supervisor’s name and code. The Field Supervisor will provide the code.

##### C15, FIELD TEAM NUMBER

**Purpose:** To record the number of the Field Team to which the Interviewer belongs.

The only time you will need to complete this item is if you are using a paper questionnaire.Record your Field Team’s number. The Field Supervisor will provide the number.

##### C16, LANGUAGE OF QUESTIONNAIRE

**Purpose:** To record the language of the questionnaire used for Modules 1 and 2 of the survey.

Record the appropriate language code using the choices provided. It is possible that more than one language is used during interviews with different eligible household members. If this occurs, please record the language of the questionnaire that is used for Modules 1 and 2 in this field.

##### C17, LANGUAGE OF INTERVIEW

**Purpose:** To record the language used by the Interviewer to conduct Modules 1 and 2 of the survey.

Record the appropriate language code using the choices provided at the bottom of the cover page or in the list of options in the tablet’s application. Again, it is possible that more than one language is used during interviews with different eligible household members. If this occurs, please record the language of the interview that is used for Modules 1 and 2 in this field. There are language fields in all other modules in which you will record the language of interview used for that module.

##### C18, 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 list of options in the tablet’s application. 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 Modules 1 and 2 in this field.

##### C19, TRANSLATOR USED

**Purpose:** To record whether a third-party translator was used to conduct the survey.

Record ‘1’ (YES) if a translator who is not a part of the survey team was used or ‘2’ (NO) if no translator was used. If a respondent is not fluent in any of the questionnaire languages and an Interviewer who is fluent in the same language as the respondent cannot be identified*,*an individual not on the survey team capable of translating for the respondent and the Interviewer must be used toconduct the interview. If an Interviewer who is fluent in the same language as the respondent can perform on-the-fly translation to conduct the interview, the translator used field should indicate ‘2’ (NO).

### 4.3.2 Informed consent and assent statements and form

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

You must obtain informed consent (or assent, when applicable) from each household member eligible to participate in the survey before interviewing them. The *Informed Consent Form* is used to document whether household members provide informed consent (or assent). Respondents are asked to provide informed consent (or assent) only once, even if they are administered more than one module. You will refer to the *Informed Consent Form* when you start a module and confirm with the respondent that they have already provided informed consent at the start of the interview. If the respondent has not already provided informed consent, you will read the informed consent statement to them, obtain their consent, and record the outcome (agreed to participate or did not agree to participate) in the register. No one under 15 years of age will be interviewed as part of this survey.

**Definitions used for this survey:**

* **Adult:** Individual 18 years of age or older
* **Unemancipated minor**: Individual 15-17 years of age who has never been married, has no children, or lives in a household with adults
* **Emancipated minor:** Individual 15-17 years of age who is currently or formerly married, has children, or lives in a household without any adults 18 years of age or older
* **Informed consent:** Voluntary agreement of an adult or an emancipated minor to participate in the survey, with a clear understanding of the nature of the survey, the anticipated risks and potential benefits, and the requirements for participating
* **Assent:** Voluntary agreement of an unemancipated minor who does not qualify to give informed consent but who is able to understand the nature of the survey, its anticipated risks and potential benefits, and the requirements of participating

***Who provides informed consent and who provides assent?***

Adults and emancipated minors provide informed consent.

Unemancipated minors provide assent after the individual’s parent or guardian provides informed consent.

**Assent by itself is not sufficient, however.**

Before assent can be sought, informed consent must be obtained from the individual’s parent or guardian stating that they agree that the minor can participate in the survey if the minor provides assent and that they give permission to the Interviewer to seek assent from the minor.

You may need to obtain assent from respondents to Module 4, *Women’s nutrition*; Module 5, *Children’s nutrition*; and Module 7, *Agriculture technologies*. Respondents to these three modules are allowed to be unemancipated minors. However, for all other modules, the respondents must be adults or emancipated minors.

There are three informed consent statements included in the questionnaires that should be used as relevant during a household interview (**Appendix D**):

* Informed consent—adults and emancipated minors
* Informed consent—unemancipated minor’s guardian
* Informed assent—unemancipated minor

**Informed consent to begin the household interview with Modules 1 and 2**

***Who provides initial informed consent to begin the household interview?***

The initial informed consent to begin the household interview must be provided by a primary adult decision-maker, another adult 18 years of age or older if a primary adult decision-maker is not available, or an emancipated minor—someone who can answer questions about the age, relationships, education, and other characteristics of all household members, and characteristics about the household itself. This person will be the respondent for Modules 1 and 2.

**Instructions:** After introducing the survey and determining whether you are speaking to an appropriate household member—that is, someone eligible to be the respondent for Modules 1 and 2—you are ready to read the relevant informed consent statement to the household member.

NOTE: If there are no adults or emancipated minors at least 15 years of age in the household, thank the household members for their time and select ‘12’ (NO HOUSEHOLD MEMBER AT LEAST AGE 15 YEARS) on the *Household Identification Cover Sheet* or on the tablet’s application as the household result code.

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 but that respondents who complete their interview will receive [token] as a token of appreciation. Instead, express your gratitude for their 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 begin Module 1 only if the respondent provides informed consent to be interviewed after they have heard and understand the informed consent statement. After answering all the respondent’s questions, ask: “Do you agree to participate in the survey?” If the respondent agrees to participate, refer to your printed version of the *Informed Consent Form* (see **Appendix D**) and record the respondent’s name in the name field of the Modules 1 and 2 row and circle ‘YES’ in column 3 indicating that the respondent consented. 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 their time and end the interview. Record the respondent’s name in the name field of the Modules 1 and 2 of your printed version of the *Informed Consent Form* and circle ‘NO’ in column 3 indicating that the respondent did not consent.
* Record ‘05’ (REFUSED) as the result for this visit in item 08 (Interviewer Visits) on the *Household Identification Cover Sheet*; however, *do not record ‘REFUSED’ as the final household 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’ as the final household result only after the Field Supervisor confirms the respondent’s refusal.

Give a copy of the *Informed Consent Statement* (**Appendix D**) for adults and emancipated minors to the respondent and tell them this is a record of participation in the survey 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 Form* and contact information to only the **respondent for Modules 1 and 2.** You will not give a copy of this sheet to other members of the household who provide informed consent for other modules.

##### Informed consent for other adults and emancipated minors after Modules 1 and 2

As stated earlier, informed consent must be provided by all adults and emancipated minors eligible to participate in the survey before you can ask them any survey questions.

**Instructions:**After determining whether you are speaking to the correct eligible household member—that is, the household member eligible for the module that you will administer—check your *Informed Consent Form*. Has the respondent already provided informed consent agreeing to participate in the survey? If yes, you can proceed to administer the module. If no, you will first need to read the informed consent statement for adults and emancipated minors to the household member. When using a tablet, the CAPI data collection application will prompt you to seek informed consent from each adult or emancipated minor eligible to participate before you begin interviewing them.

Read the informed consent statement exactly as it is written, answer any questions they have, and then ask whether they agree to participate in the survey. You can begin the module only if the respondent provides informed consent to be interviewed. If the respondent agrees to participate, refer to your printed version of the *Informed Consent Form* (see **Appendix D**) and record the respondent’s name in the name field of the row that corresponds to the module you are administering and circle ‘YES’ in column 3 indicating that the respondent consented. 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 their time and end the interview. Record the respondent’s name in the name field of the row of your printed version of the *Informed Consent Form* that corresponds to the module you are administering and circle ‘NO’ in column 3 indicating that the respondent did not consent.
* On your tablet or on the paper questionnaire, record ‘02’ (NO) in the module consent field and ‘05’ (REFUSED) in the module result field.
* Inform your Field Supervisor that you encountered a refusal; they will determine whether it may be appropriate to return to the household and encourage the respondent to participate in the survey.

##### Informed consent and assent for unemancipated minors after Modules 1 and 2

The informed consent procedures for unemancipated minors eligible to participate in the survey include an additional step. First, you must obtain informed consent from the eligible unemancipated minor’s parent or guardian, confirming that the parent or guardian allows you to approach the unemancipated minor to ask them if they agree to participate.

**Instructions:**First,check your *Informed Consent Form*. Has the eligible unemancipated minor already provided informed assent agreeing to participate in the survey? If yes, you can proceed to administer the module. If no, you must identify a parent or guardian of the eligible unemancipated minor and read the informed consent statement for the parents or guardians of unemancipated minors to them. If the parent or guardian consents to you approaching the unemancipated minor, you will then seek informed assent from the eligible unemancipated minor to participate in the survey. However, if they do not consent to you approaching the unemancipated minor, you cannot do so. When using a tablet, the CAPI data collection application will prompt you to seek informed consent for and informed assent from each new unemancipated minor eligible to participate before you begin interviewing them.

If the parent or guardian does not agree to you approaching the unemancipated minor, sincerely thank the individual for their time and end the interview. Record the eligible respondent’s name in the name field of the row of your printed version of the *Informed Consent Form* that corresponds to the module you are administering and circle ‘NO’ in column 2 to indicate that the respondent’s parent or guardian did not provide informed consent.

If the parent or guardian provides informed consent, record the eligible respondent’s name in the name field of the row of your printed version of the *Informed Consent Form* that corresponds to the module you are administering and circle ‘YES’ in column 2 to indicate that the respondent’s parent or guardian provided informed consent. Locate the eligible unemancipated minor, read the informed assent statement exactly as it is written, answer any questions they have, and then ask whether they agree to participate in the survey. You can begin the module only if the respondent provides informed assent to be interviewed. If the respondent agrees to participate, refer to your printed version of the *Informed Consent Form* (see **Appendix D**) and record the respondent’s name in the name field of the row that corresponds to the module you are administering and circle ‘YES’ in column 3 to indicate that the respondent provided informed assent. 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 individual for their time and end the interview. Record the respondent’s name in the name field of the row of your printed version of the *Informed Consent Form* that corresponds to the module you are administering and circle ‘NO’ in column 3 to indicate that the respondent did not provide informed assent.
* On your tablet or on the paper questionnaire, record ‘02’ (NO) in the module consent field and ‘05’ (REFUSED) in the module result field.
* Inform your Field Supervisor that you encountered a refusal; they will determine whether it may be appropriate to return to the household and encourage the eligible respondent to participate in the survey.

### 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 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 18 years of age or older or an emancipated minor 15-17 years of age who is a usual 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.

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

**WHAT IS A PRIMARY ADULT MALE DECISION-MAKER?**

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

the primary adult male decision-maker is the man who is responsible for making the more important decisions.

**WHAT IS A PRIMARY ADULT FEMALE DECISION-MAKER?**

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

the primary adult female decision-maker is the woman who is responsible for making the more important decisions.

##### X100ST, ENTER THE TIME MODULE STARTED

If using a paper questionnaire, record the day of the month and time in hours and minutes (using 24-hour format) that you start the module. If you are using a tablet, you will not see this question; the time will automatically be recorded for you.

##### V100C, OBTAIN CONSENT. DOES [NAME] AGREE TO PARTICIPATE IN THE SURVEY?

Follow the informed consent procedure outlined in Section 4.3.2. 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 X100ET.

##### V101A, “Out of all of the men age 18 or older in this household, which man makes the more important decisions?”

**Purpose:** To find out if there is a ***primary adult male decision-maker*** in the household.

If a primary adult male decision-maker exists in the household, select ‘1’ (YES) and enter the name of the primary adult male decision-maker 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 in the CAPI application.

If there is no primary adult male decision-maker, select ‘2’ (NO) and leave line 01 of the household roster blank.

##### V101B, “Out of all of the women age 18 or older in this household, which woman makes the more important decisions?”

**Purpose:** To determine if there is a ***primary adult female decision-maker*** in the household.

If a primary adult female decision-maker 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 household roster must always be female; the information about this person’s sex is pre-filled for you on the tablet.

The primary female decision-maker is identified by respondent to Modules 1 and 2. Allow the respondent to answer the question first; if they ask for more explanation, provide them with examples of important decisions: what to eat, what to buy and how much, when and where to get water, how to make enough money to support the family, or how to pay children’s school fees.

You may record only one primary adult female decision-maker and only one primary adult male decision-maker. If the respondent identifies multiple primary adult male or female decision-makers, probe to determine who makes more household decisions.

You will be prompted to enter the relationship of the primary adult female decision-maker to the person listed on line 01, the primary adult male decision-maker. *If there is no primary adult male decision-maker in the household*, enter ‘01’ (SELF) for item 103 for the primary adult female decision-maker.

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

##### V101-V111B, Household roster

Items V101-V111 are part of the household roster. You will first ask items V101-V103A and list the name, sex, and relationship to the primary adult decision-maker for each household member. Then you will ask items V103B-V103E to confirm that all household members and guests who stayed in the household the night preceding the survey are listed in the household roster. Afterward, you will ask items V104-V111B for each person listed in the household roster before moving to the next person. Item V104a applies for only household members who are less than 1 year of age, item V106 applies for only household members who are 15-17 years of age, and items V109-V111B apply for only household members 3 years of age and older.

##### V101, “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.”

After completing items V101A and V101B, ask the respondent to tell you the names of all other members of the household, as well as any guests that may have spent the previous night in the household.

If there is neither a primary adult male decision-maker nor a primary adult female decision-maker in the household, record the name of the emancipated minor who you are interviewing in line 03 of the household roster. Record the sex of the person and enter ‘16’ (NO DECISION-MAKER AGE 18 OR OLDER IN HOUSEHOLD) for the relationship code (item V103).

If there is a baby that has not yet been named, record the name as ‘BABY [SURNAME]’, ‘BABY BOY [SURNAME]’, or ‘BABY GIRL [SURNAME]’. In the case of twins or multiples without a name, be sure to record them in a way to easily distinguish between the babies, such as BABY BOY/GIRL [SURNAME], BABY A/B [SURNAME], or BABY 1/2 [SURNAME].

##### V102, “What is [NAME]’s sex?”

For each person the respondent names, enter their sex ‘1’ (MALE) or ‘2’ (FEMALE).

##### V103, “What is [NAME]’s relationship to the primary adult male decision-maker ([NAME OF MALE PDM])?”

Using the relationship codes, enter the relationship of each household member to the primary male decision-maker.

If no primary adult male decision-maker, ask:

##### What is [NAME]'s relationship to the primary adult female decision-maker ([NAME OF FEMALE PDM])?

If there is neither a primary adult male decision-maker nor a primary adult female decision-maker, select code ‘16’ (NO DECISION-MAKER AGE 18 OR OLDER IN HOUSEHOLD) for each household member.

##### V103A, “Are there any other persons living in this household or guests who stayed in this household last night?”

After recording the name, sex, and relationship of each household member and any guests, ask whether any other persons live in the household or stayed in the household the night before the survey. If the respondent replies “yes,” move to the next line of the household roster and enter the name, sex, and relationship information for the individual. If the respondent replies “no,” go to item V103B.

##### V103B-E, Confirming the household roster is complete

After the respondent tells you that no additional persons live in the household, and no other guests spent the previous night in the household, probe further using items V103B-E because sometimes respondents forget to name some of their family members or guests, especially if it is a large family.

To ensure that you have recorded every household member, ask the following probing questions.

##### V103B, “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.”

Ask if other people live in the household, even if they are not at home during the interview. If the respondent gives you additional names, enter the information about each person.

##### V103C, “Are there any other people like small children or infants that we have not listed?”

Continue to probe around any small children or infants. Again, if the respondent gives you additional names, enter the information about each person.

##### V103D, “Are there any other people who may not be members of your family, such as domestic servants, lodgers, or friends who usually live here?”

Continue to probe around any other people who may not be members of the family, such as domestic servants, lodgers, or friends who usually live in the household. Confirm that these individuals share cooking arrangements and recognize the same primary decision-maker. Again, record the name, sex, and relationship to the primary adult decision-maker of each person named by the respondent.

##### V103E, “Are there any guests or temporary visitors staying here, or anyone else who stayed here last night, who have not been listed?”

Finally, probe for any guests or temporary visitors who stayed in the household the previous night. Record the name, sex, and relationship to the primary adult decision-maker for each person. Once all household members and guests have been listed, continue to V104 for the first person listed in the roster.

##### V104-V111B, Age, eligibility, and education information

After you have ensured the household roster is complete, ask items V104-V111B one at a time, as applicable, for each person included in the household roster before moving to the next person. Again, item V104a applies for only household members who are less than 1 year of age, item V106 applies for only household members who are 15-17 years of age, and items V109–V111B apply for only household members 3 years of age and older.

##### V104, “What is [NAME]’s age in years?”

**Purpose:** To identify the age in years 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 household member is less than 1 year, record ’00.’ 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 B**) to help determine household members’ ages.

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. If a household member’s age is 14 years and 11 months, you would still record the age in completed years as 14 years.

##### V104A, CHECK V104: IS THE AGE LESS THAN ONE YEAR? (ENTERED '00'). IF YES, CONTINUE. IF NO, SKIP TO V105A. “What is [NAME]’s age in months?”

If the household member’s age is less than 1 year, or the response to item V104 is ‘00’, then ask item V104A. Otherwise, skip to item V105A.

Record the household member’s age in completed *months*. If the age is less than 1 month, enter '00'. If the respondent is unsure, it may be necessary to probe further by asking other household members with more direct knowledge of the infant’s age, by using the *Country-specific Event Calendar* (**Appendix B**), or by asking for documentation, such as a birth certificate, health booklet, or vaccination card.

##### V105A, “Is [NAME] a usual household member?”

**Purpose:** 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 V105B.

##### V105B, “Did [NAME] stay here last night?”

For each person listed in the roster, ask the question and enter ‘1’ (YES) or ‘2’ (NO).

##### V106, “Is [NAME] currently or have they ever been married, have children, or live in a household without any adults 18 years of age or older?”

**Purpose:** To identify household members 15-17 years of age who are emancipated minors. Emancipated minors are treated as adults and can give their own informed consent to participate in the survey.

For each person listed in the roster whose age is 15-17 years, ask the question, enter ‘1’ (YES) or ‘2’ (NO), and continue to the next item. If the person listed in the roster is younger than 15 years of age or older than 17 years of age, skip this question.

**A SPECIAL NOTE ABOUT ITEMS V107 AND V108**

**V107 and V108** 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.

**V107, SELECT LINE NUMBER OF ALL WOMEN AGES 15-49 YEARS**

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

Review each person’s sex (item V102) and age (item V104). If the household member is ‘2’ (FEMALE) and her age is 15-49 years, circle the line number for the woman in item V107. This will be the same line number used for that woman in item V101.

**V108, SELECT LINE NUMBER OF ALL CHILDREN AGES 0-4 YEARS**

**Purpose:** To identify household members who are eligible for Module 5, children ages 0-4 years.

Review each household member’s age (item V104). If the household member is between 0-4 years of age, circle the line number for the child in item V108. This will be the same line number used for that child in item V101.

##### V109–V111B, EDUCATION

Items V109, V110, V111A and V111B are questions on education that are asked about household members who are at least 3 years of age. 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; these are not considered formal schooling.

##### V109, “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 *3 years of age or older*. If the household member has attended school, enter ‘1’ (YES) and continue to item V110. 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 X100ET.

##### V110, “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 *3 years of age or older*who is reported in item V109 as having attended school. Enter ‘1’ (YES) or ‘2’ (NO).

* Record ‘YES’ for item V110 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 V110 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.

##### V111A, “What is the highest level of school [NAME] has attended?”

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

Ask these questions for each household member *3 years of age or older* who is reported as having attended school in item V109. Select the result code from V111A (RESULT CODES: EDUCATION) that matches the respondent’s answer. If using a paper questionnaire, record the appropriate result code in the boxes provided.

##### V111B, “What is the highest grade [NAME] completed at that level?”

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

Ask these questions for each household member 3 years of age or older who is reported as having attended school in item V109. Select the result code from V111B (RESULT CODES: EDUCATION) that matches the respondent’s answer. If using a paper questionnaire, record the appropriate result code in the boxes provided.

##### X100ET, ENTER TIME MODULE FINISHED

If you are using a paper questionnaire, enter the day of the month and time in hour and minutes (using 24-hour format) that you completed the module. If you are using a tablet, you will not see this question; the time will be automatically recorded for you.

##### V100R, 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.

Table 1.2: Module Outcome Code Explanations

| **Result code** | **Response category** | **Response category descriptions** |
| --- | --- | --- |
| 01 | COMPLETED | The module was administered to the eligible individual respondent and all questions were completed. |
| 03 | UNAVAILABLE AFTER ALL CALLBACKS MADE | The household member eligible to complete the module was not available during any household visits and all required callbacks were made. Revisit is not required. |
| 04\* | POSTPONED UNTIL RESPONDENT IS AVAILABLE | The household member eligible to complete the module was not available at the time of the Interviewer team’s visit, or the household member requested that the Interviewer team return at a different time. Revisit is required, and the Interviewer has scheduled visit 2 or 3, as applicable. |
| 05 | REFUSED | The household member eligible to complete the module refused to participate in the survey, even after explaining the purpose and benefits of the survey as well as responding to any concerns or questions. If this is the first refusal, record the reason for refusal and inform the Field Supervisor and determine if a revisit should be made. If this is the second or third refusal, record ‘REFUSED’ as the final module outcome. |
| 10 | HOUSEHOLD MEMBER TOO ILL TO RESPOND/  COGNITIVELY IMPAIRED | The household member eligible to complete the module was too ill to respond or was otherwise cognitively impaired and unable to respond. In this case, it would be considered unethical to conduct the survey. No revisit required. |
| 11**\*** | PARTIAL COMPLETE | The household member eligible to complete the module answered some of the questions but did not complete the entire module. Revisit required if visit 1 or 2. |
| 12 | AGE INELIGIBLE | *For modules 4, 5, and 6, only:* The household member was eligible to complete the module according to the age recorded in the household roster, but when their age was confirmed in the individual-level module, they were determined not to be eligible for the module. No revisit required. |
| 96\* | OTHER | If a module outcome is not captured by the available options, Interviewers can record “other” module outcomes using this code temporarily. However, this outcome code should be recoded to one of the other available result codes before the cluster is closed. |

\* Denotes outcome codes that are not considered final and must be recoded before a cluster is closed

##### V100RSP, LINE NUMBER OF RESPONDENT

Record the line number of the respondent who completed Module 1.

### 4.3.4 Module 2—Dwelling characteristics and household assets

**Purpose:** To record information about the living conditions of the household and the household’s assets.

**Definitions**

* A ***bank account*** allows a person to deposit and withdraw funds. A bank account does not include accounts from informal institutions, such as community-based savings programs.
* An ***improved water point*** includes water piped on premises, public taps or standpipes, tube wells or boreholes, protected dug wells, protected springs, bottled water, and rainwater collection. Improved water sources are those that are accessible on premises and free from contamination.
* ***Livestock*** includes domesticated animals, including oxen, cattle, goats, pigs, sheep and poultry raised in an agricultural setting to produce labor and commodities. Livestock does not include fish; fish are considered as ***other farm animals*.**

***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.

Throughout this section of the manual, you will see questions outlined in blue boxes. These blue boxes highlight questions that will also be asked as part of Module 2 in the parallel survey questionnaire. Questions not outlined in blue boxes will be asked only in the main survey questionnaire. Please see Section 4.4.4 for further information on the content of Module 2 in the parallel survey questionnaire.

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

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| X200CH, CLUSTER AND HOUSEHOLD NUMBER If you are using a paper questionnaire, record the cluster number and household number. This information is on the *Household Identification* *Cover Sheet*. If you are using a tablet, you will not see this question; the information will be automatically recorded for you. X200ST, ENTER TIME MODULE STARTED If you are using a paper questionnaire, record the day of the month and 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. V201, 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 palm leaf, [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) | | **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 | | **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 | | **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. |  V202, 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 | | **Palm leaves** | Dried leaves of palm trees | | **Wood planks** | Long, flat pieces of rough-hewn wood | | **Bamboo slats** | Long, flat pieces of bamboo | | **Vinyl or asphalt strips** | Thin, flexible, rectangular or square floor tiles or strips made of rubber, vinyl, cork or linoleum | | **Wall-to-wall Carpet** | Floor covering made of woven wool or synthetic fibers; a rug | | **Cement** | Rock-like, solid material made from a special powder that is mixed with water and poured to set and dry | | **Parquet, polished wood** | Polished strips or blocks of wood; may be laid to form a pattern | | **Ceramic tiles** | Hard, breakable squares or rectangles made from baked clay with a surface glaze |  V203, 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 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** | | **Dirt** | Packed dirt or earth | | **Cane, palm, tree trunks** | Natural materials such as canes, palm leaves, or tree trunks | | **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 | | **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 | | **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 | | **Unbaked bricks** | A material typically made from soil, sand, cement or limestone powder that is not baked | | **Wood planks,**  **shingles** | Wooden planks or shingles | | **Unbaked bricks covered with plaster** | A material typically made out of soil, sand, cement or limestone powder that is not baked, and covered with plaster | | **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 | | **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 |  V204, “Now I would like to ask you a few questions about your home. How many rooms in this household 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. |

**V205-V207** 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.

##### V205, “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, FIXED) or ‘2’ (OBSERVED, MOBILE) if you observed a fixed handwashing station or mobile handwashing station. If you did not observe the handwashing station, record the appropriate code: ‘3’ (NOT OBSERVED, NOT IN DWELLING/YARD/PLOT), ‘4’ (NOT OBSERVED, NO PERMISSION TO SEE), or ‘5’ (NOT OBSERVED, OTHER REASON). If not observed (codes ‘3’, ‘4,’ or ‘5’), skip to item V208.

##### V206, OBSERVE PRESENCE OF WATER AT THE PLACE FOR HANDWASHING. RECORD OBSERVATION.

**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.

##### V207, OBSERVE PRESENCE OF SOAP, DETERGENT, OR OTHER CLEANSING AGENT AT THE PLACE FOR HANDWASHING. RECORD OBSERVATION.

**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).

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| V208, “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 V210A. 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. |  V209, “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 V210A. |

##### V210, “Including your own household, how many households use this toilet facility?”

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.

##### V210A, “How many people in your household regularly defecate in the open while at home or at work? For example, in a field, in the bush, forest, ditches, canals, riverbanks, garbage piles, railway tracks or just along the road?”

**Purpose:** To provide information about the practice of open defecation. Open defecation may be practiced in areas with poor sanitation services, which has implications for public health and well-being.

Ask the question and record the number of people. If the respondent does not know the number, enter ‘98’ (DON’T KNOW).

**Items V211-V218C** collect information on the household’s access to water. You will ask detailed questions about water sources, water used for hygiene, as well as the availability and reliability of water used by the household. Access to improved sources of water has implications for the health, development, and well-being of household members.

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| V211, “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),‘12’ (PIPED INTO YARD/PLOT), or ‘91’(BOTTLED WATER), skip to item V214. If the response is ‘13’ (PIPED TO NEIGHBOR), ‘14’ (PUBLIC TAP/STANDPIPE), ‘61’(TANKER TRUCK), or ‘71’(CART WITH SMALL TANK), skip to item V213.  Table 2.5: Definitions of Types of Water Sources   | **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 to neighbor*** | Piped water connection to a tap outside the house in the yard or plot. It may also be called a yard connection.  Piped water connection to a neighbor’s yard or household dwelling. | | ***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. | | **Tube well or borehole** | A deep hole that has been driven, bored, or drilled with the purpose of reaching groundwater supplies. Boreholes and tube wells 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 tube wells 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. | |

##### V212, “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 response is ‘1’ (IN OWN DWELLING) or ‘2’ (IN OWN YARD/PLOT), skip to item V214.

##### V213, “How long does it take to go there, get water, and come back?”

**Purpose:** To determine the total time it takes to get water, including the time it takes to get to the source, get the water, and return from the source. This includes all water, not just drinking water.

Do not ask this question if the household’s source of water is in the respondent’s dwelling, yard, or plot. 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.’

##### V213A, “Still thinking about drinking water, how many trips did any member of your household make to collect drinking water in the past week?”

**Purpose:** To determine how many trips any member of the household made to collect drinking water and the burden of drinking water collection during the last week.

Ask the question and record the total number of trips taken by all household members to collect water during the 7 days before the survey. If today is Wednesday, the past week would be from yesterday to last Wednesday. If two household members collected water once last week, record ‘2’ as the number of trips. If three household members went together to fetch water and each of them carried a jerry can, this would count as three trips. However, if only one of them carried a jerry can and the other two were just accompanying, this would only count as one trip. If the respondent does not know the number even after probing, select ‘98’ (DON’T KNOW).

##### V214, “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. This includes households whose water is piped into their dwelling or yard/plot, because there is a possibility that water may not be available from this source all year round.

Ask the question and record the response.

##### V215, “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 2 weeks. This includes households whose water is piped into their dwelling or yard/plot, because there is a possibility that water may not be available from this source in the past 2 weeks.

Ask the question and record the response.

##### V216, “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 ‘2’ (NO) or ‘8’ (DON’T KNOWS), skip to item V217A.

##### V217, “What do you usually do to make the water safer to drink? Anything else?” SELECT ALL THAT APPLY

**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. Probe the respondent for anything else they do to make the water safer until they say there is nothing else. Be sure toselect 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

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| **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, eight 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. |

##### V217A, “Do members of your household use any other drinking water sources?”

**Purpose:** To identify whether any members of the household use any other drinking water sources than the main source identified in item V211.

Ask the question and record the response. If the response is ‘2’ (NO), skip to item V218X.

##### V217B, “What other drinking water sources do members of your household use?” SELECT ALL THAT APPLY.

Ask the question and record the response. Be sure to select all that apply. If the respondent uses a source not listed, select ‘X’ (OTHER) and specify the source. Definitions of common types of water sources are listed in **Table 2.5.**

##### V218X, “Now I would like to ask you a few questions about the availability of water for your household needs in the past 4 weeks.”

Read the introductory statement before continuing to the following items.

##### V218D, “In the past 4 weeks, how frequently has there not been as much water to drink as you would like for you or anyone in your household?”

**Purpose:** To determine the number of days in the past 4 weeks that the household has not had enough water for drinking in their household. In some places, there is not always enough water for everyone to drink as much as they would like. Or, there may be drinking water for some people, but not others. Remind the respondent this question is asking about the availability of *water for drinking only.*

If someone experiences numerous occasions where there has not been enough water available to drink, but only experienced those problems one day within the past 4 weeks, this would be recorded as ‘1.’

Ask the question and select the response category that matches the number of times the respondent tells you.

##### V218A, “In the past 4 weeks, how frequently did you or anyone in your household worry you would not have enough water for all your household needs?”

**Purpose:** To determine the number of days in the past 4 weeks members of the household worried about not having enough water for all their household needs. Household needs could include washing clothes, bathing yourself or your children, watering animals, washing dishes and utensils, or other activities that require water. Remind the respondent this question is only about whether the respondent experienced *worry* or *concern* over the household’s water access; not the number of times the household did not *actually* have enough water for household needs.

If someone worries about water numerous times within a single day, but only experienced those worries 1 day within the past 4 weeks, this would be recorded as ‘1.’

Ask the question and select the response category that matches the number of times the respondent tells you.

##### V218B, “In the past 4 weeks, how frequently have you or anyone in your household had to change schedules or plans due to problems with your water situation? Activities that may have been interrupted include caring for others, doing household chores, agricultural work, income-generating activities, etc.”

**Purpose:** To determine the number of days in the past 4 weeks members of the household's daily activities were interrupted by problems with water. In some places, people have to travel to get water, which takes time and can interrupt plans. Interruptions include if you want to go visit a friend but cannot because you have to go get water, waking in the middle of the night to get water, or because there are issues with flooding that you have to manage instead.

If someone needs to change their plans numerous times within a single day due to problems with water, but only changed their plans 1 day within the past 4 weeks, this would be recorded as ‘1.’

Ask the question and select the response category that matches the number of times the respondent tells you.

##### V218C, “In the past 4 weeks, how frequently have you or anyone in your household had to go without washing hands after dirty activities (e.g., defecating or changing diapers, cleaning animal dung) because of problems with water?”

**Purpose:** To determine the number of days in the past 4 weeks that anyone in the household has not had any water for washing hands. Dirty/unclean activities include changing diapers, using a toilet, smearing mud or dung on walls or floors to insulate your home, cleaning, or taking care of animals. Choosing not to wash hands is different than not having enough water to wash them. Remind the respondent this question is asking about *water for washing hands only***.**

If someone experiences numerous problems with water that inhibit handwashing ability within a single day, but only experienced those problems 1 day within the past 4 weeks, this would be recorded as ‘1.’

Ask the question and select the response category that matches the number of times the respondent tells you.

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| V219, “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 V221A. 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 (LPG)** | 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. | | |

##### V220, “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 V221A.

##### V221, “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.

**V221A-H** ask about whether the household purchased items in the past 7 days. The purpose is to provide additional information on the economic status of the household. Probe the respondent and ensure they are only referencing items they have *purchased* in the past 7 days.

##### V221A, “Over the past one week (7 days), did your household purchase or pay for any charcoal?”

Ask the question and record the response. If the response is ‘NO,’ skip to item V221C.

##### V221B, “How much did you pay in total?”

Ask the question and record the response in [local currency]. If a respondent has difficulty remembering the cost or estimating the cost of an item, you may remind them that an estimated value is sufficient. If the respondent still does not know after probing, record ‘999998’ (DON’T KNOW).

##### V221C, “Over the past one week (7 days), did your household purchase or pay for any charcoal paraffin or kerosene?”

***Charcoal paraffin*** is a solid waxy substance made of wax and charcoal. Ask the question and record the response. If the response is ‘NO,’ skip to item V221E.

##### V221D, “How much did you pay in total?”

Ask the question and record the response in [local currency]. If a respondent has difficulty remembering the cost or estimating the cost of an item, you may remind them that an estimated value is sufficient. If the respondent still does not know after probing, record ‘999998’ (DON’T KNOW).

##### V221E, “Over the past one week (7 days), did your household purchase or pay for any candles?”

Ask the question and record the response. If the response is ‘NO,’ skip to item V221G.

##### V221F, “How much did you pay in total?”

Ask the question and record the response in [local currency]. If a respondent has difficulty remembering the cost or estimating the cost of an item, you may remind them that an estimated value is sufficient. If the respondent still does not know after probing, record ‘999998’ (DON’T KNOW).

##### V221G, “Over the past one week (7 days), did your household purchase or pay for any matches?”

Ask the question and record the response. If the response is ‘NO,’ skip to item V221I.

##### V221H, “How much did you pay in total?”

Ask the question and record the response in [local currency]. If a respondent has difficulty remembering the cost or estimating the cost of an item, you may remind them that an estimated value is sufficient. If the respondent still does not know after probing, record ‘999998’ (DON’T KNOW).

**V221I-V221N** ask about whether the household purchased items in the past 1 month. The purpose is to provide additional information on the economic status of the household. Probe the respondent and ensure they are only referencing items they have purchased in the past 1 month.

##### V221I, “Over the past one month, did your household purchase or pay for natural gas utilities?”

***Natural gas*** is a colorless highly flammable gas.

Ask the question and record the response. If the response is ‘NO,’ skip to item V221K.

##### V221J, “How much did you pay in total?”

Ask the question and record the response in [local currency]. If a respondent has difficulty remembering the cost or estimating the cost of an item, you may remind them that an estimated value is sufficient. If the respondent still does not know after probing, record ‘999998’ (DON’T KNOW).

##### V221K, “Over the past one month, did your household purchase or pay for electricity utilities?”

Ask the question and record the response. If the response is ‘NO,’ skip to item V221M.

##### V221L, “How much did you pay in total?”

Ask the question and record the response in [local currency]. If a respondent has difficulty remembering the cost or estimating the cost of an item, you may remind them that an estimated value is sufficient. If the respondent still does not know after probing, record ‘999998’ (DON’T KNOW).

##### V221M, “Over the past one month, did your household purchase or pay for water utilities?”

**Purpose:** To identify whether the household paid for or purchased water from utility or service in the past month. This can include fees that the household paid for upkeep of water access points in the community.

Ask the question and record the response. If the response is ‘NO,’ skip to item V221O.

##### V221N, “How much did you pay in total?”

Ask the question and record the response in [local currency]. If a respondent has difficulty remembering the cost or estimating the cost of an item, you may remind them that an estimated value is sufficient. If the respondent still does not know after probing, record ‘999998’ (DON’T KNOW).

NOTE: The cost of water utilities does not include any service fees associated with payment, such as Mobile Money transaction fees or payment for water transportation.

##### V221O, “Does your family own any solar panels?”

**Purpose:** To identify whether the household has any alternate source of energy, such as solar panels.

***Solar panels*** are designed to collect energy from the rays of the sun as a source of generating energy for electricity or heating.

Ask the question and record the response. If the response is ‘NO,’ skip to item V221T.

##### V221P, “How many solar panels do you own?”

Ask the question and record the response. If the respondent does not know the answer, record ‘998’ (DON’T KNOW).

##### V221Q, “What is the age of these solar panels?” RECORD AGE OF EACH PANEL.

Ask the question and record the response in completed years for each solar panel. If the respondent owns more than six solar panels, ask the respondent for the age of their six most valuable solar panels first. Then record the ages of additional, less valuable panels in a note in the CAPI data collection application. If the age of the solar panel is less than 1 year, enter ‘00’. If the respondent does not know even after probing, record ‘98’ (DON’T KNOW).

##### V221R, “If you wanted to sell these solar panels today, how much would you receive?” RECORD THE VALUE OF EACH PANEL.

Ask the question and record the response in [local currency] for each solar panel. If the respondent has more than six solar panels, ask the respondent for the value of their six most valuable solar panels first. Then record the value of the additional, less valuable panels in a note. If the respondent does not know the answer even after probing, record ‘999998’ (DON’T KNOW).

NOTE: The value of the inverter and battery can be included in the value of the first solar panel reported.

##### V221S, “How much did you pay for these solar panels when you purchased them?” RECORD THE COST OF EACH PANEL.

Ask the question and record the response in [local currency] for each solar panel. If the respondent has more than six solar panels, ask the respondent about the purchase price of their six most valuable solar panels first. Then record the cost of the additional, less valuable panels in a note. If the respondent does not know the answer even after probing, record ‘99999998’ (DON’T KNOW).

NOTE: The cost of the inverter and battery can be included in the cost of the first solar panel reported.

##### V221T, “Does your household own a generator?”

Ask the question and record the response. If the response is ‘NO,’ skip to item V222.

##### V221U, “How many generators do you own?”

Ask the question and record the response. If the respondent does not know the answer, record ‘998’ (DON’T KNOW).

##### V221V, “What is the age of these generators?” RECORD THE AGE OF EACH GENERATOR.

Ask the question and record the response in completed years for each generator. If the respondent has more than six generators, ask the respondent for the age of the six most valuable generators first. Then record the age of the additional, less valuable generators in a note. If the age of the generators is less than one year, enter ‘00’. If the respondent still does not know the age even after probing, record ‘98’ (DON’T KNOW).

##### V221W, “If you wanted to sell these generators today, how much would you receive?” RECORD THE VALUE OF EACH GENERATOR.

Ask the question and record the response in [local currency] for each generator. If the respondent has more than six generators, ask the respondent for the value of their six most valuable generators first. Then record the value of the additional, less valuable generators in a note. If the respondent does not know the answer even after probing, record ‘999998’ (DON’T KNOW).

##### V221X, “How much did you pay for these generators when you purchased them?” RECORD COST OF EACH GENERATOR.

Ask the question and record the cost of each generator in [local currency]. If the respondent has more than six generators, ask the respondent for the cost of their six most valuable generators first. Then record the cost of the additional, less valuable generators in a note. If the respondent still does not know even after probing, record ‘999998’ (DON’T KNOW).

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| V222, “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). V223, “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). |

##### V224, “Does any member of this household have a mobile money account, such as [LOCAL EXAMPLES]?”

**Purpose:** To determine if any member of the household has a mobile money account. The account may include accounts through any mobile service provider such as [country-specific mobile money account providers], which allows the person to deposit and withdraw funds. A mobile account does not include informal community-based savings programs or formal accounts held at a bank, credit union, micro-finance institution, cooperative, or post office.

Ask the question and record the response.

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| V224A, “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, micro-finance 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 or mobile money accounts.  Ask the question and record the response. |

##### V224B, “Does your household own the house that you live in?”

**Purpose:** To determine if the household owns the house that they live in. This information is an additional indicator of the socioeconomic status of the household.

A house in this question refers to the dwelling in which the household resides. A house is owned when the respondent’s household does not pay another individual or group for the rights to live in the house, is not required to gain permission to live in the house, and has the right to sell the house. If the house was bought with a loan and the loan is still being paid for (i.e., the household pays a mortgage), this is considered as ownership in this question.

Ask the question and record the response.

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| V225, “Does this household currently own any livestock, such as cattle, sheep, goats, or poultry, or other farm animals, including fish?” **Purpose:** To determine if the household owns any livestock or other farm animals. This information is an additional indicator of the socioeconomic status of the household.  Ask the question and record the response. If the response is ‘YES,’ skip to item V226. V225A, “Did your household own or raise livestock or other farm animals, including fish, during the past 12 months?” **Purpose:** To capture whether the household owned or raised any livestock or other farm animals in the past 12 months if the household does not currently own livestock.  Ask the question and record the response. If the response is ‘YES,’ skip to item V227A. If the response is ‘NO,’ skip to item V233. V226, “How many of the following animals does this household own?” **Purpose:** To determine the type and number of animals the household owns.  Milk cows are adult females that produce or are capable of producing milk. Bulls are male cows capable of reproducing. Other cattle include any other cows or cattle that are not milk cows or bulls, for example: calves, heifers (young females that have not reproduced), and oxen (castrated males usually used for labor).  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.’ If the household does not own any fish, record ‘0000.’ If the household owns more than 95 of a certain type of animal, record ’95.’ If the household owns 9995 or more fish, record ‘9995.’ If the household is unsure of the number of animals they own, record ‘98’ for livestock and ‘9998’ for fish. 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**:** Item V226 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, 1 of which is a milk cow and 1 of which is a bull, record 2 milk cows or bulls as (a) and 8 other cattle as (b) because the household owns a total of 10 animals, not 12.  For item V226G (fish), the respondent is being asked about how many fish they have, not how many fishponds they have. If the respondent has difficulty reporting the number of fish that they have, probe to determine an appropriate estimate of the number of fish they currently have. These may include how many fish or fingerlings the respondent has recently stocked their ponds with, how long they have had kept the fish, or how many fish they think they would be able to harvest from their pond. |

**[V227–V232].** These questions collect information on whether household members raised animals that have been designated 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; these household members are the ones who are 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.

##### V227, CHECK V226[X], [L-VCC1]: DOES THIS HOUSEHOLD HAVE ANY [L-VCC1]?

If you are using a paper questionnaire, check item V226[X] to see if the household owns any [L-VCC1]. If the household owns any [L-VCC1], skip to item V228. If you are using a tablet, the check will be performed automatically, and you will be prompted with the next applicable questionnaire item.

##### V227A, “Did this household own any [L-VCC1] in the past 12 months, even though the household does not currently own any [L-VCC1]?”

**Purpose:** To determine if the household has owned any [L-VCCI] in the past year. It is possible that the household owned [L-VCCI] at some point in the past 12 months but does not currently own any due to events such as the death or sale of the [L-VCCI]. Be sure to probe the respondent to ensure they are thinking about any [L-VCCI] that they may have owned at any point in the past 12 months.

Ask the question and record the response. If the response is ‘NO,’ skip to item V229.

##### V228, “Who in your household made the most decisions about raising [L-VCC1] in the past 12 months?

##### PROBE: Did anyone else make the most decisions about raising different [herds/flocks/ponds/groups] of [L-VCC1]? Who?”

Ask the question and select the name of each household member responsible for raising [L-VCC1]. If multiple people make decisions about raising a single [herd/flock/pond/group], like what to feed the animals, or how to care for them, list the household member who usually makes the decisions. List only one household member per [herd/flock/pond/group]. You can record up to four household members as lead managers of separate [herds/flock/ponds/groups]. If there were more than four household members responsible for raising separate [herd/flock/pond/group] of [L-VCC1], consult your Field Supervisor.

##### V229, CHECK V226[X], [L-VCC2]: DOES THIS HOUSEHOLD HAVE ANY [L-VCC2]?

If you are using a paper questionnaire, check item V226[X] to see if the household owns any [L-VCC2]. If the household owns any [L-VCC2], skip to item V230. If you are using a tablet, the check will be performed automatically, and you will be prompted with the next applicable questionnaire item.

##### V229a, “Did this household own any [L-VCC2] in the past 12 months, even though the household does not currently own any [L-VCC2]?”

**Purpose:** To determine if the household has owned any [L-VCC2] in the past year. It is possible that the household owned [L-VCC2] at some point in the past 12 months but does not currently own any due to events such as the death or sale of the [L-VCC2]. Be sure to probe the respondent to ensure they are thinking about any [L-VCC2] that they may have owned at any point in the past 12 months.

Ask the question and record the response. If the response is ‘NO,’ skip to item V231.

##### V230, “Who in your household made the most decisions about raising [L-VCC2] in the past 12 months?

##### PROBE: Did anyone else make the most decisions about raising different [herds/flocks/ponds/groups] of [L-VCC2]? Who?”

Ask the question and select the name of each household member responsible for raising [L-VCC2]. If multiple people make decisions about raising a single [herd/flock/pond/group], like what to feed the animals, or how to care for them, list the household member who usually makes the decisions. List only one household member per [herd/flock/pond/group]. You can record up to four household members as lead managers of separate [herds/flock/ponds/groups]. If there were more than four household members responsible for raising separate [herd/flock/pond/group] of [L-VCC2], consult your Field Supervisor.

##### V231, CHECK V226[X], [L-VCC3]: DOES THIS HOUSEHOLD HAVE ANY [L-VCC3]?

If you are using a paper questionnaire, check item V226[X] to see if the household owns any [L-VCC3]. If the household owns any [L-VCC3], skip to item V232. If you are using a tablet, the check will be performed automatically, and you will be prompted with the next applicable questionnaire item.

##### V231A, “Did this household own any [L-VCC3] in the past 12 months, even though the household does not currently own any [L-VCC3]?”

**Purpose:** To determine if the household has owned any [L-VCC3] in the past year. It is possible that the household owned [L-VCC3] at some point in the past 12 months but does not currently own any due to events such as the death or sale of the [L-VCC3]. Be sure to probe the respondent to ensure they are thinking about any [L-VCC3] that they may have owned at any point in the past 12 months.

Ask the question and record the response. If the response is ‘NO,’ skip to item V233.

##### V232, “Who in your household made the most decisions about raising [L-VCC3] in the past 12 months?

##### PROBE: Did anyone else make the most decisions about raising different [herds/flocks/ponds/groups] of [L-VCC3]? Who?”

Ask the question and select the name of each household member responsible for raising [L-VCC3] from the list of household members. If multiple people make decisions about raising a single [herd/flock/pond/group], like what to feed the animals, or how to care for them, list the household member who usually makes the decisions. List only one household member per [herd/flock/pond/group]. You can record up to four household members as lead managers of separate [herds/flock/ponds/groups]. If there were more than four household members responsible for raising separate [herd/flock/pond/group] of [L-VCC3], consult your Field Supervisor.

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| [V233–V239]. 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. V233. “Did you or anyone in your household cultivate any crops in the past 12 months?” Ask the question and record the response. If the response is ‘NO,’ skip to item V240A. V234, “Did anyone in your household cultivate [C-VCC1] in the past 12 months?” Ask the question and record the response. If no one in the household cultivated [C-VCC1], skip to item V236. V235, “Who in your household made the most decisions about cultivating [C-VCC1] in the past 12 months?PROBE: Did anyone else make the most decisions about cultivating [C-VCC1] on different plots? Who?” Ask the question and select the name of each household member responsible for cultivating [C-VCC1]. 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. V236, “Did anyone in your household cultivate [C-VCC2] in the past 12 months?” Ask the question and record the response. If no one in the household cultivated [C-VCC2], skip to item V238. V237, “Who in your household made the most decisions about cultivating [C-VCC2] in the past 12 months?PROBE: Did anyone else make the most decisions about cultivating [C-VCC2] on different plots? Who?” Ask the question and select the name of each household member responsible for cultivating [C-VCC2]. 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. V238, “Did anyone in your household cultivate [C-VCC3] in the past 12 months?” Ask the question and record the response. If no one in the household cultivated [C-VCC3], skip to item V240A. V239, “Who in your household made the most decisions about cultivating [C-VCC3] in the past 12 months?PROBE: Did anyone else make the most decisions about cultivating [C-VCC3] on different plots? Who?” Ask the question and select the name of each household member responsible for cultivating [C-VCC3]. 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. V240A, “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.  Ask this question and record the response. If the response is ‘NO,’ skip to item V241A. Common land used to graze animals but not owned by the household should not be included as land owned by the household. V240B, “How many hectares of agricultural land do members of this household own?” **Purpose:** To collect information on the household’s ownership of a variety of agricultural land that could be used to generate income, which in turn is expected to result in an improved household economic status.  If the answer to item V240A 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). |

##### V241A, “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, such as borrowing or renting the land. Use of agricultural 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 X200L.

##### V241B, “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 V241A 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).

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| X200L, LANGUAGE OF INTERVIEW—MODULES 1 AND 2 Enter the language used to conduct the interview for Modules 1 and 2. X200ET, ENTER TIME MODULE FINISHED If you are using a paper questionnaire, enter the day of the month and time as hour and minutes that you completed the module. If you are using a tablet, you will not see this question; the time will be automatically recorded for you. V200R, 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 2A—Climate adaptation

**Purpose:** The purpose of this module is to collect information on household participation in programs and activities designed to increase the ability of households to adjust behaviors and practices to increase protection against the negative impacts of climate change.

Climate change describes a change in the average conditions, such as temperature and rainfall, in an area over a long period of time. Climate change may have implications for the predictability and certainty of weather patterns in regions. For example, climate change could result in an increase in the frequency of extreme weather conditions such as drought, flooding, hurricanes, heat waves, and more. Extreme weather conditions may have implications for the health, well-being, and economic situations of households. Adverse effects of extreme weather could impact agricultural production, water availability, health, and food security.

If you are having trouble explaining climate change to respondents, please consult with your Field Supervisor.

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

The respondent for this module should be a primary adult decision-maker. If a primary adult decision-maker is unavailable, another usual adult household member or emancipated minor 15-17 years of age can be the respondent for the module.

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

##### X2A100CH, CLUSTER AND HOUSEHOLD NUMBER

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

##### X2A100ST, ENTER TIME MODULE STARTED

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

##### V2A100RSP, LINE NUMBER OF THE RESPONDENT

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 list of household members. Refer to Module 1, *Household roster and demographics,* if needed.

##### V2A100C, OBTAIN CONSENT. DOES [NAME] AGREE TO PARTICIPATE IN THE SURVEY?

If you are using a paper questionnaire, consult the *Informed Consent Form* 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, 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 X2A100ET.

##### V2A101, “I would now like to ask you about how your household is managing the impacts of climate change. Climate change is the long-term change of weather patterns, such as rainfall, temperature, and winds. These changes take place over a generation or longer and result in new weather patterns that are different or less predictable than traditional weather patterns.

##### How much, would you say, do you know about climate change? Would you say you know nothing, a little, some, or a lot?”

**Purpose:** To determine the respondent’s level of knowledge about climate change and its potential impacts.

Ask the question and select the most accurate response: ‘1’ (NOTHING), ‘2’ (A LITTLE), ‘3’ (SOME/MODERATE), or ‘4’ (A LOT). Probe if necessary to determine which response option to choose. Record the respondent’s answer.

##### V2A102, “Over your lifetime, do you feel that weather has gotten better, stayed the same, or gotten worse for your household?”

**Purpose:** To determine if weather has gotten better, stayed the same, or gotten worse for the household. This question is asking if the weather is perceived as *better, the same,* or *worse* than previously observed. “Worse” weather conditions may cause more disruptions to the household, such as flooding, drought, extreme temperatures, unpredictable weather patterns, etc. For example, drought that damaged crop yield used to occur in the region once every 3 years, and now the drought occurs in the region *every* year. “Better” weather conditions may be described as poor weather conditions that occur less frequently and cause less disruptions to the household, or weather patterns that are more predictable.

Ask the question and select the most accurate response: ‘1’ (GOTTEN BETTER), ‘2’ (STAYED THE SAME), or ‘3’ (GOTTEN WORSE). Probe if necessary to determine which response option to choose. Record the respondent’s answer.

##### V2A103, “In the past 12 months, did you or any member of your household receive weather forecast information to help prepare for or manage weather-related problems, such as [LOCALLY RELEVANT EXAMPLES]?”

**Purpose:** To determine if the household has received weather forecast information to help prepare for weather-related problems in the past 12 months. Information about how to prepare for or manage weather-related problems could potentially increase the household’s ability to recover from weather-related shocks or stressors.

Ask the question and record the response. If the response is ‘2’ (NO) or ‘8’ (DON’T KNOW), skip to item V2A106.

##### V2A105, “How was the information received?” SELECT ALL THAT APPLY.

**Purpose:** To identify the household’s sources of information to help prepare for weather-related problems.

Ask the question and record the response. Be sure toselect all responses that applybecause the respondent may give more than one answer. If the respondent receives information to help prepare for or manage weather-related problems from other sources not listed, select ‘X’ (OTHER) and enter the response. If the respondent is unsure, select ‘Z’ (DON’T KNOW).

##### V2A106, “How concerned are you about the impacts of weather-related problems on your income; that is, income from any source? Would you say you are not concerned, somewhat concerned, moderately concerned, or very concerned?”

**Purpose:** This question is asking if the respondent experiences *concern*or *worry*about the impacts of weather-related problems on income; not the *actual impact* of weather-related problems on their income. The worry or anxiety could be due to weather-related circumstances causing a loss or disruption of income-generating activities.

Ask the question and record the response.

##### V2A106A, “Throughout the rest of the module I am going to ask you questions about training or support that you may have received in the past 12 months to help manage the impacts of weather-related problems.

##### This includes training or support received from governmental or private organizations, groups, or programs, but does not include support received informally from friends or relatives.”

Read the introductory statement before continuing to the rest of the module.

##### V2A107, CHECK V233. IF THE HOUSEHOLD DID NOT CULTIVATE ANY CROPS IN THE PAST 12 MONTHS, SKIP TO V2A111.

If using a paper questionnaire, check item V233 in Module 2, *Dwelling characteristics and household assets*. If the household did not cultivate any crops in the past 12 months (item V233 = 2 ‘NO’), skip to item V2A111. If you are using a tablet, you will not see this question; you will be automatically directed to the next applicable item.

##### V2A108, “In the past 12 months, have you or any member of your household received training or other support to help manage the impacts of weather-related problems on your crop production, such as using drought-resistant seed or adjusting fertilizer use?”

Ask the question and record the response. If the response is ‘2’ (NO) or ‘8’ (DON’T KNOW), skip to item V2A110.

##### V2A108AA, “Was this training or support about:”

##### V2A108A, “How to interpret and use weather-related information to inform decisions about your crop production?”

##### V2A108B, “Growing new crops or varieties, including flood or drought tolerant seed?”

##### V2A108C, “Planting practices, such as adjusting planting date, spacing, or soil erosion control?”

##### V2A108D, “Crop, pest, or disease management practices, such as adjusted fertilizer use, or the use of pesticides or herbicides?”

##### V2A108E, “Soil management practices, such as crop rotation, cover cropping, intercropping, no-till practices, mulching, or tree planting?”

##### V2A108F, “Water management practices, such as drip irrigation, or capturing and storing water for crop irrigation?”

##### V2A108G, “Improved post-harvest management practices, such as using drying sheets, metal silos, hermetic bags, or mechanized crop processing?”

##### V2A108X, “Any other trainings or support to help manage the impacts of weather-related problems on your crop production?”

**Purpose:** These questions gather information about whether the household received training or other support to manage the impacts of weather-related problems on their crop production. Training and other support can help improve the household’s ability to respond to weather-related shocks and stressors.

Cover cropping is the practice of planting crops for the purpose of covering the soil rather than for harvest. Cover crops manage soil erosion, soil fertility, water, weeds and pests.

Hermetic bags are large zip-lock type of triple layer airtight storage bags promoted as “PICS” (Purdue Improved Crop Storage) by Purdue University or by Grainpro Corp. The hermetic bags consist of two inner bags made of high-density polypropylene with an outer woven polypropylene bag.

Ask the question separately for each item V2A108A-V2A108X. Record each response. If the answer is ‘I’ (YES) to item V2A108X, then specify the type of training or support.

##### V2A110, “In the past 12 months, have you or anyone in your household adopted any practices to manage the impacts of weather-related problems on your crop production?”

**Purpose:** To gather information about whether the household adopted practices to manage weather-related problems on their crop production. Adoption of new practices may help improve the household’s ability to respond to weather-related shocks and stressors.

Ask the question and record the response. If the response is ‘2’ (NO) or ‘8’ (DON’T KNOW), skip to item V2A111.

##### V2A110AA, “Were any of the following practices adopted?”

##### Item V2A110A, “Growing new crops or varieties, including flood or drought tolerant seed?”

##### V2A110B, “Planting practices, such as adjusting planting date, spacing, or soil erosion control?”

##### V2A110C, “Crop, pest, or disease management practices, such as adjusted fertilizer use, or the use of pesticides or herbicides?”

##### V2A110D, “Soil management practices, such as crop rotation, cover cropping, intercropping, no-till practices, mulching, or tree planting?”

##### V2A110E, “Water management practices, such as drip irrigation, or capturing and storing water for crop irrigation?”

##### V2A110F, “Improved post-harvest management practices, such as using drying sheets, metal silos, hermetic bags, or mechanized crop processing?”

##### V2A110X, “Any other practices to help manage the impacts of weather-related problems on your crop production?”

Ask the question separately for each item V2A110A-V2A110X. If the answer is ‘1’ (YES) to item V2A110X, specify the practice.

##### V2A111, CHECK V225 & V225A: IF THE HOUSEHOLD DOES NOT CURRENTLY OWN OR DID NOT OWN OR RAISE LIVESTOCK OR OTHER FARM ANIMALS DURING THE PAST 12 MONTHS, SKIP TO V2A115.

If using a paper questionnaire, check items V225 and V225A in Module 2, *Dwelling characteristics and household assets*. If the household did not own or raise any livestock or other farm animals during the past 12 months, skip to item V2A115. If you are using a tablet, you will not see this question; it will be automatically completed for you.

##### V2A112, “I would now like to ask you a few questions about weather-related information and impacts on your livestock or other farm animals.

##### In the past 12 months, have you or any member of your household received training or other support to help manage the impacts of weather-related problems on your livestock or other farm animals, such as adjusting herd size, adjusting grazing patterns, accessing new water points for your animals, or building new structures to protect your animals from weather events?”

**Purpose:** This question gathers information about whether the household received training or support to manage the impacts of weather-related problems with their livestock or other farm animals. Training and other support can help improve the household’s ability to respond to weather-related shocks and stressors.

If the response is ‘2’ (NO) or ‘8’ (DON’T KNOW), skip to item V2A114.

##### V2A112AA, “Was this training or support about:”

##### V2A112A, “How to interpret and use weather-related information to inform decisions about your animal production?”

##### V2A112B, “Adjusting herd size or composition, such as introducing new animal types or breeds?”

##### V2A112C, “Animal management, such as animal housing, fencing, or adjusted movement patterns?”

##### V2A112D, “Feeding practices, such as growing fodder crops, purchasing supplementary feed stuffs, or adjusting grazing practices?”

##### V2A112E, “Increasing or improved fodder storage, such as stockpiling feed or protecting feed from sunlight?”

##### V2A112F, “Accessing new, restored, or improved water points, including shallow pans, surface dams, or other water points that may be shared with human use?”

##### V2A112G, “Accessing animal health services and inputs, such as vaccinations, parasite control, or illness treatment?”

##### V2A112X, “Any other trainings or support to help manage the impacts of weather-related problems on your animal production?”

Ask the question for each item V2A112A-V2A112X and record each response. If the answer is ‘2’ (YES), specify the type of training or support.

##### V2A114, “In the past 12 months, have you or any member of your household adopted any practices to manage the impacts of weather-related problems on your livestock or other farm animals?”

Ask the question and record the response. If the response is ‘2’ (NO) or ‘8’ (DON’T KNOW), skip to item V2A115.

##### V2A114AA, “Were any of the following practices adopted?”

**Purpose:** To gather information on practices the household adopted to manage weather-related problems for their livestock. Adoption of new practices may help improve the household’s ability to respond to weather-related shocks and stressors.

Ask the question separately for each item V2A114A–V2A114FX and record the response.

##### V2A114A, “Adjusting herd size or composition, such as introducing new animal types or breeds?”

##### V2A114B, “Animal management practices, such as animal housing, fencing, or adjusted movement patterns?”

##### V2A114C, “Feeding practices, such as growing fodder crops, purchasing supplementary feed, or adjusting grazing practices?”

##### V2A114D, “Increasing or improved fodder storage, such as stockpiling feed or protecting feed from sunlight?”

##### V2A114E, “Accessing new, restored, or improved water points, including shallow pans, surface dams, or other water points that may be shared with human use?”

##### V2A114F, “Accessing animal health services and inputs, such as vaccinations, parasite control, or illness treatment?”

##### V2A114X, “Any other practices to help manage the impacts of weather-related problems on your animal production?”

Ask the question and record the response. If the answer is ‘2’ (YES) to item V2A114x, specify the practice(s).

##### V2A115X, CHECK V225, V225A & V233: IF THE HOUSEHOLD DOES NOT CURRENTLY OWN, DID NOT OWN OR RAISE LIVESTOCK OR OTHER FARM ANIMALS DURING THE PAST 12 MONTHS, AND DID NOT CULTIVATE ANY CROPS IN THE PAST 12 MONTHS, SKIP TO V2A117.

If using a paper questionnaire, check items V225, V225A, and V233 in Module 2, *Dwelling characteristics and household assets*. If the household did not own or raise any livestock or other farm animals or cultivate any crops during the past 12 months, skip to item V2A117. If you are using a tablet, you will not see this question; the check will be automatically completed for you.

##### V2A115, “In the past 12 months, have you or any member of your household faced any difficulties adopting agricultural or farm animal practices to help manage the impacts of weather-related problems?”

**Purpose:** To determine whether the household faced any difficulties adopting agricultural or farm animal practices to help manage the impacts of weather-related problems in the past 12 months. Difficulties refer to any obstacles or constraints that may prevent or hinder the respondent’s ability to adopt agricultural practices.

Ask the question and record the response. If the response is ‘NO,’ ‘NOT APPLICABLE,’ or ‘DON’T KNOW,’ skip to item V2A117.

##### V2A116, “What were the difficulties?” SELECT ALL THAT APPLY.

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 faced difficulties adopting agricultural or farm animal practices that are not listed, select ‘X’ (OTHER) and specify the response.

##### V2A117, “In the past 12 months, did you or any member of your household participate in a development group or committee working to strengthen your community’s ability to manage the impacts of weather-related problems?”

**Purpose:** To identify if any member of the household participated in a development group or committee working to strengthen the community’s ability to manage the impacts of weather-related problems. Development groups or committees may increase the community’s ability to recover from potential weather-related stressors or shocks.

Ask the question and record the response. If the response is ‘NO’ or ‘DON’T KNOW,’ skip to item V2A120.

##### V2A117A, “Who in this household participated in a development group or committee working to strengthen your community’s ability to manage the impacts of weather-related problems?”

Ask the question and record the line number of each household member who participated in a development group or committee working to strengthen the community’s ability to manage the impacts of weather-related problems. If more than six household members participated in a development group or committee, contact your Field Supervisor.

##### V2A118, “Some groups make a formal plan to manage the impact of weather-related problems on their community. In the past 12 months, did your group or committee make any such community-based plans?”

**Purpose:** To identify if the group or committee has made a formal plan to manage the impacts of weather-related problems in their community. Community-based plans may increase the community’s resiliency and ability to recover from weather-related stressors or shocks. For example, a community group may create a flood resiliency plan in anticipation of heavy rainfall during the rainy season.

Ask the question and record the response.

##### V2A119, “In the past 12 months, did the group or committee take any action to strengthen your community’s ability to manage the impacts of weather-related problems?”

**Purpose:** To identify whether the group or committee took any action to strengthen the community’s ability to manage the impacts of weather-related problems in the past 12 months.

Ask the question and record the response.

##### V2A120, “In the past 12 months, did you or anyone in your household purchase or obtain health, life, crop, or livestock or farm animal insurance?”

**Purpose:** To identify whether anyone in the household purchased or obtained health, life, crop, or livestock or farm animal insurance in the past 12 months.

***Insurance*** is a contract that gives a level of security or compensation to protect a person or property against a negative incident or event. Insurance in our context is generally paid for by an individual or household to a company or government agency. Insurance may also be provided by an employer or the government at no cost to the individual. Insurance can help reduce uncertainty by protecting individuals and the household from potential losses and against unexpected shocks.

Ask the question and record the response. If the response is ‘NO’ or ‘DON’T KNOW,’ skip to item V2A125.

##### V2A121, “Did you or anyone else in your household receive support to purchase or obtain the insurance?”

**Purpose:** To identify whether the respondent received support to purchase or obtain insurance. Support refers to monetary or other aid the respondent may have received that helped them obtain insurance. This can include support accessed through an employer.

Ask the question and record the response. If the response is ‘NO’ or ‘DON’T KNOW,’ skip to item V2A122.

##### V2A121A, “Who in this household received support to purchase or obtain insurance?”

Ask the question and record the line number of each household member who received support to obtain insurance. If more than six household members received support to purchase or obtain insurance, contact your Field Supervisor.

##### V2A122, “What type of insurance was purchased or obtained?” SELECT ALL THAT APPLY.

Ask the question and record the response. Be sure toselect all responses that applybecause the respondent may give more than one answer.

##### V2A123, CHECK V2A122. IF THE HOUSEHOLD DID NOT PURCHASE OR OBTAIN CROP OR LIVESTOCK OR FARM ANIMAL INSURANCE (CODES ‘C’ OR ‘D’), SKIP TO V2A125.

If using a paper questionnaire, check item V2A122. If anyone in the household did not purchase crop or livestock or farm animal insurance, skip to item V2A125. If you are using a tablet, you will not see this question; the check will be automatically completed for you.

##### V2A124, “Was this insurance obtained to help manage the impacts of weather-related problems on your crop or animal production?”

Ask the question and record the response.

##### V2A125X, CHECK V225, V225A & V233: IF THE HOUSEHOLD DOES NOT CURRENTLY OWN AND DID NOT OWN OR RAISE LIVESTOCK OR OTHER FARM ANIMALS DURING THE PAST 12 MONTHS AND DID NOT CULTIVATE ANY CROPS IN THE PAST 12 MONTHS, SKIP TO V2A117.

If using a paper questionnaire, check items V225, V225A, and V233. If the household does not own any livestock or other farm animals, did not own or raise any livestock or other farm animals in the past 12 months, and did not cultivate any crops in the past 12 months, skip to item V2A117. If you are using a tablet, you will not see this question; the check will be automatically completed for you.

##### V2A125, “Sometimes people receive payments to help them recover from weather-related problems that limit their crop or animal production. This could be an insurance payout, cash transfer, voucher, or in-kind payment from a support program. In the past 12 months, did you or any member of your household receive any such payment specifically to help you recover from a weather-related problem?”

**Purpose:** To identify whether the household received payments to help recover from weather-related problems, including support from non-governmental and government organizations.

***In-kind*** are goods or services that are given without exchange of cash.

A ***cash transfer*** is a direct payment of money to an eligible person or group.

Ask the question and record the response. If the response is ‘NO’ or ‘DON’T KNOW,’ skip to item V2A128.

##### V2A125A, “Who in this household received payments to help them recover from weather-related problems that limit their crop or animal production?”

Ask the question and record the line number of each household member who received payments to recover from weather-related problems. If more than six household members received payments, contact your Field Supervisor.

##### V2A126, “What types of transfers or payments were received in the past 12 months?” SELECT ALL THAT APPLY.

Ask the question and record the response. Be sure toselect all responses that applybecause the respondent may give more than one answer. If the respondent received other types of transfers or payments in the past 12 months that are not listed, select ‘X’ (OTHER) and specify the response. If the respondent is unsure, select ‘Z’ (DON’T KNOW).

##### V2A127, “From whom did this payment come?” SELECT ALL THAT APPLY.

Ask the question and record the response. Be sure toselect all responses that applybecause the respondent may give more than one answer. If the respondent received transfers or payments from a source not listed, select ‘X’ (OTHER) and enter the response. If the respondent is unsure, select ‘Z’ (DON’T KNOW).

##### V2A128, “In the past 12 months, did you or any member of your household participate in a group or committee working to monitor or influence land use in your area, such as by protecting forests or waterways, or regulating farming or grazing?”

Ask the question and record the response. If the response is ‘NO’ or ‘DON’T KNOW,’ skip to item V2A131.

##### V2A128A, “Who in this household participated in a group or committee working to monitor or influence land use in your area?”

Ask the question and record the line number of each household member who participated in a group or committee working to monitor or influence land use in the area. If more than six household members participated in a group or committee working to monitor or influence and use, contact your Field Supervisor.

##### V2A129, “Some groups make a formal plan to change land use in their community. In the past 12 months, did your group or committee make any such community-based plans?”

**Purpose:** To identify whether any groups or committees made a formal plan to change land use in their community. Effective land use planning can help protect water and other valuable environmental resources in the community.

Ask the question and record the response.

##### V2A130, “In the past 12 months, did the group or committee take any action to change land use in your area?”

**Purpose:** To identify whether any groups or committees took any action to change land use in the area. Action to change land use could include creating and enforcing land use laws and regulations, designating boundaries, land reallocation, etc.

Ask the question and record the response.

##### V2A131, “One way to help protect yourself and your family against the negative impacts of weather-related problems is to diversify your household's sources of income.

##### In the past 12 months, have you or anyone in your household found new ways to make money, so that if you lose one income source you have other ways to support your household?”

Ask the question and record the response. If the response is ‘NO’ or ‘DON’T KNOW,’ skip to item V2A133.

##### V2A132, “What new sources of income were accessed?” SELECT ALL THAT APPLY.

***Remittances*** are money sent as a gift or payment.

***Non-farm work*** is work that is not agriculture-related in any way; non-agricultural work. Examples include work in construction, health care, hospitality, education, mining, and tourism.

***Off-farm work*** is work that is agriculture-related but occurs beyond the farm. Examples include work in agricultural extension services, processing, packaging, storage, transportation, distribution, and retail sale..

Ask the question and record the response. Be sure toselect all responses that applybecause the respondent may give more than one answer. If the respondent mentioned a source that is not listed, select ‘X’ (OTHER) and specify the response.

##### V2A133, “In the past 12 months, have you or anyone in your household received any training or support to help you find new ways to make money, so that if you lose one income source you still have other ways to support yourself and your family?”

Ask the question and record the response. If the response is ‘NO’ or ‘DON’T KNOW,’ skip to item X2A100L.

##### V2A133A, “Who in this household received any training or support to help you find new ways to make money?”

Ask the question and record the line number of each household member who received any training or support to help you find new ways to make money. If more than six household members received this training or support, contact your Field Supervisor.

##### X2A100L, ENTER LANGUAGE OF INTERVIEW – MODULE 2A

Enter the language used to administer Module 2A. If the language is not listed, select ‘96’ (OTHER, SPECIFY), and specify.

##### X2A100ET, ENTER TIME MODULE FINISHED

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

##### V2A100R, 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:** The purpose of this module is to collect information to identify whether the household experienced food insecurity in the past year, to identify the kinds of difficult times that people faced (for example, flooding, drought, land degradation, conflict), and to understand the extent that households can rely on other people or services for support in those difficult times. This module also contains a subset of questions to identify how households may have been affected by COVID-19.

***Food*** means *all foods* (fruits, vegetables, grains, meats, dairy, eggs, fish).

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

The respondent should be the person in the household who is most knowledgeable about food availability in the household and 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.

##### X3001, THIS MODULE CONTAINS QUESTIONS THAT ARE SENSITIVE. ENSURE COMPLETE PRIVACY BEFORE CONTINUING WITH THIS MODULE.

**Purpose**: To remind the Interviewer to ensure complete privacy with the respondent before beginning this module.

##### X300CH, CLUSTER AND HOUSEHOLD NUMBER

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

##### X300ST, ENTER TIME MODULE STARTED

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

##### V300RSP, LINE NUMBER OF THE RESPONDENT TO THIS MODULE (PREFERABLY THE PERSON KNOWLEDGEABLE ABOUT FOOD AVAILABILITY IN THE HOUSEHOLD AND DIFFICULT TIMES EXPERIENCED DURING THE PAST 12 MONTHS)

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 the list of household members. Refer to Module 1, *Household roster and demographics,* if needed.

##### V300C, 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 the respondent. 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 X300ET.

##### V300T, “Now I would like to ask you some questions about your household’s food consumption in the past 12 months.”

After you ascertain or obtain consent to interview the respondent, read the introductory statement before continuing.

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 [year], 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 2021 until today” (assuming today is 17 May, 2022).

##### V301, “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.

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.

##### V302, “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 the 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: ‘1’ (YES) or ‘2’ (NO), or if the respondent refuses to answer, record ‘7’ (REFUSED).

##### V303, “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 the *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).

##### V304, “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 an 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.

##### V305, “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).

##### V306, “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 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).

##### V307, “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).

##### V308, “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.

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

##### V309–V357, Difficult times in the past 12 months (shocks and stresses)

**Purpose:** To collect information on 16 kinds of difficult times that the household may have experienced during the 12 months preceding the survey. There are two questions for each kind of difficult time: (1) Did the household experience it, and, if yes, (2) what was the impact on the household’s *food consumption.*

Each of the two questions has the same response options and skip pattern for *each kind of difficult time.* 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.

##### V309, “Next I will ask you some questions about other kinds of difficult times that people face.

##### By difficult times I mean times when events like the loss of a family member, loss of income, too much rain, too little rain, conflict, or something else have a negative impact on you or your household.

##### 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 V312.

##### V311, “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).

##### V312, “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 V315.

##### V314, “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).

##### V315, “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 V318.

##### V317, “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).

##### V318, “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 V321.

##### V320, “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).

##### V321, “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 V324.

##### V323, “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).

##### V324, “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 V327.

##### V326, “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).

##### V327, CHECK V233: DID THE HOUSEHOLD CULTIVATE ANY CROPS IN THE PAST YEAR?

If using a paper questionnaire, check item V233 in Module 2, *Dwelling characteristics and household assets,* 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 V340A. If using a tablet, the tablet will perform the check automatically, and you will be prompted with the next applicable question.

##### V328, “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 V331.

##### V330, “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).

##### V331, “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 V334.

##### V333, “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).

##### V334, “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 V337.

##### V336, “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).

##### V337, “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 V340A.

##### V339, “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).

##### V340A, CHECK V225 AND V225A: DOES THE HOUSEHOLD CURRENTLY OWN OR DID THE HOUSEHOLD OWN OR RAISE ANY LIVESTOCK OR OTHER FARM ANIMALS DURING THE PAST 12 MONTHS?

If using a paper questionnaire, check items V225 and V225A in Module 2, *Dwelling characteristics and household assets,* to see if the household currently owns any livestock or owned or raised any livestock during the 12 months preceding the survey. If either of the two items is marked ‘YES,’ select ‘1’ (YES) and continue. Otherwise, select ‘2’ (NO) and skip to item V349. If using a tablet, the tablet will perform the check automatically, and you will be prompted with the next applicable question.

##### V340, “In the past 12 months, did your household face difficult times as a result of not being able to access inputs for your livestock or other farm animals?”

Ask the question and record the respondent’s answer. If the answer is ‘NO,’ skip to item V343.

##### V342, “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).

##### V343, “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 V346.

##### V345, “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).

##### V346, “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 V349.

##### V348, “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).

##### V349, “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 V352.

##### V351, “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).

##### V352, “Has anyone in your household experienced a severe illness in the past 12 months?

Households that experience an 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 V355.

##### V354, “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).

##### V355, “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 V358.

##### V357, “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).

##### V358, CHECK V309, V312, V315, V318, V321, V324, V328, V331, V334, V337, V340, V343, V346, V349, V352, AND V355: IS THERE AT LEAST ONE ‘YES’ RESPONSE (‘1’)?

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 V361. If using a tablet, the tablet will perform the check automatically, and you will be prompted with the next applicable question.

##### V359, “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 THAN BEFORE DIFFICULT TIMES), ‘2’ (SAME AS BEFORE DIFFICULT TIMES), or ‘3’ (WORSE THAN BEFORE DIFFICULT TIMES), or if the respondent refuses to answer, record ‘7’ (REFUSED).

##### V360 “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 THAN BEFORE DIFFICULT TIMES), ‘2’ (SAME AS BEFORE DIFFICULT TIMES), or ‘3’ (WORSE THAN BEFORE DIFFICULT TIMES), or if the respondent refuses to answer, record ‘7’ (REFUSED).

##### V361-V36IH, Social Capital

**Purpose:** To collect information on whether households can lean on others for support when they experience difficult times and on whether households would provide support to others when they need it.

##### V361, “Thank you for sharing your experience. 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.”

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.

***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 items V361A to V362.

##### V361A, “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 V361C.

##### V361B, “Will the same relatives living in your community that your household will be able to lean on during your difficult times also be able to lean on your household 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).

##### V361C, “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 V361E.

##### V361D, “Will the same relatives living outside your community that your household will be able to lean on during your difficult times also be able to lean on your household 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).

##### V361E, “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 V361G.

##### V361F, “Will the same non-relatives living in your community that your household will be able to lean on during your difficult times also be able to lean on your household 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).

##### V361G, “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 V362.

##### V361H, “Will the same non-relatives living outside your community that your household will be able to lean on during your difficult times also be able to lean on your household 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).

##### V362, “Do you believe your local government will help the community cope with difficult times in the future, for example during [INSERT COUNTRY-SPECIFIC SHOCK]?”

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).

##### V364-V367, Access to microfinance

**Purpose:** To collect information on whether households have accessed credit through micro-finance, credit, or savings groups in the 12 months preceding the survey or whether household members are active members of a credit or micro-finance group.

##### V364, “During the past 12 months, has anyone in your household taken any loans or borrowed cash/in-kind from a group-based micro-finance or lending program, such as a Village Savings and Loan Association (VSLA) or a Savings and Credit Cooperative Organization (SACCO)?”

Ask the question and record the respondent’s answer. If the respondent’s answer is ‘YES,’ be sure to probe to determine whether the loan was cash, in-kind, or both cash and in-kind.

##### V365, “During the past 12 months, has anyone in your household taken any loans or borrowed cash/in-kind from an informal credit or savings group, such as merry-go-round, tontine, or funeral society?”

Ask the question and record the respondent’s answer. If the respondent’s answer is ‘YES,’ be sure to probe to determine whether the loan was cash, in-kind, or both cash and in-kind.

##### V366, “Is there a credit or micro-finance group, such as a Savings and Credit Cooperative Organization (SACCO), merry-go-round, or Village Savings and Loan Association (VSLA) in your community?”

Ask the question and record the respondent’s answer. If the answer is ‘NO’ or ‘DON’T KNOW,’ skip to item V368.

##### V367, “Are you or any member of your household an active member of this group?”

Ask the question and record the answer.

##### V368-V368X, COVID-19

**Purpose:** To collect information on how households were affected by COVID-19.

##### V368, “Now I would like to shift and ask you some questions about COVID-19. COVID-19 is a virus that is easily spread from person to person and, in most cases, is like the common flu. However, in some cases, the disease can be serious. Have you heard of COVID-19?”

Ask the question and record the respondent’s answer. If the answer is ‘NO’ or ‘DON’T KNOW,’ skip to item V370.

##### V368A, “COVID-19 may have affected the health, well-being, income or activities of your household. I’d like to ask if your household was affected in certain ways. Have you or anyone in your household ever had COVID-19 or ever been suspected to have had COVID-19?”

Ask the question and record the respondent’s answer. If the response is ‘NO’ or ‘DON’T KNOW,’ skip to item V368C.

##### V368B, “Has a household member died of COVID-19?”

Ask the question and record the respondent’s answer.

##### V368C, “Has your household lost income or was anyone unable to work due to COVID-19?”

Ask the question and record the respondent’s answer.

##### V368D, “Has your household spent savings or sold assets due to COVID-19?”

Ask the question and record the respondent’s answer.

##### V368E, “Has your household had difficulty obtaining or purchasing food or goods due to COVID-19?”

Ask the question and record the respondent’s answer.

##### V368F, “Have children in the household not been able to attend school due to COVID-19?”

Ask the question and record the respondent’s answer.

##### V368G, “Have any household members had difficulty accessing loans or credit due to COVID-19?”

Ask the question and record the respondent’s answer.

##### V368X, “Has your household been affected by COVID-19 in any other way? If yes, how?”

Ask the question and record the respondent’s answer. If the response is ‘1’ (YES), please specify.

##### X300L, LANGUAGE OF INTERVIEW – MODULE 3

Select the language used to administer Module 3. If the language is not listed, select ‘96’ (OTHER, SPECIFY), and specify.

##### X300ET, ENTER TIME MODULE FINISHED

If using a paper questionnaire, record the day of the month and 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.

##### V300R, 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 15-49 years of age by gathering dietary information, and to learn if women participated in any health- or nutrition-related programs or received any such services that may have been offered in the area during the past year.

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

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

##### X400I1, INTERVIEWER INSTRUCTIONS

Particularly when administering the interview on paper, but also as backup when administering the interview with the tablet, you should have multiple copies of Module 4 in case the household has more than five women 15-49 years of age. Complete all questions for Module 4 for the first respondent (“Woman 1”) before you interview the next respondent (“Woman 2”), etc.

##### X400CH, 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 *Household Identification Cover Sheet*. If you are using the tablet, you will not see this question; the information will automatically be recorded for you.

##### X400ST, ENTER TIME MODULE STARTED

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

##### X400RSP, ENTER 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.

##### V400C, OBTAIN CONSENT. DOES [NAME] AGREE TO PARTICIPATE IN THE SURVEY?

If you are using a paper questionnaire, consult the *Informed Consent Form* 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 X400ET.

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

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*Obtaining informed consent or assent from women 15-17 years of age*

Individuals under 18 years of age are considered minors who generally do not have the legal authority to provide informed consent themselves. However, individuals 15-17 years of age who are currently married, were formerly married, have children, or live in a household without any adults 18 years of age or older are considered as emancipated minors and have the right to provide their own informed consent to participate in this survey.

If a woman 15-17 years of age is not an emancipated minor, a parent or guardian must give permission for her to be interviewed. After you obtain informed consent from the woman’s parent or guardian using the *Informed Consent – Unemancipated Minor’s Guardian* statement, you can seek informed asset from the eligible woman using the *Informed Consent – Unemancipated Minor* statement. If the parent or guardian does not give you their permission, you cannot approach the eligible minor. If the unemancipated minor does not agree to participate in the survey, she cannot be compelled to do so.

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##### X400T, “In order to learn more about peoples’ nutrition in our country, we would like to learn more about what kinds of foods you eat, but first we’d like to learn about your age.”

Read the introductory statement to *each woman* interviewed for this module.

##### V401, “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.

##### V402, “Please tell me how old you are. What was your age at your last birthday?” RECORD AGE IN COMPLETED YEARS.

Ask the question and then to verify that the respondent provided the correct age, probe further to find out what her age was on 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. 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 V404. If the respondent does not know how old she is, enter ‘98’ (DON’T KNOW AGE) and continue on to item V403.

##### V403, “Are you between the ages of 15 and 49 years old?”

Ask the question and record the respondent’s answer.

##### V404, CHECK V401, V402 AND V403 (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 V401, V402, and V403.

Compare the respondent’s answers for items V401, V402, and V403 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 C**, *Age and Birthdate Consistency Chart*. After verifying that the respondent is between the ages of 15 and 49, record ‘1’ (YES).

If you confirm that the respondent is not between the ages of 15 and 49, enter ‘2’ (NO), or if you are still not sure if the respondent is between the ages of 15 and 49, enter ‘8’ (DON’T KNOW). In both cases, thank the respondent for her valuable time and end the interview with that respondent and then skip to item X400L.

##### V408 through V430, 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 food or drinks that she consumed during this period.

**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 V409 through V429, and then item V430.

* 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 V414. She may later report that she ate some papaya as a snack in the afternoon. Because you have already entered ‘YES’ for V414, you do not need to enter ‘YES’ again for the papaya.
* 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.
* Items V418 and V419 refer to ONLY local wildlife that is commonly consumed.
* For item V424 (milk, cheese, yogurt, or any other foods made from milk), small amounts (for example, a teaspoon of milk that is added to coffee) should not be counted.
* Foods in small amounts (less than a teaspoon) or used as seasonings should be recorded as condiments (item V427).
* If any food mentioned by the respondent is not listed in any of the food categories, select ‘Yes’ for item V430 (ANY OTHER FOODS) and enter the name of the food in item V430X.

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 V409 through V429. If any food mentioned by the respondent is not listed in any of the food categories, select ‘1’ (YES) for V430 and then enter the name of the food in item V430X (ANY OTHER FOODS).

**Step 2.** After the respondent finishes telling you what she ate, review the list of food categories in items V409 through V429 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 3.** 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,” select ‘1’ (YES) for V430 and then ask her to list the items and enter each one into item V430X (ANY OTHER FOODS).

#### Program participation—Women’s health and nutrition

##### PP401-PP411, Program Participation - Women’s health and nutrition

**Purpose:** To collect information on whether women in the household accessed health or nutrition-related services or support in the past [XX] months.

##### PP401, “Now I would like to ask you some questions about health and nutrition services or support you received. In the past [XX] months, have you received counseling on the following topics from a nurse, certified midwife, community health worker, female community health volunteers or other health worker:

##### PP401A, “Maternal nutrition?”

##### PP401B, “Healthy timing and spacing of pregnancies?”

**Purpose:** To understand if the woman has received counseling on maternal nutrition or healthy timing and spacing of pregnancies in the past [XX] months from any type of trained health worker.

Ask the questions and record the responses. Enter ‘3’ (N/A) for a question that is not applicable to the respondent.

##### PP402, “In the past [XX] months, did you receive daily or weekly iron supplements, including multivitamins containing iron?”

**Purpose:** To determine if the respondent received daily or weekly iron supplements in the past [XX] months. Iron supplements may help fill gaps in one’s nutritional needs that are not met through diet alone and can help treat conditions such as anemia**.**

***Anemia,*** a common condition that can be caused by inadequate consumption of iron, impairs the body’s ability to send adequate oxygen to vital organs. Without oxygen, mental and physical capabilities are reduced. Anemia also increases maternal and perinatal mortality, has adverse effects on cognitive development, and reduces mental and physical productivity in adults.

Ask the question and record the response. If the response is ‘2’(NO) or ‘8’ (DON’T KNOW), skip to item PP404A.

##### PP403X, CHECK V102 AND V104. IF THERE ARE NO FEMALES 10-14 YEARS OLD IN THE HOUSEHOLD, SKIP TO PP404A.

If using a paper questionnaire, check items V102 and V104 in the household roster to see if there are any females 10 to 14 years of age. If there are no females 10-14 years of age in the household, skip to item PP404A. If using a tablet, this check will be performed automatically, and you will be prompted with the next applicable question.

##### PP403, “In the past [XX] months, did any adolescent girls (10-14 years) in this household receive daily or weekly iron supplements including multivitamins containing iron?”

**Purpose:** To determine if any adolescent girls 10-14 years of age in the household received daily or weekly iron supplements in the past [XX] months. Iron supplements may help fill gaps in one’s nutritional needs that are not met through diet alone and can help treat conditions such as anemia.

Ask the question and record the response. If the response is ‘2’(NO) or ‘8’ (DON’T KNOW), skip to item PP404A.

##### PP403A, “Which adolescent girls 10-14 years in this household received daily or weekly iron supplements?”

Ask the question and record the line number of each female household member 10-14 years of age who received daily or weekly iron supplements. On the tablet, select the line numbers of the adolescents who received daily or weekly iron supplements from the list. You can select up to six line numbers.

##### PP404A, “Are you currently pregnant?”

Ask the question and record the respondent’s answer. If the response is ‘1’ (YES), skip to item PP405.

##### PP404B, “Have you been pregnant in the past 12 months?”

Ask the question and record the respondent’s answer. If the response is ‘2’ (NO) or ‘8’ (DON’T KNOW), skip to item PP410.

##### PP405, “During your pregnancy, did you receive an antenatal checkup by a nurse or other health worker, including a certified midwife or community health worker?”

**Purpose:** To determine if the respondent received an antenatal checkup by a trained health worker during pregnancy. Antenatal checkup refers to an appointment with a health professional to ensure that the woman’s pregnancy is developing well and both mother and child are healthy.

Ask the question and record the respondent’s answer.

##### PP406, “During your pregnancy, did you receive calcium supplementation?”

**Purpose:** To determine whether the respondent received calcium during pregnancy. Calcium supplements may help fill gaps in one’s nutritional needs that are not met through diet alone.

Ask the question and record the respondent’s answer.

##### PP407, “During your pregnancy, did you receive iron and folic acid supplementation?”

**Purpose:** To determine whether the respondent received iron and folic acid during pregnancy. Iron and folic acid supplements may help fill gaps in one’s nutritional needs that are not met through diet alone. It is recommended that pregnant women receive iron and folic acid supplementation during pregnancy to ensure maternal health and prevent birth defects.

Ask the question and record the respondent’s answer. If the respondent is unsure, describe the pill to her. Although it can come in different formats, it is often a [CONTEXT-SPECIFIC DESCRIPTION] pill that should be taken daily during pregnancy.

Ask the question and record the respondent’s answer.

##### PP408, “During your pregnancy, did you receive any multiple micronutrient supplements, such as a multivitamin?”

**Purpose:** To determine whether the respondent received multiple micronutrient supplements during pregnancy. These may help fill gaps in one’s nutritional needs that are not met through diet alone.

Ask the question and record the respondent’s answer.

##### PP409, “During your pregnancy, did you receive fortified or specialized food products, such as super-cereal or [CONTEXT-SPECIFIC EXAMPLES]?”

Ask the question and record the respondent’s answer.

##### PP410, “In order to learn more about women’s health in our country, we would like to ask you a couple questions about menstrual health. In the past [XX] months, have you been able to access menstrual hygiene products, such as reusable or disposable pads, to remain clean and comfortable during your menstrual period?”

**Purpose:** The intent of this question is to provide information on access to menstrual hygiene products in the past [XX] months.

Ask the question and record the response.

##### PP411, “In the past [XX] months, have you accessed any facilities or services that allow you to remain clean and comfortable during your menstrual period?”

**Purpose:** The intent of this question is to provide information on access to menstrual hygiene facilities or services.

Ask the question and record the response.

##### X400L, LANGUAGE OF INTERVIEW – MODULE 4

Enter the language used to administer Module 4. If the language is not listed, select ‘96’ (OTHER, SPECIFY), and specify.

##### X400ET, ENTER TIME MODULE FINISHED

If using a paper questionnaire, enter the day of the month and 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.

##### V400R, 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.

##### X400I2, CHECK FOR OTHER WOMEN AGES 15-49 IN THE HOUSEHOLD; IF NONE, GO TO NEXT MODULE.

Determine if there are any additional women 15-49 years of age in the household. If there are, administer Module 4 to the next eligible woman. If there are not, go to the next module.

### 4.3.7 Module 5—Children’s nutrition

**Purpose:** To collect feeding information that indicates the health and nutrition of the children in the household and to learn if children or their caregiver accessed any health- or nutrition-related services or support in the past year.

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

The respondent for the module should be the primary caregivers of each eligible child under 5 years of age (0-59 months) in the household. There may be one primary caregiver for all children under 5 years of age 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 their care. The primary caregiver of the child may not always be the parent.

The primary caregiver must provide informed consent to collect information about the child. 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.

##### X500IJ, INTERVIEWER INSTRUCTIONS

The paper questionnaire has only enough space in Module 5 to record information for up to five children under 5 years of age. Be sure to bring duplicate copies of this module in case there are more than five children under 5 years of age 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.

##### X500CG, 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 *Household Identification Cover Sheet*. If using a tablet, you will not see this question; the information will automatically be recorded for you.

##### X500ST, ENTER TIME MODULE STARTED

If using a paper questionnaire, record the day of the month and 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.

##### V500RSP, CAREGIVER’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 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.

##### V500P, CHILD’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 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.

##### V500C, OBTAIN CONSENT. DOES [CAREGIVER’S 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 Form* to determine if the caregiver has already agreed to participate in the survey. If the caregiver has not yet provided consent on behalf of their 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 their 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 X500ET.

##### V500T, “In order to learn more about child nutrition in our country, we would like to learn more about what kinds of foods your child(ren) eat. But first, we’d like to learn more about [CHILD’S NAME]’s sex and age.”

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

##### V501, “What is [CHILD’S NAME]’s sex?”

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

##### V502, “I would like to ask you some questions about [CHILD’S NAME]. What is [his/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: ‘2021’). If the respondent does not know the year the child was born, enter ‘9998’ (DON’T KNOW YEAR).

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

##### V503, CHECK V502: 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 V502. Enter ‘1’ (YES) if the birthdate information is complete and skip to item V507.

##### V504, “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 V507.

##### V505, “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 ‘2’(NO) or ‘8’ (CARD NOT AVAILABLE), skip to item V507.

##### V506, 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).

##### V507, “How old was [CHILD’S NAME] at [his or her] last birthday?”

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

Ask the question using the child’s name and record the response in completed years. If the child is under 1 year, enter ‘0’ for completed years.

##### V508, “How many months old is [CHILD’S NAME]?”

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

Ask the question using the child’s name and record the response in completed months. Help the respondent calculate the child’s age in completed months using **Table 5.1.** First, determine the child’s age in months on their 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 and 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 |

##### V510, CHECK: IS THE YEAR RECORDED IN V502 OR V506 CONSISTENT WITH THE AGE IN YEARS RECORDED IN V507?

**Purpose:** To check that the year recorded in items V502 or V506 is consistent with the child’s age in years recorded in item V507.

Compare the birth year in item V502 or V506 (as applicable) to the child’s age in years in item V507. 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 a built-in check, and the Interviewer will not see this item. However, in case of any inconsistency, the tablet will flag an error.

##### V511, ARE YEAR AND MONTH OF BIRTH RECORDED IN V502 OR V506 CONSISTENT WITH AGE IN MONTHS RECORDED IN V508?

**Purpose:** To check that the year and month of birth recorded in item V502 or V506 are consistent with the age in months recorded in item V508.

Compare the birth year and month in item V502 or V506, as applicable, to the child’s age in months in item V508. 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 a built-in check, and the Interviewer will not see this item. However, in case of any inconsistency, the tablet will flag an error.

##### V512, CHECK V510 AND V511: IF THE ANSWER TO V510 OR V511 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 V510 or V511 is ‘NO.’

Look at items V502, V506, V507, and V508 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 C** provides an *Age and Birthdate Consistency Chart for Surveys* in 2023 and 2024, 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 V502, V506, V507, or V508, as needed, perform the checks in items V510 and V511 again before continuing to item V513.

In the tablet, this is a built-in check and the Interviewer will not see this item. However, in case of any inconsistency, the tablet will flag an error.

##### V513, CHECK V507: IS THE CHILD UNDER 5 YEARS OF AGE?

**Purpose:** To check item V507 to make certain the child is younger than 5 years of age.

If using a paper questionnaire, enter ‘1’ (YES) if the child is under 5 years of age or enter ‘2’ (NO) if the child is 5 years of age or older. If the response is ‘NO,’ skip to item X500L. If using a tablet, this check will be performed automatically, and you will be prompted with the next applicable question.

##### V519 through V537, Exclusive breastfeeding and minimum acceptable diet

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

##### V519, CHECK V507: IS THE CHILD UNDER 2 YEARS OF AGE?

**Purpose:** To check item V507 to make certain the child is younger than 2 years of age. This information will be used for questions about exclusive breastfeeding and diet.

Enter ‘1’ (YES) if the child is under 2 years of age or enter ‘2’ (NO) if the child is 2 years of age or older. If the response is ‘NO,’ skip to item PP501.

##### V520, “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 V522.

##### V521, “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 V523.

##### V522, “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.

##### V523, “Now I would like to ask you about some medicines and vitamins that are sometimes given to young children.

##### Was [CHILD’S NAME] given any vitamin drops or other medicines as drops yesterday during the day or at night?”

Read the introductory statement using the child’s name. Record the response.

##### V524, “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. If a respondent mentions that they made oral rehydration solution at home, probe to confirm the recipe came from a prescription or health worker.

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

##### V525, “Next I would like to ask you about some liquids that [CHILD’S NAME] may have had yesterday during the day or at night.

##### Did [CHILD’S NAME] have any [ITEM FROM LIST]?”

This is the introductory statement to items V526 through V537 about the liquids a child might consume. Ask all the items V526 through V537, 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.

##### V526, “Plain water?”

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

##### V527, “Infant formula such as [INSERT LOCAL EXAMPLES]?”

Ask the question using the child’s name and record the response. If ‘NO’ or ‘DON’T KNOW,’ skip to item V529.

##### V528, “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). If using a paper questionnaire, record ‘0’ before numbers 1 through 9. Record ‘98’ (DON’T KNOW) if the respondent is not sure, even after probing.

##### V529, “Did [CHILD’S NAME] have any milk such as tinned, powdered, or fresh animal milk?”

Ask the question using the child’s name and record the response. If the response is ‘NO’ or ‘DON’T KNOW,’ skip to item V531.

##### V530, “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. If using a paper questionnaire, record ‘0’ before numbers 1 through 9. Record ‘98’ (DON’T KNOW) if the respondent is not sure, even after probing.

##### V531, “Did [CHILD’S NAME] have any juice or juice drinks?”

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

##### V531a, “Any sugary drinks such as soda pop, sports drinks, malt drinks, whether made at home, by informal vendor or packaged in cans, bottles, boxes, sachets, etc.?”

Ask the question and record the response.

##### V532, “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 a liquid food with no solids.

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

##### V533, “Yogurt comes in a variety of consistencies; some you eat and other you drink. Did [CHILD’S NAME] have any yogurt drinks?”

Ask the question about drinkable yogurts using the child’s name and record the response. If the response is ‘NO’ or ‘DON’T KNOW,’ skip to item V534A.

##### V534, “How many times yesterday during the day or at night did [CHILD’S NAME] drink yogurt?”

Ask the question using the child’s name and record the response. If using a paper questionnaire, record ‘0’ before numbers 1 through 9. Record ‘98’ (DON’T KNOW) if the respondent is not sure, even after probing.

##### V534A, “Yogurt, other than yogurt drinks?”

Ask the question and record the response. If the response is ‘NO’ or ‘DON’T KNOW,’ skip to item V535.

##### V534B, “How many times did [CHILD’S NAME] eat yogurt?”

Ask the question using the child’s name and record the response. If using a paper questionnaire, record ‘0’ before numbers 1 through 9. Record ‘98’ (DON’T KNOW) if the respondent is not sure, even after probing.

##### V535, “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 question using the child’s name 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.

##### V536, “Any other liquids such as [OTHER WATER-BASED LIQUIDS AVAILABLE IN THE LOCAL SETTING]?”

Ask the question and record the response.

##### V537, “Did [CHILD’S NAME] have any other liquids?”

Ask the question and record the response.

##### V538 through V560, 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 1.** 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 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, 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 they ate anything. Say: **“Think about when [CHILD’S NAME] first woke up yesterday. Did [CHILD’S NAME] eat 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 V539-V559. 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 item V544. Later, the respondent may report that the child ate some papaya as a snack in the afternoon. Because you have already entered ‘YES’ for the mango in item V544, 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 ‘Yes’ for item V560 (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.

Items V548 and V549 refer to *only* local wildlife that is commonly consumed. Item V554 does not include yogurt or yogurt drinks; these items should be captured in items V533 and V534A. Foods in small amounts (less than a teaspoon) or used as seasonings should be listed as condiments (item V557).

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, if the respondent answers, “YES,” ask her to list all the items the child 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—that is, food categories not mentioned previously—select ‘1’ (YES) for the corresponding food category from among items V539-V559. If any food mentioned by the respondent is not listed in any of the food categories, select ‘YES’ for item V560 and enter the name of the food in item V560X (ANY OTHER FOODS).

**Step 2.** After the respondent finishes telling you what the child ate, review the list of food categories in items V539-V559 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 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 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 V560 (ANY OTHER FOODS). If the respondent does not report any other foods, record ‘2’ (NO) for item V560.

##### V561, CHECK CATEGORIES V539–V560: IF ALL ‘NO,’ GO TO V562. IF AT LEAST ONE ‘YES’ OR ALL ‘DON’T KNOW,’ GO TO V563.

Check items V539-V560. If all responses are ‘NO,’ go to item V562. If there is at least one ‘YES’ response or if all responses are ‘DON’T KNOW,’ skip to item V563.

##### V562, “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 V539-V560). Continue on to item V563 when you finish. If the respondent answers ‘NO’ or ‘DON’T KNOW,’ skip to item PP501.

##### V563, “How many times did [CHILD’S NAME] eat solid, semi-solid, or soft foods other than liquids yesterday during the day or at night?”

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.

#### Program participation—Children’s health and nutrition

##### PP501-PP508, Program Participation: Children’s health and nutrition

**Purpose:** To collect information on whether children in the household received health or nutrition-related services in the past [XX] months.

##### PP501, “Now I would like to ask you about counseling you may have received related to your child’s health and nutrition.

##### In the past 12 months, have you received counseling from a nurse, certified midwife, community health worker, or other health worker on:”

Ask this introductory question, then ask the following items PP501A-PP501C.

##### PP501X, CHECK 507: IF THE CHILD IS 2 YEARS OLD OR OLDER, SKIP TO PP501C.

If using a paper questionnaire, check item V507. If the child is 2 years of age or older, skip to item PP501C. If using a tablet, the check will be automatically performed, and you will be prompted to the next applicable question.

##### PP501A, “Breastfeeding?”

##### PP501B, “Infant and young child feeding?”

##### PP501C, “Growth monitoring for children under 5 years?’

**Purpose:** To understand if the respondent has received counselling from a health worker on breastfeeding, infant and young child feeding, or growth monitoring for children under 5 years of age, in the past 12 months.

Ask the question and record the response for each item, PP501A-PP501C.

##### PP502, “Now I would like to ask you some questions about health and nutrition services [CHILD’S NAME] may have received.

##### In the past [XX] months, did a doctor, nurse, community health worker, or other health worker, measure:”

##### PP502A, “[CHILD’S NAME]’s weight?”

##### PP502B, “[CHILD’S NAME]’s height or length?”

##### PP502C, “around [CHILD’S NAME]’s upper arm?”

**Purpose:** To collect information on whether a health worker measured the child’s weight, height, or length or upper arm in the past [XX] months.

**Ask the question and record the response.**

##### PP503, “In the past [XX] months, has a doctor, nurse, community health worker, or other health worker said that a [CHILD’S NAME] needed treatment for malnutrition?”

***Malnutrition*** is a condition that develops when the body is deprived of vitamins, minerals, and other nutrients it needs to maintain healthy tissues and organ function. Malnutrition can affect physical and mental growth; therefore, a health worker may recommend that the child receives treatment to prevent negative health outcomes such as stunting (low height for age) or wasting (low weight for height).

Ask the question and record the response. If the response is ‘2’ (NO) or ‘8’ (DON’T KNOW), skip to item PP506X.

##### PP504, “Did [CHILD’S NAME] receive treatment for malnutrition?”

Ask the question and record the response.

##### PP505, “Was [CHILD’S NAME] given [READY-TO-USE THERAPEUTIC FOOD] to help with weight gain?”

**Purpose:** The intent of this question is to determine whether the child received [ready-to-use therapeutic food] to help with weight gain. [ready-to-use therapeutic food] provides the necessary nutrients and supplements required for healthy development in children.

***Ready-to-use-therapeutic food*,** including [examples of local ready-to-use therapeutic food],are used to treat conditions associated with malnutrition in children.

Ask the question and record the response.

##### PP506X, CHECK V508. IF THE CHILD IS LESS THAN 6 MONTHS OLD, SKIP TO X500L

If using a paper questionnaire, check item V508. If the child’s age is less than 6 months, skip to item X500L. If using a tablet, this check will be performed automatically.

##### PP506, “In the past [XX] months, did [CHILD’S NAME] receive deworming medication?”

**Purpose:** Parasitic worms can affect physical and mental growth; therefore, a health worker may give a child deworming medication, usually in the form of a single tablet, to kill the parasites and help the child grow healthy.

Ask the question and record the response.

##### PP507, “High dose vitamin A or retinol supplements usually come in the form of a few drops of oil squeezed into the child’s mouth from a red or blue capsule. In the past 6 months, did [CHILD’S NAME] receive a Vitamin A supplement?”

**Purpose:** Vitamin A or retinol supplements may help fill gaps in one’s nutritional needs that are not met through diet alone. Vitamin A supplementation can help reduce child morbidity and mortality, as well as help the child’s development and growth.

Ask the question and record the response.

##### PP508, “Iron or ferrous sulfate supplements are usually in the form of pills, tablets, or drops to be taken daily or weekly. In the past [XX] months, did [CHILD’S NAME] receive iron supplements including multivitamins containing iron, daily or weekly?”

**Purpose:** Iron or ferrous sulfate supplements may help fill gaps in one’s nutritional needs that are not met through diet alone and can help treat conditions such as anemia.

***Anemia,*** a common condition that can be caused by inadequate consumption of iron, impairs the body’s ability to send adequate oxygen to vital organs. Without oxygen, mental and physical capabilities are reduced.

Ask the question and record the response.

##### X500L, LANGUAGE OF INTERVIEW – MODULE 5

Enter the language used to administer Module 5. If the language is not listed, select ‘96’ (OTHER, SPECIFY), and specify.

##### X500ET, ENTER TIME MODULE FINISHED

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

##### V500R, 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.

##### X500I2, CHECK FOR OTHER CHILDREN UNDER AGE 5 IN THE HOUSEHOLD; IF NONE, GO TO THE NEXT MODULE.

Determine if there are any additional children in the household under age 5 years. If there are, administer Module 5 to the caregiver of the next eligible child. If there are none, go to the next module.

### 4.3.8 Module 6—Empowerment in agriculture

**Purpose:** To measure the inclusion of women in the agricultural sector.

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

The respondent for the module should be the primary adult female decision-maker in the household who is 18 years of age or older. If there is no primary adult female decision-maker in the household, do not administer Module 6. Note that if you are administering the survey on the tablet and there is no primary adult female decision-maker, you will not see Module 6 as an option to select.

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

Interview the female respondent 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 the respondent does 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.

##### X600I1, INTERVIEWER INSTRUCTIONS

This module should be administered to the primary adult female decision-maker (18 years of age or older) identified on line 02 of the household roster in Module 1.

**Please** double-check to ensure:

* You have completed the household roster to identify the correct primary adult female decision-maker.
* The respondent to this module is 18 years of age or older.
* You have sought to interview the individual in private or where other members of the household cannot overhear or contribute answers.

#### Sub-Module 6.1: Individual identification

**Purpose:** To record the respondent’s identification information.

##### X600CH, CLUSTER AND HOUSEHOLD NUMBER

If using a paper questionnaire, record the cluster number and household number. You can find this information on the *Household Identification Cover Sheet*. If using a tablet, you will not see this question; the information will automatically be recorded for you.

##### X600ST, ENTER TIME MODULE STARTED

If using a paper questionnaire, record the day of the month and 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.

##### V600RSP, 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. The primary adult female decision-maker is listed in the *Household roster*, line 02 in Module 1.

##### V600C, 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 X6600ET.

##### V600P, 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).

##### V6101, “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.

##### V6102, “Please tell me how old you are. What was your age at your last birthday?”

Ask the respondent for their age and record it in *completed years*. Verify that the respondent provided the correct age by probing further as to their age on the last birthday. If the respondent knows, skip to item V6104. If the respondent does not know, enter ‘98’ (DON’T KNOW) and ask item V6103. 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. If a respondent’s age is 20 years and 11 months, you would still record the age as 20.

##### V6103, “Are you 18 years old or older?”

**Purpose:** To identify if the respondent is at least 18 years of age or older.

Ask the question and record the response.

##### V6104, CHECK V6101, V6102, AND V6103 (IF APPLICABLE): IS THE RESPONDENT 18 YEARS OLD OR OLDER?

**Purpose:** To compare the responses for items V6101, V6102, and V6103 (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 V6101, V6102, and V6103 and ensure that they are consistent. If you find conflicting information, try to determine which answer is the most accurate by using the *Age and Birthdate Consistency Chart* (see **Appendix C**) 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 of age, enter ‘1’ (YES). If you determine that the respondent is under 18 years of age, enter ‘2’ (NO). If you cannot determine if the respondent is 18 years of age 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. Thank the respondent and go to item V600L.

**How to Use the Age and Birthdate Consistency Chart**

Use the *Age and Birthdate Consistency Chart* in **Appendix C** 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 V6101 and V6102.

**(1) IF BOTH MONTH AND YEAR ARE RECORDED IN ITEM V6101:**

On the chart, locate the age you recorded in item V6102. 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 V6101 is *not the same as the year of birth in the chart,* then the information reported in items V6101 and V6102 is inconsistent and you need to make a correction.

**(2) IF ONLY the YEAR OF BIRTH IS RECORDED IN ITEM V6101:**

On the chart, locate the age you recorded in item V6102. 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 V6101 is *not the same as one of the 2 years of birth recorded in the chart,* then the information reported in items V6101 and V6102 is inconsistent and you need to make a correction.

##### V6105, “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 Sub-Module 6.2.

##### V6106, “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 a man without being formally married.

Ask the question and record the response: ‘1’ (YES, FORMERLY MARRIED), ‘2’ (YES, LIVED WITH A MAN), or ‘3’ (NO). If ‘3’ is entered, skip to Sub-Module 6.2.

##### V6107, “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). Then continue to Sub-Module 6.2.

#### Sub-Module 6.2: Role in household decision-making around production and income generation

**Purpose:** To collect information on the respondent’s participation in household decision-making, particularly with regard to work activities for production and income generation. Research has shown that when women participate in this type of household decision-making, household members’ well-being is enhanced.

**Definitions and activity descriptions**

Activity 6.2\_1: **Food crop farming** means that the food is grown *primarily* to be eaten by the household members.

Activity 6.2\_2: **Cash crop farming** means that crops are grown *primarily* for sale in the market, and not for household consumption.

Activity 6.2\_3: **Livestock** includes oxen, cattle, goats, pigs, and sheep.

Activity 6.2\_4: **Non-farm economic activities** include things like running a small business, self-employment, and buy-and-sell.

Activity 6.2\_5: **Wage and salary employment** includes work that is paid for in cash or in-kind, including both agriculture and other wage work.

Activity 6.2\_6: **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 6.2\_7: **Major household expenditures** include spending on larger household items such as a refrigerator or television, or an addition to the home.

Activity 6.2\_8: **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***

##### X6200T, “Now I’d like to ask you some questions about your participation in certain types of work activities.”

Read the introductory statement for Sub-Module 6.2 to the respondent before continuing with the rest of the sub-module.

Beginning with activity code 1, work in order, one activity at a time, for each activity code 1–8. Read aloud the activity description for the activity code to the respondent, and then ask item V6201 through item V6205 for the activity, as applicable. Note that activities 6.2\_7 and 6.2\_8 about major and minor household expenditures will not be asked for item V6201 and item V6205.

##### V6201, “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 activity description 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?”

Communicate clearly to the respondent that this question is about the entire past 12-month time period. You can use **Appendix B**, *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 V6202. If the answer is ‘NO,’ skip to the next activity, or go to Sub-Module 6.3A, if you are asking about the last activity listed.

##### V6202, “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.

##### V6202A, CHECK V6202

**Purpose:** To determine whether the respondent is the only person who makes decisions about the activity.

Check item V6202. 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 V6203. If the respondent is the only person who makes decisions about the activity, items V6203 through V6205 are not relevant and are skipped.

##### V6203, “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).

##### V6204, “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 decision-making 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).

##### V6205, “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 V6205, go to the next activity and repeat the process for items V6201 through V6205. Continue until you have collected information for all 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***

##### X6300TA, “Now I’d like to ask you about your household’s ownership of a number of items that could be used to generate income.”

Read the introductory statement to the respondent before continuing with the rest of the sub-module.

Beginning with the first asset (item) 1, work in order, one asset at a time, for each asset 1-15. Ask items V6301 and V6303 for the asset, as applicable. Be sure not to double-count assets. Count an asset even if it is broken at the time as long as the asset can be fixed or sold (and therefore has some value to the individual or household).

##### V6301, “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 rights to use, 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.

##### V6303, “Do you own any of the [ITEM] either by yourself or jointly with someone else? Who owns the [ITEM]?” 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.’

#### 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.

**Definitions**

* A ***non-governmental organization*** 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 micro-finance 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, in which several entrepreneurs come together to apply for loans and other services as a group. Examples of group-based micro-finance or lending in [Country] include [examples].

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

##### X6300TE, “Now I’d like to ask you about your household’s experience with borrowing money or other items in the past 12 months.”

Read the introductory statement to the respondent before continuing with the rest of the sub-module.

Beginning with lending source 1, work in order, one lending source at a time, for each lending source codes 1 through 6. Ask items V6308 through V6310 for the lending source, as applicable.

##### V6308, “Has anyone in your household taken any loans or borrowed cash/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.

##### V6309, “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 decision to borrow, enter all applicable responses: ‘A’ (SELF), ‘B’ (PARTNER/SPOUSE), ‘C’ (OTHER HH MEMBER), and ‘D’ (OTHER NON-HH MEMBER).

##### V6310, “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 household borrowed money or an item but did not yet decide what to do with it.

#### 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.

**Definitions and group descriptions**

**Table 6.1** lists descriptions of what each type of community group does. The following list defines concepts that pertain to the groups:

Table 6.1: Types of Community Groups

| **Group** | **Key terms and definition** |
| --- | --- |
| Agricultural, livestock, fisheries producer’s group (including marketing groups) | * ***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.   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 users’ groups operate community forestry activities related to the protection, production, and distribution of forest products. The groups may also carry out activities for the protection and sustainable management of forest resources. |
| Credit or micro-finance group (including SACCOs, VSLAs, and merry-go-rounds) | * ***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. * ***Micro-finance:*** a source of financial services for entrepreneurs and small businesses lacking access to banking and related services.   Micro-finance 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 Cooperative  - VSLA: Village Savings and Loan Association  - Merry-go-round: type of group-based micro-finance 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) | * ***Mutual:*** something experienced, performed, or shared by each of two or more people with respect to the other.   In the absence of public welfare or assistance, or access to private financial institutions, people may form various types of cooperative societies to supplement meager incomes. These include women’s self-help groups in which 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 | * ***Trade:*** any work pursued as a business or to make a living, usually some line of skilled manual or mechanical work or a craft.   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 comprise 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. |

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

##### X6400TB, “The next few questions are about different groups or organizations that may exist in your community.”

Read the introductory statement to the respondent before continuing with the rest of the sub-module.

Beginning with community group 1, work in order, one community group at a time, for each community group codes 1 through 11. Ask items V6404 and V6405 for the community group, as applicable.

##### V6404, “Is there a [GROUP] in your community?”

**Purpose:** To collect information about the respondent’s knowledge of different groups or organizations that exist 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 6.6A if it is the last group category. For group category 11, if the respondent names any other group or organization, specify the type of group in the corresponding field.

##### V6405, “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, Part 1

**Purpose:** To collect information about how the respondent spends their time in a 24-hour period by creating a log that shows the time spent for each activity.

##### X6600I1, INSTRUCTIONS

Record a log of the activities of the respondent’s primary activities for 24 hours starting yesterday morning at 4 a.m. and finishing at 3:59 a.m. of the current day. Each field in the log represents 15 minutes of the respondent's time within the 24-hour period. Use the provided activity codes (A-X) to fill in the log. Ensure that you enter the respondent’s primary activity for every 15-minute time period .

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 activities 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 V). |
| **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 S). |
| **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 collecting fuel, excluding fetching water)** | Includes all unpaid domestic work such as fetching 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-Fetching water** | Includes only fetching water for the household as unpaid domestic work. Fetching water as paid domestic work is counted as “work as employed” (activity E). |
| **Q–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). |
| **R–Caring for adults (sick, elderly)** | Includes unpaid care for all adults, including the sick and elderly at home as well as outside the home. Paid care is counted as “work as employed” (activity E). |
| **S–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 the 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. |
| **T–Watching TV, listening to the radio, reading** | Includes watching TV, listening to the radio, and reading done outside of 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). |
| **U–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 S). |
| **V–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. |
| **W–Religious activities** | Includes attending religious services, praying, or other religious activities or ceremonies. If the respondent is a pastor, Imam, or other person who performs religious activities as their 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–W. |

##### X6600TA, “Now I’d like to ask you about how you spent your time yesterday. 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.”

Read the introductory statement to the respondent and 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 the log at 4:00 a.m. yesterday morning and finish at 3:59 a.m. of the current day. Time in the log is indicated using 24-hour format, so 13:00 p.m. corresponds to 1:00 p.m., 14:00 p.m. corresponds to 2:00 p.m., and so on, through 00:00 midnight, which corresponds to 12:00 a.m. (midnight).

Each hour is indicated as 4:00 a.m., 5:00 a.m., 6:00 a.m., and so on, in the log. Each hour is divided into four fields representing 15 minutes each (:00, :15, :30, and :45). The :00 field captures the first 15 minutes of the hour, from :00 to :15. The :15 field captures the second 15 minutes of the hour, from :15 to :30. The :30 field captures the third 15 minutes of the hour, from :30 to :45. The :45 field captures the last 15 minutes of the hour, from :45 to :60. For example, looking at the four fields shown for the 4:00 a.m., the first field is for 4:00 to 4:15 a.m., the second field is for 4:15 to 4:30 a.m., the third field is for 4:30 to 4:45 a.m., and the fourth field is for 4:45 to 5:00 a.m.

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 woke up in the morning, what she did first, and how long that activity lasted. Then ask what she did next and how long that activity lasted. While the respondent describes what she did throughout the day, determine which activity code is appropriate to record for each activity the respondent performed. Ask the respondent to describe each activity, if needed.

The respondent may have done two or more activities at the same time (for example, listening to music while cooking or listening to the news while caring for her children and preparing food). If this is the case, ask the respondent which of the activities was her *main* focus at the time. This is her primary activity for that time period. Record information only for that activity.

Formal work and school are always considered primary activities when they are done at the same time as another activity. However, other activities done during breaks during work or school hours can be recorded as separate activities (e.g., eating, shopping, exercising, socializing).

If the respondent describes an activity that does not fit in any category, use the X. ‘OTHER, SPECIFY’ option and specify the activity. Although it is unlikely that there will be several activities that do not fit into the existing categories, if using a paper questionnaire and you need to add more than one ‘OTHER, specify’ activity, add another ‘OTHER, SPECIFY’ field at the bottom of the log and specify the activity.

Continue to obtain and record information on the respondent’s activities for the entire 24-hour period. If the respondent performed an activity that occurred for most of a 15-minute interval (at least 8 minutes), record that respondent performed the activity in that 15-minute field. If the respondent performed an activity for less than 8 minutes, do not record that the respondent performed the activity in that 15-minute field; instead ask her what she did next.

Check to make sure that there is one primary activity for every 15-minute interval.

If using a paper questionnaire, to record the time spent performing an activity, write the activity code in the field that corresponds with the start time, and draw a line from that field through the 15-minute fields to the field that corresponds with the time the activity ended; put a dot in the final field. If using a paper questionnaire, it is highly advisable to work with a pencil that has an eraser in case corrections are needed as you fill out the log.

#### Sub-Module 6.6B: Time allocation, Part 2

**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.

##### V6602, “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).

##### X600L, LANGUAGE OF INTERVIEW – MODULE 6

Enter the language used to administer Module 6. If the language is not listed, select ‘96’ (OTHER, SPECIFY), and specify.

##### X600ET, ENTER TIME MODULE FINISHED

If using a paper questionnaire, enter the day of the month and 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.

##### V600R, 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 7—Agricultural technologies

Module 7, *Agricultural technologies,* is administered according to the specific value chain commodities selected for the survey. Because more than one value chain commodity may be selected, Module 7 includes the following:

**7.1 Maize**

7.2 Common bean

**7.3 Coffee**

7.4 Groundnut

7.5 Wheat

7.6 Soybean

7.7 Paddy rice

7.8 Cowpea

7.9 Chickpea

7.10 Millet

**7.12 Mango**

**7.50 Dairy cows**

7.51 Goats

**7.52 Sheep**

**7.80 Fish**

This manual details item-by-item instructions for the modules that are **bolded** above.

**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 the 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.
* ***Pesticides***are substances to control pests, weeds, and other organisms harmful to plants. They include herbicide, insecticides, rodenticide, and fungicide, etc. Pesticides can be either made commercially or at home.
* ***Production*** means any actions performed to cultivate a crop, from planting seeds or seedlings to harvest.

The following sections provide information on each sub-module in Module 7. They explain the purpose of the sub-module, who should be interviewed, and instructions on how to administer the sub-module, noting any special instructions for dealing with questions or responses. Some questions and their responses are straightforward and require no special instructions.

#### Module 7.1: Maize

**Purpose:** The purpose of the module is to collect information on the agricultural practices and technologies that farmers use to cultivate their maize crop. Maize is a highly valued food source. More maize is produced annually worldwide than any other grain. As in many other regions, it is consumed as a vegetable although it is a grain crop. The grains are primarily carbohydrates, are rich in vitamin C, and are a good source of vitamins A, B, and K, as well as minerals magnesium and potassium. They are also rich in dietary fiber and calories.

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

##### X7100I, INTERVIEWER INSTRUCTIONS

Check item V2[XX] to determine if there are any household members eligible to respond to Module 7.1, *Maize.* Administer this module individually to all eligible household members. If no one in the household planted maize in the past year, proceed to the next applicable module or thank the respondent for their time and end the interview.

For each member of the household who is eligible to respond to Module 7.1, *Maize*, check the *Informed Consent Form* and ensure that the respondent has previously provided informed consent; if not, administer the informed consent procedure to the respondent. Administer this module to each eligible household member after confirming or obtaining informed consent or assent (see item V7100C).

If using a tablet, this module will only appear in the list of modules if there are one or more household members eligible to respond. If using a paper questionnaire, check Module 2, *Dwelling characteristics and household assets*. The line numbers of eligible household members will be listed in item V2[XX].

##### X7100T, “Next I would like to ask you about the maize you cultivated during the past year.”

Read this introductory statement before proceeding to the rest of the module.

##### X7100CH, CLUSTER AND HOUSEHOLD NUMBER

If using a paper questionnaire, record the cluster number and household number. You can find this information on the *Household Identification Cover Sheet*. If using a tablet, you will not see this question; the information will automatically be recorded for you.

##### X7100ST, INSERT TIME MODULE STARTED

If using a paper questionnaire, record the day of the month and 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.

##### V7100RSP, LINE NUMBER OF THE RESPONDENT TO THIS MODULE

If using a paper questionnaire, record the line number of the respondent who you are interviewing. You can find this information in Module 1, *Household roster and demographics*. If using a tablet, select the respondent from the list of household members eligible for this module.

##### V7100C, OBTAIN CONSENT. DOES [NAME] AGREE TO PARTICIPATE IN THE SURVEY?

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 X7100ET.

If using a paper questionnaire, consult the *Informed Consent Form* 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, record the result, and continue as specified above.

##### V7101, “What kind of land preparation did you use for the maize you planted in the past year?” SELECT ALL THAT APPLY.

**Purpose:** To collect information on how the farmer prepared the land to cultivate their maize crop. Land preparation can influence the growth of the maize plant and eventual crop yield.

Ask the question and record the response: ‘A’ (NONE), ‘B’ (ZERO TILLAGE [SLASH, BURN, OR HERBICIDE AND PLANT]), or ‘C’ (PLOUGHING [HAND TILLAGE, ANIMAL TRACTION, MOTORIZED TILLER, TRACTOR]). Be sure to select all responses that apply, as the respondent may provide more than one response. If the answer is ‘NONE,’ skip to item V7106. If the respondent reports a type of land preparation that is not listed, record ‘X’ (OTHER) and specify. See **Table 7.1** for the definition of the different types of land preparation.

Table 7.1: Types of Land Preparation

|  |  |
| --- | --- |
| **Response category** | **Definition** |
| Zero tillage | Zero tillage is a way of growing crops without disturbing the soil subsurface. 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.” |
| Ploughing | Ploughing uses an agricultural implement with sharp blades, attached to a draft animal, or tractor, for cutting and turning over the soil. |

Make sure you understand the difference between an answer of ‘A’ (NONE) and ‘B’ (ZERO TILLAGE). You would select ‘A’ (NONE) if a respondent did not prepare the land before planting. You would select ‘B’ (ZERO TILLAGE) if the respondent used hand-held hoes, bush knives, or other smaller stools to prepare the land.

##### V7102, CHECK V7101: DID RESPONDENT USE ZERO TILLAGE METHODS TO PREPARE THE LAND?

If using a paper questionnaire, perform the check. If the answer to item V7101 did not include ‘B’ (ZERO TILLAGE), skip to item V7104. If using a tablet, the check will be performed automatically, and you will be prompted with the next applicable item.

##### V7103, “What kind of zero tillage system did you use on the land where you planted maize?” SELECT ALL THAT APPLY.

Ask the question and record the response. If the respondent reports a type of zero tillage system that is not listed, record their response as ‘X' (OTHER) and specify the system used. Be sure to select all responses that apply, as the respondent may provide more than one response. Please see **Table 7.2** for definitions of zero tillage systems listed as response options.

Table 7.2: Zero Tillage Systems

| **Response category** | **Definition** |
| --- | --- |
| Slash and plant | Process of cutting down vegetation in a plot of land and planting seeds or seedlings in between the cut vegetation |
| Burn and plant | Process of cutting down the vegetation in a plot of land, setting fire to the remaining foliage, and using the ashes to provide nutrients to the soil for use in planting seeds or seedlings |
| Herbicide and plant | Process of applying herbicides for a plot of land and then planting seeds or seedlings |

##### V7104, CHECK V7101: DID RESPONDENT USE PLOUGHING METHODS TO PREPARE THE LAND?

If using a paper questionnaire, perform the check. If the answer to item V7101 did not include ‘C’ (PLOUGHING), skip to item V7106. If using a tablet, the check will be performed automatically, and you will be prompted with the next applicable item.

##### V7105, “What did you use for ploughing the land where you planted maize?” SELECT ALL THAT APPLY.

Ask the question and record the response. If the respondent reports a type of ploughing that is not listed, record the response as ‘X ' (OTHER) and specify the type of ploughing used. Be sure to select all responses that apply, as the respondent may provide more than one response. Please see **Table 7.3** for definitions of ploughing methods listed as response options.

Table 7.3: Ploughing Methods

| **Response category** | **Definition** |
| --- | --- |
| Hand tillage | A hand-held tool, such as a hoe, used to break the soil surface |
| Animal traction | An agricultural implement with sharp blades, attached to a draft animal, for cutting and turning over the soil |
| Motorized tiller | A device equipped with a motor that is used to cut and turn over the soil |
| Tractor | An agricultural implement with sharp blades, attached to a tractor, for cutting and turning over the soil |

##### V7106, “What was your main source of maize seed?”

Ask the question and record the response. If the respondent lists more than one source, probe to identify the *main* source. If the main source is not listed as a response option, record the response as ‘96’ (OTHER) and specify the source. Please see **Table 7.4** for definitions of maize seed sources listed as response options.

Table 7.4: Sources of Maize Seed

| **Response category** | **Definition** |
| --- | --- |
| Own saved seed, seed from friend/relative (not purchased) | Seeds were saved from a previous crop cultivated by the household, or by friends or family who then gifted the seed to the household. |
| Bought from friend/relative | Money was exchanged to buy the maize seed from a friend or relative. “Bought” can also mean the seed was obtained through trade or barter. |
| Bought in market (non-ag dealer) | Money was exchanged to buy the maize seed from a non-agricultural dealer. This kind of seed is usually not certified.\* |
| Bought from ag dealer with cash | Money was exchanged to buy the maize seed from an agricultural dealer. This kind of seed is expected to be certified.\* |
| Bought from ag dealer with voucher | A voucher, for example from [local ag dealers], was used to buy maize seed from an agricultural dealer. This kind of seed is expected to be certified.\* |
| Aid distribution | Maize seeds were directly provided to farmers at no cost by [name of aid distributor]. This kind of seed is expected to be certified.\* |
| \* Certified seed is the progeny of foundation seed produced by registered seed growers under supervision of seed certification agencies to maintain the seed quality as per minimum seed certification standards. | |

##### V7107, “What type of maize seed did you plant in the past year?” SELECT ALL THAT APPLY.

**Purpose:** To collect information about the type of maize seed—traditional/local/unimproved, modern/improved, or hybrid—the farmer planted during the past year. The type of maize seed used can impact crop productivity, resilience, and biodiversity, as well as the farmer’s crop and varietal management strategies.

Ask the question and record the response. If the respondent reports not knowing if the type of maize seed is an open pollinated variety or a hybrid, record ‘Y’ (DON’T KNOW) and skip to item V7108. If the respondent reports that they planted multiple types of seed, select all applicable responses. Please see **Table 7.5** for definitions of the maize seed types listed as response options.

Table 7.5: Types of Maize Seed

| **Response category** | **Definition** |
| --- | --- |
| Traditional/unimproved/ local open pollinated | Seeds that a maize plant produces naturally. When these seeds are planted, they reproduce the same plant as the parent. Also known as “landrace.” |
| Improved open pollinated varieties | Higher-yielding seed varieties that are usually saved and planted in the next season. |
| Hybrid | Seeds that are produced by crossing two maize plants under research conditions. When these seeds are planted, they will not have the same characteristics as the original plants that were crossed. \* |
| \*Hybrid seeds are very rarely saved to use in an upcoming season and are more commonly purchased or provided from an aid distribution. If the farmer reported saving seed from last year and that it was hybrid seed, be sure to probe further and re-explain our definition of hybrid seed. | |

##### V7107X, CHECK V7107: DID RESPONDENT PLANT MORE THAN ONE TYPE OF SEED?

If using a paper questionnaire, perform the check. If only one response is selected for item V7107, skip to item V7108. If using a tablet, the check will be performed automatically, and you will be prompted with the next applicable item.

##### V7107A, “Would you say that most of the maize seed you planted was traditional, local seed, or was it modern, improved seed?”

**Purpose:** To collect information about the type of maize seed the farmer planted during the past year.

Ask the question and record only one response. If the respondent reports that they planted both kinds of seed, probe to determine if the seed was mostly traditional local seed, mostly modern improved or hybrid seed, or about equal amounts of the two types of seed. Select the corresponding response option.

##### V7108, “Did you grow your maize crop to provide food for the household, to be sold or traded in the market, or both for food and for the market?”

**Purpose:** To understand why the farmer cultivated their maize crop—for home consumption, to sell or trade in the market, or both for home consumption and to sell and trade in the market. “Market” can mean anywhere that a buyer and seller might meet, including at the farm gate, in the village, or at a town market.

Ask the question and record only one response. If the respondent does not report growing maize for food or to sell or trade in the market but reports another reason for growing maize that is not listed, record the response as ‘6’ (OTHER) and specify. Please see **Table 7.6** for definitions of reasons for growing maize listed as response options.

Table 7.6: Reasons for Growing Maize

| **Response category** | **Definition** |
| --- | --- |
| Grown for food only | The only reason for cultivating the maize was to feed the household. |
| Grown for market only | The only reason for cultivating the maize was to sell or trade it in the market. “Market” can mean anywhere that a buyer and seller might meet, including at the farm gate, in the village, or at a town market. |
| Grown for both food and market | The farmer cultivated the maize both to feed the household and to sell or trade in the market. |

##### V7109, “Some farmers plant maize seeds in rows and some randomly broadcast their maize seeds. How did you plant your maize seeds?”

Ask the question and record only one response: ‘1’ (IN ROWS), ‘2’ (RANDOMLY BROADCAST), ‘3’ (SOME IN ROWS SOME RANDOMLY BROADCAST). Please see **Table 7.7** for definitions of the planting methods listed as response options.

Table 7.7: Planting Methods

| **Response category** | **Definition** |
| --- | --- |
| In rows | Maize is planted in straight lines with space between each row. |
| Randomly broadcast | Maize is planted by casting handfuls of maize seed over prepared soil. |

##### V7109A, “Some farmers plant maize seeds alone and some plant their maize seeds along with other crops growing in the same plot. How did you plant your maize seeds?”

Ask the question and record only one response: ‘1’ (ALONE), ‘2’ (WITH OTHER CROPS), or ‘3’ (SOME ALONE AND SOME WITH OTHER CROPS). If the answer is ‘ALONE,’ skip to item V7110.

##### V7109B, “What other crops did you plant in the same plot with the maize?” SELECT ALL THAT APPLY.

Ask the question and record the responses. Be sure to record all crops if the respondent lists more than one. If the respondent reports a crop that is not listed, record the response as ‘X’ ‘(OTHER)’ and specify.

##### V7110, “Over the past two planting seasons did you rotate maize with another crop planted in the same plot area?”

**Purpose:** To collect information on whether the farmer rotated the maize with other crops over the past two planting seasons. If maize is grown repeatedly in the same space, it can deplete the soil of important nutrients, making the soil less fertile and the crops grown in it less productive.

Ask the question and record the response. If the respondent reports not rotating maize with another crop, probe to determine if they planted maize in the previous planting season or left the plot fallow (that is, they did not plant anything in the plot). If the respondent reports they do not know whether the maize plants were rotated, record ‘8’ (DON’T KNOW). If the answer is ‘NO’ or ‘DON’T KNOW,’ skip to item V7111.

##### V7110A, “What was cultivated in the plot in the season before you planted the maize?” SELECT ALL THAT APPLY.

**Purpose:** To determine whether the crop grown prior to the maize was capable of fixing nitrogen in the soil.

Ask the question and record each crop mentioned. Ask the question and record the responses. Be sure to record all crops if the respondent lists more than one. If the respondent reports a crop that is not listed, record the response as ‘X’ ‘(OTHER)’ and specify.

##### V7111, “Organic fertilizers are natural substances, such as animal manure and compost. Inorganic fertilizers are man-made chemical substances usually sold in bags at a store, such as DAP, NPK, or urea. Did you apply fertilizer to the maize in the past year?”

**Purpose:** To collect information on whether the farmer used some kind of fertilizer on their maize crop over the past year. Maize will often be more productive if it receives fertilizer at the right time and in the right amount.

Ask the question and record the response. Make certain the respondent understands that fertilizer does not mean only commercial fertilizer sold in bags. It can also mean plant residues, compost, and livestock manure. If the answer is ‘NO,’ skip to item V7112A.

##### V7111A, “At which stages did you apply fertilizer to the maize?” SELECT ALL THAT APPLY.

Ask the question and record the response. If the respondent reports a time that is not listed, record the response as ‘X’ ‘(OTHER)’ and specify. Be sure to select all responses that apply, as the respondent may provide more than one response. Please see **Table 7.8** for definitions of the timing of fertilizer application response options.

Table 7.8: Timing of Fertilizer Application

| **Response category** | **Definition** |
| --- | --- |
| Planting | At the time the maize seed is planted |
| Early growth stage | Flowering phase that lasts about a month, resulting in the formation of the initial leaf or first few leaves |
| Mid-crop | 50-60 days after the maize seed is planted (timing varies)—farmers may refer to this as top dress |

##### V7111B, “Was the fertilizer soil-based organic, soil-based inorganic, foliar feed organic, foliar feed inorganic, or another type?” SELECT ALL THAT APPLY.

**Purpose:** To collect information on the type of fertilizer that the farmer applied to the maize. Fertilizers vary in the type and amount of nutrients they provide under different conditions.

**Definitions**

* ***Organic fertilizer*** contains only plant or animal-based materials (e.g., compost, manure).
* ***Inorganic fertilizer*** is manufactured artificially and contains minerals or synthetic chemicals that are refined into a liquid, powder, or granulated form.

Ask the question and record the response. If the respondent used a type of fertilizer not listed, select ‘X’ (OTHER) and specify. Be sure to select all responses that apply, as the respondent may provide more than one response. Please see **Table 7.9** for definitions of types of fertilizer listed as response options.

Table 7.9: Types of Fertilizer

| **Response category** | **Definition** |
| --- | --- |
| Soil-based organic | Organic fertilizer applied to the soil (e.g.. products derived from animal excreta, composted materials, and crop residues) |
| Soil-based inorganic | Inorganic fertilizer applied to the soil (e.g.. diammonium phosphate [DAP], nitrogen-phosphorus-potassium [NPK], calcium ammonium nitrate [CAN,] urea) |
| Foliar feeds organic | Organic liquid fertilizer applied directly to the maize plant leaves (e.g.. products derived from animals and plants) |
| Foliar feeds inorganic | Inorganic liquid fertilizer applied directly to the maize plant leaves (e.g., urea ammonium nitrate [UAN], anhydrous ammonia, superphosphoric acid) |

##### V7111C, “What is the name of the fertilizer you mainly used for your maize in the past year?”

**Purpose:** To collect information on the type of fertilizers farmers use on their maize crop.

Ask the question and record the response. If the respondent lists more than one fertilizer, probe to determine the fertilizer *primarily* used. If the respondent does not know the name of the fertilizer, record ‘98’ (DON’T KNOW). If the respondent indicates their primary fertilizer is animal manure (‘01’), skip to item V7112B. Please see **Table 7.10** for descriptions of fertilizers included as response options.

Table 7.10: Fertilizers

| **Response category** | **Definition** |
| --- | --- |
| Animal manure | Organic matter, usually composed of domestic livestock and farm animal feces and urine and sometimes also straw or hay |
| [Fertilizer 2] | [Fertilizer 2 description] |
| [Fertilizer 3] | [Fertilizer 3 description] |
| [Fertilizer 4] | [Fertilizer 4 description] |
| [Fertilizer 5] | [Fertilizer 5 description] |
| [Fertilizer 6] | [Fertilizer 6 description] |

##### V7112A, “Did you apply animal manure to your maize fields in the past year?”

Ask the question and record the response. If the response is ‘NO,’ skip to item V7113. If the response is ‘NO,’ but the respondent reported applying organic fertilizer to their field, probe to ensure they are not forgetting about manure that they applied.

##### V7112B, “How was animal manure applied to your maize fields?”

**Purpose:** To determine if animal manure was applied by hand, with a machine, or if animals graze on the field and the farmer leaves the dung.

Ask the question and record only one response. If the respondent reports using multiple methods, probe to determine the *main* method they used to apply manure. If the respondent reports using a method not listed for most of the fields or most often, select ‘6’ (OTHER) and specify the method.

##### V7112C, “Where did you get the manure you applied to your maize fields?”

Ask the question and record only one response: ‘1’ (PRODUCED BY OWN ANIMALS), ‘2’ (GIVEN BY FAMILY/FRIEND/NEIGHBOR FARM), ‘3’ (PURCHASED FROM MARKET/TRADER), or ‘4’ (PURCHASED FROM FAMILY/FRIEND/NEIGHBOR). If the respondent reports getting manure from multiple sources, probe to determine the *main* source of manure.

##### V7113, “Have you been trained in how to use inorganic fertilizer for maize?”

**Purpose:** To collect information on whether the farmer received training in the application of inorganic fertilizer to maize. Effective inorganic fertilizer application requires skills training in what to apply, when, how to apply, and how much to apply.

Ask the question and record the response.

##### V7114, “Did you have any insect, rodent or disease attacks on your maize in the past year?”

**Purpose:** To collect information on whether there were any pest attacks on the farmer’s maize over the past year. Damage caused by pests can have a significant impact on the growth, yield, and quality of the maize.

Ask the question and record the response. If the response is ‘NO,’ skip to item V7115.

##### V7114A, “Did fall armyworm attack your maize in the past year?”

**Purpose:** Fall armyworm is a pest that has recently arrived in sub-Saharan Africa and is capable of devastating crops, especially maize. Because maize is such an important part of the diet in some countries, it is important to know whether crops have been affected by this pest.

Ask the question and record the response.

##### V7115, “Did you use chemicals to control insect, rodent or disease attacks on the maize?”

Ask the question and record the response. If the response is ‘NO,’ skip to item V7117.

##### V7116, “Was the use of chemicals preventive, or was it in response to an insect, rodent or disease attack?”

**Purpose:** To collect information on the farmer’s primary objective in using chemicals on their maize crop: prevention or treatment of infestation.

Ask the question and record only one response: ‘1’ (PREVENTIVE/ROUTINE), ‘2’ (RESPONSE TO AN ATTACK). If the respondent used chemicals for both reasons, probe to determine the *main* reason.

##### V7117, “Have you ever been trained in when to use and how to apply pesticides for maize?”

**Purpose:** To collect information on whether the farmer has been trained in the application of pesticides for maize. Effective pesticide application requires skills training to know when to apply, what to apply, how to apply, and how much to apply. Pesticides are highly toxic to humans, and thus also require training in safe use.

Ask the question and record the response.

##### V7118, “How many times did you control weeds among your maize crops in the past year?”

**Purpose:** To collect information on the number of times the farmer controlled weeds among their maize crop over the past year. If not managed regularly, weeds compete with the maize plant for light, water, and soil nutrients, which in turn impacts crop growth and yield.

Ask the question and record the response. If using a paper questionnaire, record the number of times as two digits, using ‘0’ before 1 through 9, or ‘00’ (NONE). If the answer is ‘NONE,’ skip to item V7120.

##### V7119, “How did you control the weeds among your maize crops?” SELECT ALL THAT APPLY.

Ask the question and record the response. Be sure to select all responses that apply, as the respondent may provide more than one answer to this question. Please see **Table 7.11** for definitions of the methods for controlling weeds listed as response options.

Table 7.11: Methods for Controlling Weeds

| **Response category** | **Definition** |
| --- | --- |
| Hoe | Handheld farming tool that removes weeds above and below the soil surface; a bush knife can be used as a substitute for a hoe |
| Herbicide | A commercial product that is toxic to plants and is used to terminate unwanted vegetation |
| Mulching | Material, such as dried grass or leaves, that is placed on top of soil to retain moisture, deter weeds, and keep the soil from eroding |
| Intercropping | The practice of growing one or more crops between the rows of a maize plot |
| Slashing | Process of cutting down vegetation in a plot of land |
| Pull by hand | Process of removing a weed by pulling out the entire plant by hand |

##### V7120, “Have you been trained in when to use and how to apply herbicides for maize?”

**Purpose:** To collect information on whether the farmer has been trained in the application of herbicides for maize. Effective herbicide application requires skills training to know when to apply, what to apply, how to apply, and how much to apply. Herbicides are highly toxic to humans, and thus also require training in safe use.

Ask the question and record the response.

##### V7121, “In the past year, did you use any of the following techniques to manage soil and water for your maize crop?”

**Purpose:** To collect information on whether the farmer applied techniques to manage soil and water for their maize crop in the past year. Proper levels of soil fertility and moisture are essential to producing a successful maize crop. Conservation techniques must be employed to optimize soil retention and water management in the maize plot.

Ask the question for each listed technique (a-d) one at a time, recording the respondent’s answer for each one. After asking about all the listed techniques, ask if some other technique was used. If the respondent says, ‘YES,’ select ‘1’ (YES) for sub-item X (OTHER) and specify the technique. If the respondent says, ‘NO,’ select ‘2’ (NO) for sub-item X. Please see **Table 7.12** for definitions of the techniques for soil and water conservation listed as response options.

Table 7.12: Techniques for Managing Soil and Water

| **Response category** | **Definition** |
| --- | --- |
| Terracing | Farmland is divided into layers that look like steps. Maize is grown between the “steps.” |
| Mulching | Material, such as dried grass/leaves, is placed on top of soil to retain moisture, deter weeds, and keep the soil from eroding. |
| Soil bands or trenches | Ditches are dug along the slope of the land in such a way that they follow a contour and run perpendicular to the flow of water. |
| Adding lime to soil | Agricultural lime or limestone is a soil additive made from pulverized limestone or char added to correct the soil pH. It also provides a source of calcium and magnesium for plants. |

##### V7122, “Besides rainfall, did you use any additional irrigation methods for the maize?”

**Purpose:** To collect information on whether the farmer used any irrigation methods other than rainfall for their maize crop. In rain-fed maize plots, rainfall is often uneven, which impacts growth and yield. An additional supply of water not from rain will generally improve crop growth and yield.

Ask the question and record the response. If the answer is ‘NO,’ skip to item V7124.

##### V7123, “What type of irrigation did you use?” SELECT ALL THAT APPLY.

Ask the question and record the response. If the respondent reports a type of irrigation that is not listed, record the response as ‘X' (OTHER) and specify. Be sure to select all that apply, as the respondent may provide more than one answer. Please see **Table 7.13** for definitions of the types of irrigation methods listed as response options.

Table 7.13: Types of Irrigation Methods

| **Response category** | **Definition** |
| --- | --- |
| Drip irrigation | A hose with holes in it placed underground permanently to allow distribution of water to the roots of the plants. |
| Gravity system | Water stored in holding tanks, and utilizing the natural water pressure created by gravity. The water is directed through tubing and emitters which distribute the water to plants. |
| Aspersion | Sprinkler system, using polyvinyl chloride (PVC) or polyethylene piping to deliver water to the sprinkler heads. |
| Pump system | 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 through piping systems (sprinkling). |
| By hand (watering can) | Water is distributed across land through manual labor and watering cans. |

##### V7124, “Now I would like to ask you a few questions about harvesting your maize crop. How did you harvest the maize?”

Ask the question and record only one response. If the respondent has not harvested the maize, record ‘4’ (NOT YET HARVESTED) and skip to item V7132.

##### V7124A, “After harvesting the maize, what was done with the maize stalks?” SELECT ALL THAT APPLY.

**Purpose:** To collect information on how the maize stalk is used after the maize is harvested. NOTE: The maize stalk is the stem, or the slender, elongated structure that supports a maize plant.

Ask the question and record the response. If the respondent reports using the maize stalks for another purpose not listed, record the response as ‘X ' (OTHER) and specify. Be sure to select all that apply, as the respondent may provide more than one answer. Please see **Table 7.14** for descriptions of uses for harvested maize stalks listed as response options.

Table 7.14: Uses for Harvested Maize Stalks

| **Response category** | **Definition** |
| --- | --- |
| Burned in field | Farmers can burn the maize stalks since the residue is prone to attract insects, weeds, and disease. It is less expensive to burn the maize stalks, compared to processing the residue or preventing disease by spraying. |
| Incorporated back into soil | Farmers can turn the stalks back into the soil (i.e., leave them in the field as valuable organic matter to maintain soil health). |
| Used as bedding for own livestock | Farmers may harvest the stalks from the field and make them into bedding or litter for the livestock the farmers own. |
| Used as fuel for fire | Maize stalks are harvested and used as fuel for fire. |
| Left in field for grazing by animals | Stalks are left in the field as forage for grazing animals. |
| Harvested and fed to own animals | Maize stalks are chopped to be used as fodder for own animals, including dairy cows. |
| Harvested and sold to others | Maize stalks are harvested, cut and gathered, and sold to others. |

##### V7124B, “After harvesting the maize, did you use the maize husks for any purpose?”

Ask the question and record the response. If the response is ‘NO,’ skip to item V7125. NOTE: Maize husks are the leafy outer covering of the maize.

##### V7124C, “What did you use the maize husks for? SELECT ALL THAT APPLY.

Ask the question and record the response. If the respondent reports using the maize husks for another purpose not listed, record the response as ‘X ' (OTHER) and specify. Be sure to select all that apply, as the respondent may provide more than one answer. Please see **Table 7.15** for descriptions of uses for maize husks listed as response options.

Table 7.15: Uses for Maize Husks

| **Response category** | **Definition** |
| --- | --- |
| Used for own food preparation | Maize husks can be used to encase foods to be grilled, steamed, or baked, imparting a light maize flavor. |
| Sold/traded for food preparation | Maize husks that are sold/traded for food preparation. |
| Used as fuel for fire | Dried maize husks burn easily and can be used for fuel. |
| Fed to own animals | Husks can be fed to animals owned by the household. |
| Sold/traded with others as animal feed | Husks can be sold or traded as livestock feed. |

##### V7125, “Did you dry any of your maize harvest before sale or use?”

Ask the question and record the response. If the answer is ‘NO,’ skip to V7127. NOTE: Many maize farmers harvest part, if not all, of their crop in the green (immature) stage. The respondent may hesitate to answer because it may not be all dry or all green. Record the respondent’s answer as ‘YES’ if the respondent has dried *any part* of the maize crop.

##### V7126, “What did you dry the maize on?” SELECT ALL THAT APPLY.

Ask the question and record the response. If the respondent used a drying surface that is not listed, select ‘X’ (OTHER) and specify. Be sure to select all that apply as the respondent may provide more than one response. Please see Table 7.16 for definitions of the types of drying surfaces.

NOTE: The respondent may hesitate to answer because the drying for seed and drying for consumption as food may use different methods. If this happens, clarify for the respondent that we are interested in where the maize that was intended for food was dried.

Table 7.16: Drying Surfaces

| **Response category** | **Definition** |
| --- | --- |
| Bare ground | Ground cleared for the purpose of drying crops |
| Ground plastered with cow dung | Bare ground covered with cow dung to make it smooth and dust free |
| Ground covered with straw | Bare ground covered with straw |
| Left to dry on plant in field | Maize left on plant in the maize field to dry |
| Tarpaulin | A large sheet of strong, flexible, waterproof material |
| Drying yard with cemented ground | Cemented area located within home compound for drying maize |
| Drying racks | Raised platform dryers made from local materials used for open sun drying |
| Solar dryers | A closed, insulated box in which both solar collection and drying take place |
| Mechanized dryers | Dryer powered by a conventional fuel source |

##### V7127, “How did you shell the maize?” SELECT ALL THAT APPLY.

**Purpose:** Mechanized methods of shucking corn can allow farmers to process their harvest more efficiently. This question provides information on the tools used by farmers to shuck their maize.

Ask the question and record the response: ‘A’ (BY HAND), ‘B’ (WITH STICKS), ‘C’ (WITH A MACHINE), ‘D’ (DID NOT SHUCK). If the respondent used a method that is not listed, select ‘X’ (OTHER) and specify. Be sure to select all responses that apply, as the respondent may provide more than one response. If the response is ‘D’ (DID NOT SHUCK), skip to item V7128. Note that if response option D is selected, no other response options can be selected.

##### V7127A, “After shelling the maize, did you use the maize cobs for any other purpose?”

Ask the question and record the response. If the response is ‘NO,’ skip to item V7128.

##### V7127B, “What did you use the maize cobs for?” SELECT ALL THAT APPLY.

Ask the question and record the response: ‘A’ (USED AS FUEL FOR FIRE), ‘B’ (FED TO OWN ANIMALS), or ‘C’ (SOLD/TRADED WITH OTHERS AS ANIMAL FEED). If the respondent used the cobs for a purpose that is not listed, select ‘X’ (OTHER) and specify. Be sure to select all responses that apply, as the respondent may provide more than one response.

##### V7128, “Did you put the maize in bags or other containers after harvest for storage or transport?”

Ask the question and if the respondent answers ‘YES,’ probe to find out if they used buckets, drums, or bags to store or transport their harvested maize. Record the response: ‘1’ (YES, IN BUCKETS), ‘2’ (YES, IN DRUMS), ‘3’ (YES, IN BAGS), ‘4’ (NO). If the answer is ‘NO,’ ‘YES, IN BUCKETS,’ or ‘YES, IN DRUMS,’ skip to item V7130.

##### V7129, “What type of storage bag did you use for the maize?” SELECT ALL THAT APPLY.

**Purpose:** To collect information on the type of storage bag the farmer used for the maize. The type of bag in which maize is stored can impact the shelf life and quality of the maize.

Ask the question and record the response. Be sure to select all that apply, as the respondent may provide more than one answer. Please see **Table 7.17** for definitions of the types of storage bags listed as response options.

Table 7.17: Types of Storage Bags

|  |  |
| --- | --- |
| **Response category** | **Definition** |
| Woven bag, single layer | Traditional bags used for maize storage; use of these kinds of bags leave maize prone to fungal growth, risk of aflatoxin contamination, and moisture loss. |
| Woven bag, 2 or 3 layers | Woven bag with 2 or 3 layers for better storage to minimize fungal growth and loss of moisture. |
| Hermetic bag | A large zip-lock type of triple layer airtight storage bags promoted as “PICS” (Purdue Improved Crop Storage) by Purdue University or by Grainpro Corp. The hermetic bags consist of two inner bags made of high-density polypropylene with an outer woven polypropylene bag. |

##### V7130. “Did you use any of the following storage locations to store the maize:”

Ask the question and read each storage location (A-F) one at a time, recording the respondent’s answer for each one. When you reach the end of the list of locations, ask if the respondent stored maize in some other type of location. If the respondent says, ‘YES,’ enter ‘1’ (YES) and ask, **“What was the storage location you used?”** Specify the location in sub-item ‘X’ (OTHER). If the respondent says, ‘NO,’ enter ‘2’ (NO) for sub-item X. See **Table 7.18** for definitions of the storage locations listed as response options.

Table 7.18: Storage Locations Used for Dried Crops

| **Response category** | **Definition** |
| --- | --- |
| Residential house | A storage area inside of the household’s main residence; this could include the kitchen or cooking room |
| Crib | A structure made of local materials, often consisting of a roofed bin elevated on posts, to permit the maximum exchange of air with the exterior environment |
| Granary | A traditional storehouse or room in a barn for maize, especially after it has been threshed or husked |
| Other constructed store | A storage area within the household’s home compound, but not in the main residence |
| Warehouse | A large building, commonly used by several households, for storing harvested crops such as maize |
| Storage silo | A tower or pit on a farm used to store maize |

##### V7131A, CHECK ALL CATEGORIES FOR V7130, IF ANY YES (CODE '1') THEN CONTINUE, OTHERWISE SKIP TO V7132.

If using a paper questionnaire, check item V7130. If ‘YES’ is selected for any of the sub-items, continue to item V7131. If ‘YES’ is not selected for any of the sub-items, skip to item V7132. If using a tablet, the check will be performed automatically, and you will be prompted with the next applicable item.

##### V7131, “Was your maize attacked by insects, rodents or disease while in storage?”

**Purpose:** To provide information on whether the farmer’s maize crop was attacked by pests or disease while in storage.

Ask the question and record the response.

##### V7132, “What information source do you rely on the most to help grow your maize well?”

**Purpose:** Understanding what sources farmers rely on to help cultivate their maize crop.

Ask the question and record only one response. If the respondent lists multiple information sources, probe to determine the *main* information source. If the main source is not listed as a response option, record ‘96’ (OTHER) and specify the source. See **Table 7.19** for definitions of information sources.

Table 7.19: Types of Information Sources

| **Response category** | **Definition** |
| --- | --- |
| Friend/neighbor/relative | Friends are people close to you who can be trusted. Neighbors are people who live near your home. Relatives are people who form part of your extended family by blood or marriage. |
| Agro-input dealer | Agro-input dealers make inputs more easily accessible to rural-based smallholder farmers. An agro-input dealer provides a place for the sale of inputs and crop produce. |
| Ag extension worker | Agricultural extension workers educate farmers and producers on how to improve their productivity. |
| School | Academic programs at a formal institution for adolescents or adults. |
| Radio program | Radio broadcasting that provides information, advice, or promotion about agricultural practices or inputs. |
| Television | Television broadcasting that provides information, advice, or promotion about agricultural practices or inputs. |
| Mobile phone messaging | Messages on topics like weather, market prices, or improved agricultural practices that are received on a mobile phone as short message service (SMS) messages, push notifications, or in-app messaging. |
| Internet | Websites, webpages, fora, or other Internet-based sources that provide information, advice, or promotion about agricultural practices or inputs. |
| Print media | Newspapers, books, brochures, magazines, or other physical resources to read which provide information about agricultural practices or inputs. |

##### X7100L, LANGUAGE OF INTERVIEW – MODULE 7.1

Enter the language used to administer Module 7.1. If the language is not listed, select ‘96’ (OTHER, SPECIFY), and specify.

##### X7100ET, ENTER TIME MODULE FINISHED

If using a paper questionnaire, enter the day of the month and 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.

##### V7100R, 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.

#### Module 7.3: Coffee

**Purpose:** The purpose of this module is to collect information on the agricultural practices and technologies that farmers use to cultivate their coffee.

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

##### X7300I, INTERVIEWER INSTRUCTIONS

Check item V2[XX] to determine if there are any household members eligible to respond to Module 7.3, *Coffee.* Administer this module individually to all eligible household members. If no one in the household cultivated coffee in the past year, proceed to the next module or thank the respondent for their time and end the interview.

For each member of the household who is eligible to respond to Module 7.3, *Coffee*, check the *Informed Consent Form* and ensure that the respondent has previously provided informed consent; if not, administer the informed consent procedure to the respondent. Administer this module to each eligible household member after confirming or obtaining informed consent or assent (see item V7300C).

If using a tablet, this module will only appear in the list of modules if there are one or more household members eligible to respond to the module. If using a paper questionnaire, check Module 2, *Dwelling characteristics and household assets.* The line numbers of any eligible household members will be listed in item V2[XX].

##### X7300T, “Next I would like to ask you about the coffee you cultivated during the past year.”

Read the introductory statement before continuing with the rest of the module.

##### X7300CH, CLUSTER AND HOUSEHOLD NUMBER

If using a paper questionnaire, record the cluster number and household number. You can find this information on the *Household Identification Cover Sheet*. If using a tablet, you will not see this question; the information will automatically be recorded for you.

##### X7300ST, INSERT TIME MODULE STARTED

If using a paper questionnaire, record the day of the month and 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.

##### V7300RSP, LINE NUMBER OF THE RESPONDENT TO THIS MODULE

If using a paper questionnaire, record the line number of the respondent you are interviewing. You can find this information in Module 1, *Household roster and demographics*. If using a tablet, select the respondent from the list of household members eligible for this module.

##### V7300C, OBTAIN CONSENT. DOES [NAME] AGREE TO PARTICIPATE IN THE SURVEY?

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 X7300ET.

If using a paper questionnaire, consult the *Informed Consent Form* 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, record the result, and continue as specified above.

##### V7301, “Did you acquire coffee seedlings in the past year?”

Ask the question and record the response. If the answer is ‘NO’ or ‘DON’T KNOW,’ skip to item V7304.

##### V7302, “What was your main source of coffee seedlings in the past year?”

Ask the question and record the response. If the respondent lists more than one source, probe to identify the *main* source. If the main source is not listed as a response option, record the response as ‘6’ (OTHER) and specify the source. Please see **Table 7.20** for definitions of coffee seedling sources listed as response options. If the answer is ‘FROM FRIEND/RELATIVE,’ ‘AG. EXTENSION/GOVT INSTITUTION,’ ‘OTHER,’ or ‘DON’T KNOW,’ skip to item V7305.

Table 7.20: Sources of Coffee Seedlings

| **Response category** | **Definition** |
| --- | --- |
| Bought from friend/relative | Money was exchanged to buy the coffee seedlings from a friend or relative. “Bought” can also mean the seedling was obtained through trade or barter. |
| Own nursery | A place where the farmer’s own coffee plants are propagated and grown to a desired age. |
| Local nursery | A local place where the farmer obtains coffee plants that are propagated and grown to a desired age. |
| Ag. extension/govt institution | An agriculture extension worker or government institution directly provided coffee seedlings to the farmer. |

##### V7303, “Was the nursery where you purchased the coffee seedlings a registered or certified nursery?”

Ask the question and record only one response.

NOTE: A registered or certified nursery plays an important role in a reliable expansion of production. Using certified seedlings and grafted trees provides certainty around the variety being grown, the fruit quality, and the yields.

##### V7305, “Organic fertilizers are natural substances, such as animal manure and compost. Inorganic fertilizers are man-made chemical substances usually sold in bags at a store, such as DAP, NPK, or UREA. Did you apply fertilizer to the coffee in the past year?”

**Purpose:** To collect information on whether the farmer used some kind of fertilizer on their coffee trees over the past year. Coffee will often be more productive if it receives fertilizer at the right time and in the right amount.

Ask the question and record the response. Make certain the respondent understands that fertilizer does not mean only commercial fertilizer sold in bags. It can also mean plant residues and livestock manure. If the answer is ‘NO,’ skip to item V7307C.

##### V7306, “At which stages did you apply fertilizer to the coffee trees?”

Ask the question and record the response. If the respondent reports a stage that is not listed, record the response as ‘X’ ‘(OTHER)’ and specify. Be sure to select all responses that apply, as the respondent may provide more than one response. See **Table 7.21** for definitions of the stages at which fertilizer may be applied.

Table 7.21: Stages at which Fertilizer may be Applied

|  |  |
| --- | --- |
| **Response category** | **Definition** |
| Planting | At the time the coffee is planted |
| Early growth stage | Flowering phase that lasts about a month, resulting in the formation of the initial leaf or first few leaves |
| Mid-crop | 50-60 days after the coffee is planted (timing varies)—farmers may refer to this as top dress |

##### V7307, “Was the fertilizer soil-based organic, soil-based inorganic, foliar feed organic, foliar feed inorganic, or another type?” SELECT ALL THAT APPLY.

**Purpose:** To collect information on the type of fertilizer that the farmer applied to the coffee. Fertilizers vary in the type and amount of nutrients they provide under different conditions.

Ask the question and record the response. If the respondent used a type of fertilizer not listed, select ‘X’ (OTHER) and specify. Be sure to select all responses that apply, as the respondent may provide more than one response. See **Table 7.22** for definitions of types of fertilizer listed as response options.

Table 7.22: Types of Fertilizer

| **Response category** | **Definition** |
| --- | --- |
| Soil-based organic | Organic fertilizer applied to the soil (e.g., products derived from animal excreta, composted materials, and crop residues) |
| Soil-based inorganic | Inorganic fertilizer applied to the soil (e.g., DAP, NPK, CAN, urea) |
| Foliar feeds organic | Organic liquid fertilizer applied directly to the coffee plant leaves (e.g., products derived from animals and plants). |
| Foliar feeds inorganic | Inorganic liquid fertilizer applied directly to the coffee plant leaves (e.g., UAN, anhydrous ammonia, superphosphoric acid) |

##### V7307A, “What is the name of the fertilizer you mainly used for your coffee in the past year?”

Ask the question and manually record the response by typing in the name of the fertilizer. If the respondent lists more than one fertilizer, probe to determine the fertilizer *primarily* used. If the respondent does not know the name of the fertilizer, record ‘98’ (DON’T KNOW). If the respondent indicates their primary fertilizer is animal manure (‘01’), skip to item V7307D. Please see **Table 7.23** for descriptions of fertilizers included as response options.

Table 7.23: Fertilizers

|  |  |
| --- | --- |
| **Response category** | **Definition** |
| Animal manure | Organic matter, usually composed of domestic livestock and farm animal feces and urine and sometimes also straw or hay |
| [Fertilizer 2] | [Fertilizer 2 description] |
| [Fertilizer 3] | [Fertilizer 3 description] |
| [Fertilizer 4] | [Fertilizer 4 description] |
| [Fertilizer 5] | [Fertilizer 5 description] |
| [Fertilizer 6] | [Fertilizer 6 description] |

##### V7307C, “Did you apply animal manure to your coffee fields in the past year?”

Ask the question and record the response. If the response is ‘NO,’ skip to item V7308.

##### V7307D, “How was animal manure applied to your coffee fields?”

**Purpose:** To determine if animal manure was applied by hand, with a machine, or other methods.

Ask the question and record only one response. If the respondent reports using multiple methods, probe to determine the main method they used to apply manure. If the respondent reports using a method not listed for most of the fields or most often, select ‘6’ (OTHER) and specify the method.

##### V7307E, “Where did you get the manure you applied to your coffee fields?”

Ask the question and record only one response: ‘1’ (PRODUCED BY OWN ANIMALS), ‘2’ (GIVEN BY FAMILY/FRIEND/NEIGHBOR), ‘3’ (PURCHASED FROM MARKET/DEALER), or ‘4’ (PURCHASED FROM FAMILY/FRIEND/NEIGHBOR). If the respondent reports getting manure from multiple sources, probe to determine the *main* source of manure.

##### V7308, “Have you been trained in how to use fertilizer for coffee trees?”

**Purpose:** To collect information on whether the farmer received training in the application of fertilizer to coffee. Effective inorganic fertilizer application requires skills training in what to apply, when to apply, how to apply, and how much to apply.

Ask the question and record only one response.

##### V7308A, “Do you prune your coffee trees?”

***Pruning*** is the process of removing dead, diseased, or dry branches from the coffee tree.

Ask the question and record only one response. If the answer is ‘NO,’ skip to item V7308C.

##### V7308B, “How often do you prune your coffee trees?”

Ask the question and record only one response: ‘1’ (ONCE A YEAR), ‘2’ (ONCE EVERY TWO YEARS), ‘3’ (ONCE EVERY 3 YEARS). ‘4’ (LESS FREQUENTLY).

##### V7308C, “Are your coffee trees grown as part of a natural forest, or are they grown on a plantation?”

Ask the question and record only one response.

##### V7309, “Did you have any insect, rodent or disease attacks on your coffee trees in the past year?”

**Purpose:** To collect information on whether there were any pest attacks on the farmer’s coffee trees over the past year. Damage caused by pests can have a significant impact on the growth, yield, and quality of coffee.

Ask the question and record the response.

##### V7310, “Did you use chemicals to control insect, rodent or disease attacks on your coffee trees?”

Ask the question and record the response. If the response is ‘NO,’ skip to item V7312.

##### V7311, “Was the use of chemicals preventive, or was it in response to an insect, rodent or disease attack?”

**Purpose:** To collect information on the farmer’s primary objective in using chemicals on the coffee trees: prevention or treatment of infestation.

Ask the question and record only one response: ‘1’ (PREVENTIVE/ROUTINE), ‘2’ (RESPONSE TO AN ATTACK). If the respondent used chemicals for both reasons, probe to determine the *main* reason.

##### V7312, “Have you been trained in when to use and how to apply pesticides for coffee trees?”

**Purpose:** To collect information on whether the farmer has been trained in the application of pesticides for coffee. Effective pesticide application requires skills training to know when to apply, what to apply, how to apply, and how much to apply. Pesticides are highly toxic to humans, and thus also require training in safe use.

Ask the question and record the response.

##### V7313, “How many times did you control weeds among your coffee trees in the past year?”

**Purpose:** To collect information on the number of times farmers controlled weeds in coffee trees over the past year. If not managed regularly, weeds compete with the coffee tree for light, water, and soil nutrients, which in turn impacts coffee growth and yield.

Ask the question and record the respondent’s answer. If using a paper questionnaire, record the number of times as two digits, using ‘0’ before 1 through 9, or ‘00’ (NONE). If the answer is ‘NONE,’ skip to item V7315.

##### V7314, “How did you control the weeds among your coffee trees?” SELECT ALL THAT APPLY.

**Purpose:** To collect information on what tools, products, or methods have been used by respondents to control weeds among their coffee trees.

Ask the question and record the response. Be sure to select all responses that apply, as the respondent may provide more than one answer to this question. Please see **Table 7.24** for definitions of the methods for controlling weeds listed as response options.

Table 7.24: Methods for Controlling Weeds

|  |  |
| --- | --- |
| **Response category** | **Definition** |
| Hoe | Handheld farming tool that removes weeds above and below the soil surface. A bush knife can be used as a substitute for a hoe. |
| Herbicide | A commercial product that is toxic to plants and is used to terminate unwanted vegetation. |
| Mulching | Material, such as dried grass or leaves, that is placed on top of soil to retain moisture, deter weeds, and keep the soil from eroding. |
| Intercropping | The practice of growing one or more crops between the rows of a coffee plot. |
| Slashing | Process of cutting down vegetation in a plot of land. |
| Pull by hand | Process of removing a weed by pulling out the entire plant by hand. |

##### V7315, “Have you been trained in when to use and how to apply herbicides for coffee trees?”

**Purpose:** To collect information on whether the farmer has been trained in the application of herbicides for coffee. Effective herbicide application requires skills training to know when to apply, what to apply, how to apply, and how much to apply. Herbicides are highly toxic to humans, and thus also require training in safe use.

Ask the question and record the response.

##### V7316, “In the past year, did you use any of the following techniques to manage soil and water for your coffee crop?”

**Purpose:** To collect information on whether the farmer applied techniques to manage soil and water for the coffee crop in the past year. Proper levels of soil fertility and moisture are essential to producing a successful coffee crop. Conservation techniques must be employed to optimize soil retention and water management in the coffee plot.

Ask the question for each listed technique (a-e) one at a time, recording the respondent’s answer for each one. After asking about all of the listed techniques, ask if some other technique was used. If the respondent says, ‘YES,’ select ‘1’ (YES) for sub-item X (OTHER) and specify the technique. If the respondent says, ‘NO,’ select ‘2’ (NO) for sub-item X. Please see **Table 7.25** for definitions of the techniques for soil and water conservation listed as response options.

Table 7.25: Techniques for Managing Soil and Water

| **Response category** | **Definition** |
| --- | --- |
| Contouring | The practice of growing crops in level, horizontal rows around a hill or slope. The rows form dams that slow water flow and reduce erosion. |
| Mulching | Material, such as dried grass/leaves, is placed on top of soil to retain moisture, deter weeds and keep the soil from eroding. |
| Intercropping | The practice of growing one or more crops between the rows of a coffee plot. |
| Cultivation under trees | The practice of growing coffee plants beneath shaded trees, which helps retain soil moisture. |
| Adding lime to soil | Agricultural lime or limestone is a soil additive made from pulverized limestone or char added to correct the soil pH. It also provides a source of calcium and magnesium for plants. |

##### V7317, “How do you separate the coffee bean from the fruit pulp and skin? Do you use a washing process or a drying process?”

Ask the question and record the response. If the response is ‘2’ (DRYING), skip to item V7318, or if the response is ‘3’ (DOESN’T SEPARATE BEAN FROM FRUIT), skip to item V7319.

##### V7317A, “Where are your coffee beans washed?”

**Purpose:** To collect information on the techniques used by farmers to wash their coffee beans.

Ask the question and record either ‘1’ (ON FARM) or ‘2’ (AT COOPERATIVE). If the respondent reports using a location not listed, select ‘6’ (OTHER) and specify the location.

##### V7318, “What did you dry the coffee on?” SELECT ALL THAT APPLY.

**Purpose:** To collect information on the drying techniques used by farmers to dry their coffee.

Ask the question and record the response. Be sure to select all responses that apply, as the respondent may provide more than one answer to this question. If the respondent reports using a surface not listed, select ‘X’ (OTHER) and specify the surface. Please see **Table 7.26** for definitions of the drying surfaces listed as response options.

Table 7.26: Drying Surfaces

|  |  |
| --- | --- |
| **Response category** | **Definition** |
| Bare ground | Ground cleared for the purpose of drying crops |
| Ground plastered with cow dung | Bare ground covered with cow dung to make it smooth and dust free |
| Left to dry on plant in field | Beans left on plant in the coffee field to dry |
| Tarpaulin | A large sheet of strong, flexible, waterproof material |
| Drying yard with cemented ground | Cemented area located within home compound for drying coffee beans |
| Drying racks | Raised platform dryers made from local materials used for open sun drying |
| Solar dryers | A closed, insulated box in which both solar collection and drying take place |
| Mechanized dryers | Dryer powered by a conventional fuel source |

##### V7318A, “After processing your coffee beans, did you do anything with the fruit pulp and skins from your coffee berries?”

Ask the question and record the response. If the response is ‘2’(NO), skip to item V7319.

##### V7318B, “What did you do with the fruit pulp and skins from your coffee berries?” SELECT ALL THAT APPLY.

Ask the question and record the response. If the respondent responds with an option not listed, select ‘X’ (OTHER) and specify. Be sure to select all responses that apply, as the respondent may provide more than one response. Please see **Table 7.27** for definitions of the uses listed as response options.

Table 7.27: Uses for Fruit Pulp and Skins

|  |  |
| --- | --- |
| **Response category** | **Definition** |
| Used as compost/mulch | Fruit pulps and skins can be used as mulch or compost in flowerbeds or plots where crops are grown. |
| Fed to own animals | Fruit pulps and skins can be fed to animals owned by the household. |
| Sold/traded with others as animal feed | Fruit pulps and skins can be sold or traded as livestock feed. |
| Make a tea beverage with it | Fruit pulps can be used as sources of flavor for tea. |

##### V7319, “Did you put the coffee beans in bags for storage or transport?”

Ask the question and record only one response. If the answer is ‘NO,’ skip to item V7321.

##### V7320, “What type of storage bag did you use for the coffee?” SELECT ALL THAT APPLY.

Ask the question and record the response. Be sure to select all responses that apply, as the respondent may provide more than one response. Please see **Table 7.28** for definitions of the types of storage bags listed as response options.

Table 7.28: Types of Storage Bags

|  |  |
| --- | --- |
| **Response category** | **Definition** |
| Woven bag, single layer | Traditional bags used for coffee storage; use of these kinds of bags leave coffee prone to fungal growth, risk of aflatoxin contamination, and moisture loss. |
| Woven bag, 2 or 3 layers | Woven bag with 2 or 3 layers for better storage to minimize fungal growth and loss of moisture. |
| Hermetic bag | A large zip-lock type of triple layer airtight storage bags promoted as “PICS” (Purdue Improved Cowpea Storage) by Purdue University or by Grainpro Corp. The hermetic bags consist of two inner bags made of high-density polypropylene with an outer woven polypropylene bag. |

##### V7321, “Did you use any of the following storage locations to store the coffee?”

Ask the question and read each storage location (A-E) one at a time, recording the respondent’s answer for each one. When you reach the end of the list of locations, ask if the respondent stored coffee in some other type of location. If the respondent says, ‘YES,’ enter ‘1’ (YES) and ask, “What was the storage location you used?” Specify the location in sub-item X. If the respondent says, ‘NO,’ enter ‘2’ (NO) for sub-item X. Please see **Table 7.29** for definitions of the storage locations listed as response options.

Table 7.29: Storage Locations Used for Coffee Beans

|  |  |
| --- | --- |
| **Response category** | **Definition** |
| Residential house | A storage area inside of the household’s main residence; this could include the kitchen or cooking room |
| Storage unit in home lot | A storage area dedicated to storing coffee beans, but which is not inside the household’s main residence |
| Granary | A traditional storehouse or room in a barn for coffee beans |
| Other constructed store | A storage area within the household’s home compound, but not in the main residence |
| Warehouse | A large building, commonly used by several households, for storing harvested crops |

##### V7321A, CHECK ALL CATEGORIES FOR V7321, IF ANY YES (CODE '1') THEN CONTINUE, OTHERWISE SKIP TO V7323.

If using a paper questionnaire, check item V7321. If ‘YES’ is selected for any of the sub-items, continue to item V7322. If ‘YES’ is not selected for any of the sub-items, skip to item V7323. If using a tablet, the check will be performed automatically, and you will be prompted with the next applicable item.

##### V7322, “Was your coffee attacked by insects, rodents or disease while in storage?”

**Purpose:** To collect information on whether farmers’ coffee was attacked by pests or disease while in storage.

Ask the question and record the response.

##### V7323, “Did you grow your coffee crop: To be consumed by your household? To be sold or traded in the market? Both for home consumption and for the market?

Ask the question and record the response. If the response is ‘1’ (GROWN FOR HOME CONSUMPTION ONLY), skip to item V7325.

##### V7324, “To whom do you sell your coffee harvest?”

Ask the question and record the response. If the respondent responds with an option not listed, select ‘96’ (OTHER) and specify.

##### V7324A, “Do you have a contract with a buyer for your coffee harvest?”

Ask the question and record the response.

##### V7325, “What information source do you rely on the most to help you grow your coffee crop well?”

**Purpose:** Understanding what sources farmers rely on to get agricultural information can help agricultural extension offices reach farmers with communications about improved agricultural practices.

Ask the question and record only one response. If the respondent lists multiple information sources, probe to determine the *main* information source. If the respondent does not rely on any information source besides themselves, record ‘01’ (NONE). If the main source is not listed as a response option, record ‘96’ (OTHER) and specify the source. See **Table 7.30** for definitions of information sources listed as response options.

Table 7.30: Types of Information Sources

| **Response category** | **Definition** |
| --- | --- |
| Friend/neighbor/relative | Friends are people close to you who can be trusted. Neighbors are people who live near your home. Relatives are people who form part of your extended family by blood or marriage. |
| Agro-input dealer | Agro-input dealers make inputs more easily accessible to rural-based smallholder farmers. An agro-input dealer provides a place for the sale of inputs and crop produce. |
| Ag extension worker | Agricultural extension workers educate farmers and producers on how to improve their productivity. |
| School | Academic programs at a formal institution for adolescents or adults. |
| Radio program | Radio broadcasting that provides information, advice, or promotion about agricultural practices or inputs. |
| Television | Television broadcasting that provides information, advice, or promotion about agricultural practices or inputs. |
| Mobile phone messaging | Messages on topics like weather, market prices, or improved agricultural practices that are received on a mobile phone as short message service (SMS) messages, push notifications, or in-app messaging. |
| Internet | Websites, webpages, fora, or other Internet-based sources that provide information, advice, or promotion about agricultural practices or inputs |
| Print media | Newspapers, books, brochures, magazines, or other physical resources to read which provide information about agricultural practices or inputs |

##### X7300L, LANGUAGE OF INTERVIEW – MODULE 7.3

Enter the language used to administer Module 7.3. If the language is not listed, select ‘96’ (OTHER, SPECIFY), and specify.

##### X7300ET, ENTER TIME MODULE FINISHED

If using a paper questionnaire, enter the day of the month and 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.

##### V7300R, 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.

#### Module 7.12: Mango

**Purpose:** The purpose of this module is to collect information on the agricultural practices and technologies that farmers use to cultivate their mango.

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

##### X71200I, INTERVIEWER INSTRUCTIONS

Check item V2[XX] to determine if there are any household members eligible to respond to Module 7.12, *Mango.* Administer this module individually to all eligible household members. If no one in the household cultivated mango in the past year, proceed to the next module or thank the respondent for their time and end the interview.

For each member of the household who is eligible to respond to Module 7.12, *Mango*, check the *Informed Consent Form* and ensure that the respondent has previously provided informed consent; if not, administer the informed consent procedure to the respondent. Administer this module to each eligible household member after confirming or obtaining informed consent or assent (see item V71200C).

If using a tablet, this module will only appear in the list of modules if there are one or more household members eligible to respond. If using a paper questionnaire, check Module 2, *Dwelling characteristics* and *household assets*. The line numbers of any eligible household members will be listed in item V2[XX].

##### X71200T, “Next I would like to ask you about the mango you planted during the past year.”

Read this introductory statement before continuing to the rest of the module.

##### X71200CH, CLUSTER AND HOUSEHOLD NUMBER

If using a paper questionnaire, record the cluster number and household number. You can find this information on the *Household Identification Cover Sheet*. If using a tablet, you will not see this question; the information will automatically be recorded for you.

##### X71200ST, INSERT TIME MODULE STARTED

If using a paper questionnaire, record the day of the month and 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.

##### V71200RSP, LINE NUMBER OF THE RESPONDENT TO THIS MODULE

If using a paper questionnaire, record the line number of the respondent who you are interviewing. You can find this information in Module 1, *Household roster and demographics*. If using a tablet, select the respondent from the list of household members eligible for this module.

##### V71200C, OBTAIN CONSENT. DOES [NAME] AGREE TO PARTICIPATE IN THE SURVEY?

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 X71200ET.

If using a paper questionnaire, consult the *Informed Consent Form* 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, record the result, and continue as specified above.

##### V71201E, “How many mango trees in total do you have?”

Ask the question and record the response. If using a paper questionnaire, record the number of mango trees as three digits, using ‘00’ before 1 through 9, and ‘0’ before 10 through 99.

##### V71201A, “How many of your mango trees produced fruit in the past year?”

Ask the question and record the response. If using a paper questionnaire, record the number of mango trees as three digits, using ‘00’ before 1 through 9, and ‘0’ before 10 through 99.

##### V71201C, “How many varieties of mangoes did you cultivate in the past year?”

Ask the question and record the response as two digits, using ‘0’ before 1 through 9. Use ‘98’ for ‘DON’T KNOW.’

##### V71202, “Did you acquire mango seedlings in the past year?”

Ask the question and record the response. If the answer is ‘NO’ or ‘DON’T KNOW,’ skip to item V71207.

##### V71203, “What was your main source of mango seedlings in the past year?”

Ask the question and record the response. If the respondent lists more than one source, probe to identify the *main* source. If the main source is not listed as a response option, record the response as ‘96’ (OTHER) and specify the source. See **Table 7.31** for definitions of mango seedling sources listed as response options. If the answer is ‘BOUGHT FROM FRIEND/RELATIVE,’ ‘AG. EXTENSION/GOVT INSTITUTION,’ ‘AID DISTRIBUTION,’ ‘OTHER,’ or ‘DON’T KNOW,’ skip to item V71205.

Table 7.31: Sources of Mango Seedlings

| **Response category** | **Definition** |
| --- | --- |
| Bought from friend/relative | Money was exchanged to buy the mango seedlings from a friend or relative. “Bought” can also mean the seedling was obtained through trade or barter. |
| Own nursery | A place where the farmer’s own mango plants are propagated and grown to a desired age. |
| Local nursery | A local place where the farmer obtains mango plants that are propagated and grown to a desired age. |
| Ag. extension/govt institution | An agriculture extension worker or government institution directly provided mango seedlings to the farmer. |
| Aid distribution | Mango seedlings were directly provided to farmers at no cost by [name aid distributor]. |

##### V71204, “Was the nursery where you purchased the mango seedlings a registered or certified nursery?”

Ask the question and record only one response.

NOTE: A registered or certified nursery plays an important role in a reliable expansion of production. Using [country or local authority/agency] certified seedlings and grafted trees provides certainty around the variety being grown, the fruit quality, and the yields.

##### V71205, “What type of mango seedling did you plant in the past year?” SELECT ALL THAT APPLY.

**Purpose:** To collect information about the type of mango seedling the farmer planted during the past year.

Ask the question and record the response. If the respondent reports not knowing the type of mango seedling, record ‘Y’ (DON’T KNOW). If the respondent reports that they planted multiple types of seedling, select all applicable responses. Please see **Table 7.32** for definitions of the seedling types listed as response options.

Table 7.32: Types of Mango Seedling

| **Response category** | **Definition** |
| --- | --- |
| Traditional/unimproved local varieties | Seedlings that a mango plant produces naturally. When these seedlings are planted, they reproduce the same plant as the parent. Also known as “landrace.” |
| Improved/grafted varieties | Higher-yielding seedling varieties that are usually saved and planted in the next season. |
| Hybrid | Seedlings that are produced by crossing two mango plants under research conditions. When these seedlings are planted, they will not have the same characteristics as the original plants that were crossed. |

##### V71206, “Organic fertilizers are natural substances, such as animal manure and compost. Inorganic fertilizers are man-made chemical substances usually sold in bags at a store, such as DAP, NPK, or UREA.

##### Did you apply fertilizer to your mango seedlings in the past year?”

**Purpose:** To collect information on whether the farmer used some kind of fertilizer on the mango seedlings over the past year. Mango will often be more productive if it receives fertilizer at the right time and in the right amount.

***Organic fertilizer*** contains only plant or animal-based materials (e.g., compost, manure). ***Inorganic fertilizer*** is manufactured artificially and contains minerals or synthetic chemicals that are refined into a liquid, powder, or granulated form.

Ask the question and record the response. Make certain the respondent understands that fertilizer does not mean only commercial fertilizer sold in bags. It can also mean plant residues and livestock manure. If the answer is ‘NO,’ skip to item V71207A.

##### V71206A, “At which stages did you apply fertilizer to your mango seedlings?” SELECT ALL THAT APPLY.

Ask the question and record the response. If the respondent reports a stage that is not listed, record the response as ‘X’ ‘(OTHER)’ and specify. Be sure to select all responses that apply, as the respondent may provide more than one response. Please see **Table 7.33** for definitions of the stages of fertilizer application response options.

Table 7.33: Stages at which Fertilizer may be Applied

| **Response category** | **Definition** |
| --- | --- |
| Planting | At the time the mango seedling is planted |
| First weeding | Six months after planting |
| Second weeding | Flowering phase that lasts about one month and results formation of the seed |

##### V71206B, “How much fertilizer did you use for one seedling?”

Ask the question and record the response. If using a paper questionnaire, record the quantity as two digits, using ‘0’ before 1 through 9. Be sure to select only one unit for the quantity. If the respondent used a type of unit not listed, select ‘6’ (OTHER) and specify.

##### V71206C, “Was the fertilizer soil-based organic, soil-based inorganic, foliar feed organic, foliar feed inorganic, or another type?” SELECT ALL THAT APPLY.

**Purpose:** To collect information on the type of fertilizer that the farmer applied to the mango. Fertilizers vary in the type and amount of nutrients they provide under different conditions.

Ask the question and record the response. If the respondent used a type of fertilizer not listed, select ‘X’ (OTHER) and specify. Be sure to select all responses that apply, as the respondent may provide more than one response. Please see **Table 7.34** for definitions of types of fertilizer listed as response options.

Table 7.34: Types of Fertilizer

| **Response category** | **Definition** |
| --- | --- |
| Soil-based organic | Organic fertilizer applied to the soil |
| Soil-based inorganic | Inorganic fertilizer applied to the soil |
| Foliar feeds organic | Organic liquid fertilizer applied directly to the mango tree |
| Foliar feeds inorganic | Inorganic liquid fertilizer applied directly to the mango tree |

##### V71206D, “What is the name of the fertilizer you mainly used for your mango in the past year?”

**Purpose:** To collect information on the type of fertilizers farmers use for mango.

Ask the question and record the response. If the respondent lists more than one fertilizer, probe to determine the fertilizer primarily used. If the respondent does not know the name of the fertilizer, record ‘98’ (DON’T KNOW). If the respondent indicates their primary fertilizer is animal manure (‘01’), skip to item V71208B. Please see **Table 7.34** for descriptions of fertilizers included as response options.

Table 7.35: Fertilizers

|  |  |
| --- | --- |
| **Response category** | **Definition** |
| Animal manure | Organic matter, usually composed of domestic livestock and farm animal feces and urine and sometimes also straw or hay |
| [Fertilizer 2] | [Fertilizer 2 description] |
| [Fertilizer 3] | [Fertilizer 3 description] |
| [Fertilizer 4] | [Fertilizer 4 description] |
| [Fertilizer 5] | [Fertilizer 5 description] |
| [Fertilizer 6] | [Fertilizer 6 description] |

##### V71208A, “Did you apply animal manure to your mango trees in the past year?”

**Purpose:** Applying animal manure is a good way to return nutrients to the soil, increasing crop productivity.

Ask the question and record the response. If the response is ‘NO,’ skip to item V71211.

##### V71208B, “How was animal manure applied to your mango trees?”

**Purpose:** To determine if animal manure was applied by hand, with a machine, or if animals graze on the field and the farmer leaves the dung.

Ask the question and record only one response. If the respondent reports using multiple methods, probe to determine the *main* method they used to apply manure. If the respondent reports using a method not listed for most of the fields or most often, select ‘6’ (OTHER) and specify the method.

##### V71208C, “Where did you get the manure you applied to your mango trees?”

Ask the question and record only one response: ‘1’ (PRODUCED BY OWN ANIMALS), ‘2’ (GIVEN BY FAMILY/FRIEND/NEIGHBOR FARM), ‘3’ (PURCHASED FROM MARKET/TRADER), or ‘4’ (PURCHASED FROM FAMILY/FRIEND/NEIGHBOR). If the respondent reports getting manure from multiple sources, probe to determine the *main* source of manure.

##### V71211, “Did you apply compost to your mango trees in the past year?”

Ask the question and record only one response.

***Compost*** is decomposed materials such as grass cuttings, dried leaves, manure, food scraps, etc., that are placed on soil to increase soil fertility and reduce erosion.

##### V71207A, “Have you been trained in how to use fertilizer for mango trees?”

Ask the question and record only one response.

##### V71211A, “Do you prune your mango trees?”

Ask the question and record only one response. If the answer is ‘NO,’ skip to item V71211C.

***Pruning*** is the process of removing dead, diseased, or dry branches from the mango tree.

##### V71211B, “How often do you prune your mango trees?”

Ask the question and record only one response.

##### V71211C, “Are your mango trees grown as part of a natural forest, are they grown in an orchard, or are they grown integrated with other crops?”

Ask the question and record only one response: ‘1’ (NATURAL FOREST), ‘2’ (ORCHARD), or ‘3’ (INTEGRATED WITH OTHER CROPS).

##### V71212, “Did you have any insect, rodent or disease attacks on your mango trees in the past year?”

**Purpose:** To collect information on whether there were any pest attacks on the farmer’s mango trees over the past year. Damage caused by pests can have a significant impact on the growth, yield, and quality of mangoes.

Ask the question and record the response.

##### V71212A, “Did you use chemicals to control insect, rodent or disease attacks on your mango trees?”

Ask the question and record the response. If the response is ‘NO,’ skip to item V71212C.

##### V71212B, “Was the use of chemicals preventive, or was it in response to an insect, rodent or disease attack?”

**Purpose:** To collect information on the farmer’s primary objective in using chemicals on the mango trees: prevention or treatment of infestation.

Ask the question and record only one response: ‘1’ (PREVENTATIVE/ROUTINE) or ‘2’ (RESPONSE TO AN ATTACK). If the respondent used chemicals for both reasons, probe to determine the *main* reason.

##### V71212C, “Have you been trained in when to use and how to apply pesticides for mango trees?”

**Purpose:** To collect information on whether the farmer has been trained in the application of pesticides for mangoes. Effective pesticide application requires skills training to know when to apply, what to apply, how to apply, and how much to apply. Pesticides are highly toxic to humans, and thus also require training in safe use.

Ask the question and record the response.

##### V71213, “How many times did you control weeds among your mango trees in the past year?”

**Purpose:** To collect information on the number of times the farmer controlled weeds in mango trees over the past year. If not managed regularly, weeds compete with the mango tree for light, water, and soil nutrients, which in turn impacts mango growth and yield.

Ask the question and record the respondent’s answer. If using a paper questionnaire, record the number of times as two digits, using ‘0’ before 1 through 9, or ‘00’ (NONE). If the answer is ‘NONE,’ skip to item V71215.

##### V71214, “How did you control the weeds among your mango trees?” SELECT ALL THAT APPLY.

Ask the question and record the response. Be sure to select all responses that apply, as the respondent may provide more than one answer to this question. Please see **Table 7.36** for definitions of the methods for controlling weeds listed as response options.

Table 7.36: Methods for Controlling Weeds

| **Response category** | **Definition** |
| --- | --- |
| Hoe | Handheld farming tool that removes weeds above and below the soil surface. A bush knife can be used as a substitute for a hoe. |
| Herbicide | A commercial product that is toxic to plants and is used to terminate unwanted vegetation. |
| Mulching | Material, such as dried grass or leaves, that is placed on top of soil to retain moisture, deter weeds, and keep the soil from eroding. |
| Intercropping | The practice of growing one or more crops between the rows of a mango plot. |
| Slashing | Process of cutting down vegetation in a plot of land. |
| Pull by hand | Process of removing a weed by pulling out the entire plant by hand. |
| Animal traction | An agricultural implement with sharp blades, attached to a draft animal, for cutting and turning over the soil. |

##### V71215, “Have you been trained in when to use and how to apply herbicides for mango trees?”

**Purpose:** To collect information on whether the farmer has been trained in the application of herbicides for mango. Effective herbicide application requires skills training to know when to apply, what to apply, how to apply, and how much to apply. Herbicides are highly toxic to humans, and thus also require training in safe use.

Ask the question and record the response.

##### V71216, “In the past year, did you use any of the following techniques to manage soil and water for your mango crop?”

**Purpose:** To collect information on whether the farmer applied techniques to manage soil and water for the mango crop in the past year. Proper levels of soil fertility and moisture are essential to producing a successful mango crop. Conservation techniques must be employed to optimize soil retention and water management in the mango plot.

Ask the question for each listed technique (A-D) one at a time, recording the respondent’s answer for each one. After asking about all of the listed techniques, ask if some other technique was used. If the respondent says, ‘YES,’ select ‘1’ (YES) for sub-item X (Other) and specify the technique. If the respondent says, ‘NO,’ select ‘2’ (NO) for sub-item X. See **Table 7.37** for definitions of the techniques for soil and water conservation listed as response options.

Table 7.37: Techniques for Managing Soil and Water

| **Response category** | **Definition** |
| --- | --- |
| Composting | Compost (decomposed materials such as grass cuttings, dried leaves, manure, food scraps, etc.) is placed on soil to increase soil fertility and reduce erosion. |
| Mulching | Material, such as dried grass/leaves, is placed on top of soil to retain moisture, deter weeds and keep the soil from eroding. |
| Intercropping | The practice of growing one or more crops between the rows of mango plants. |
| Adding lime to soil | Agricultural lime or limestone is a soil additive made from pulverized limestone or char added to correct the soil pH. It also provides a source of calcium and magnesium for plants. |

##### V71217, “Did you grow your mango crop:

1. **For home consumption?**
2. **To grow seedlings for sale?**
3. **For processing and sale?**
4. **For sale to the local or domestic market?**
5. **For sale to the international or export market?**
6. **Any other reason? IF YES: Why else did you grow your mango crop?”**

Ask the question for each listed reason (A-E) one at a time, recording the respondent’s answer for each one. After asking about all the listed reasons, ask if there is any other reason. If the respondent says, “Yes,” select ‘1’ (YES) for sub-item X (OTHER) and specify the reason. If the respondent says, “No,” select ‘2’ (NO) for sub-item X.

##### V71217AA, CHECK V71217 CATEGORIES C, D, AND E: DOES RESPONDENT ONLY GROW MANGOES FOR SALE? IS YES (CODE ‘1’) ENTERED FOR CATEGORIES C, D, OR E? CHECK CATEGORY X: DID THE RESPONDENT SPECIFY OTHER REASON FOR GROWING MANGO CROP? IF YES, IS IT FOR SALE?

If using a paper questionnaire, perform the following checks.

* First check the answers to items V71217C, V71217D, V71217E, and V71217X.
* If they are all ‘NO,’ skip to item V71221.
* If the answers to items V71217C, V71217D, and V71217E, are all ‘NO,’ but the answer to V71217X is ‘YES,’ check the write-in response.
* If the write-in response is not related to the sale of mangoes, skip to item V71221.
* In other words, if the farmer grew their mangoes for sale, continue to item V71217B. If the farmer did not grow their mangoes for sale, skip to item V71221.

If using a tablet, the check will be performed automatically and you will be prompted with the next applicable item.

##### V71217BB, “After harvesting the mangoes, how many days usually pass before you can sell them?”

Ask the question and record only one response.

##### V71217CC, “In the past year, how often did your harvested mangoes become soft before you were able to sell them? Did this happen often, sometimes or never?”

Ask the question and record only one response.

##### V71217DD, “To whom do you sell your mango harvest?” SELECT ALL THAT APPLY.

Ask the question and record the response. Be sure to select all responses that apply, as the respondent may provide more than one answer. If the respondent reports a place that is not listed, record the response as ‘X’ (OTHER) and specify. See **Table 7.38** for types of mango buyers.

Table 7.38: Types of mango buyers

| **Response category** | **Definition** |
| --- | --- |
| Local market | The farmer sells their mangoes at a local market. |
| Mango cooperative | The farmer sells their mangoes through a mango cooperative that may aggregate member’s mangoes and retail them for a better price or in bulk. |
| Trader/offtaker | A trader or off-taker is a mango wholesale buyer who packages and sells the mangoes to the consumers. |
| Local mango company | The farmer sells their mangoes to a local mango company. They may pay the farmer outright for the mangoes that are sold to the company in bulk. |
| Export company | The farmer sells their mangoes to an export company that may aggregate many farmers’ mangoes to sell in bulk. |

##### V71217EE, “Do you have a contract with a buyer for your mango harvest?”

Ask the question and record only one response.

##### V71218A, “Do you grade your mangoes?”

***Grading*** is the process of sorting produce into categories based on its quality as determined by selected parameters, such as size, weight, color, maturity, texture, flavor, shape, and defects. The better the quality of produce, the higher the grade it receives.

Ask the question and record only one response. If the answer is ‘NO,’ skip to item V71219.

##### V71218B, “How do you grade your mangoes?”

Ask the question and record only one response. If the respondent reports using a method not listed, select ‘6’ (OTHER) and specify the method.

##### V71219, “Do you process your mangoes, for example, by drying them or juicing them?”

Ask the question and record only one response. If the answer is ‘NO,’ skip to item V71220.

##### V71219A, “Where did you process your mangoes?” SELECT ALL THAT APPLY.

Ask the question and record the response. Be sure to select all responses that apply, as the respondent may provide more than one answer. If the respondent reports a place that is not listed, record the response as ‘X’ (OTHER) and specify. See **Table 7.39** for descriptions of places where mangoes can be processed.

Table 7.39: Places where Mangoes are Processed

|  |  |
| --- | --- |
| **Response category** | **Definition** |
| Home | The farmer’s farm or dwelling |
| Small mango processor | A third party that processes harvested mangoes on a small scale |
| Large mango processor | A third party that processes harvested mangoes on a large, industrial scale |
| Mechanized dryer | A machine used to remove moisture |

##### V71219B, “How did you process your mangoes?” SELECT ALL THAT APPLY.

Ask the question and record the response. Be sure to select all responses that apply as the respondent may provide more than one answer. If the respondent reports a method that is not listed, record the response as ‘X’ (OTHER) and specify.

##### V71219C, “After processing your mangoes, did you do anything with the fruit pulp from your mangoes?”

Ask the question and record only one response. If the answer is ‘NO,’ skip to item V71219E.

##### V71219D, “What did you do with the fruit pulp from your mangoes?” SELECT ALL THAT APPLY.

Ask the question and record the response. Be sure to select all responses that apply, as the respondent may provide more than one answer. If the respondent reports something that is not listed, record the response as ‘X’ (OTHER) and specify.

##### V71219E, “After processing your mangoes, did you do anything with the seeds from your mangoes?”

Ask the question and record only one response. If the answer is ‘NO,’ skip to item V71220.

##### V71219F, “What did you do with the seeds from your mangoes?” SELECT ALL THAT APPLY.

Ask the question and record the response. Be sure to select all responses that apply, as the respondent may provide more than one answer. If the respondent reports something that is not listed, record the response as ‘X’ (OTHER) and specify.

##### V71220, “Did you package your mangoes for storage or transport?”

Ask the question and record only one response. If the answer is ‘NO,’ skip to item V71221.

##### V71220A, “What type of packaging did you use for the mango?”

Ask the question and record only one response. If the respondent reports packaging that is not listed, record the response as ‘96’ (OTHER) and specify.

##### V71221, “Did you use any of the following storage locations to store the mango?”

Ask the question and read each storage location (A-B) one at a time, recording the respondent’s answer for each one. When you reach the end of the list of locations, ask if the respondent stored mango in some other type of location. If the respondent says, “Yes,” enter ‘1’ (YES) and ask, “What was the storage location you used?” Specify the location in sub-item X (OTHER). If the respondent says, “No,” enter ‘2’ (NO) for sub-item X.

##### V71221A, CHECK ALL CATEGORIES FOR V71221, IF ANY YES (CODE '1') THEN CONTINUE, OTHERWISE SKIP TO V71223.

If using a paper questionnaire, check item V71221. If ‘YES’ is selected for any of the sub-items, continue to item V71222. If ‘NO’ is selected for all of the sub-items, skip to item V71223. If using a tablet, the check will be performed automatically, and you will be prompted with the next applicable item.

##### V71222, “Was your mango attacked by insects, rodents or disease while in storage?”

**Purpose:** To better understand if the farmer lost part of their mango crop during the post-harvest period.

Ask the question and record the response.

##### V71223, “What information source do you rely on the most to help you grow your mango crop well?”

**Purpose:** Understanding what sources farmers rely on to get agricultural information can help agricultural extension offices reach farmers with communications about improved agricultural practices.

Ask the question and record only one response. If the respondent lists multiple information sources, probe to determine the *main* information source. If the main source is not listed as a response option, record ‘96’ (OTHER) and specify the source. See **Table 7.40** for definitions of information sources.

Table 7.40: Types of Information Sources

| **Response category** | **Definition** |
| --- | --- |
| Friend/neighbor/relative | Friends are people close to you who can be trusted. Neighbors are people who live near your home. Relatives are people who form part of your extended family by blood or marriage. |
| Agro-input dealer | Agro-input dealers make inputs more easily accessible to rural-based smallholder farmers. An agro-input dealer provides a place for the sale of inputs and crop produce. |
| Ag extension worker | Agricultural extension workers educate farmers and producers on how to improve their productivity. |
| School | Academic programs at a formal institution for adolescents or adults. |
| Radio program | Radio broadcasting that provides information, advice, or promotion about agricultural practices or inputs. |
| Television | Television broadcasting that provides information, advice, or promotion about agricultural practices or inputs. |
| Mobile phone messaging | Messages on topics like weather, market prices, or improved agricultural practices that are received on a mobile phone as short message service (SMS) messages, push notifications, or in-app messaging. |
| Internet | Websites, webpages, fora, or other Internet-based sources that provide information, advice, or promotion about agricultural practices or inputs. |
| Print media | Newspapers, books, brochures, magazines, or other physical resources to read which provide information about agricultural practices or inputs. |

##### X71200L, LANGUAGE OF INTERVIEW – MODULE 7.12

Enter the language used to administer Module 7.12. If the language is not listed, select ‘96’ (OTHER, SPECIFY), and specify.

##### X71200ET, ENTER TIME MODULE FINISHED

If using a paper questionnaire, enter the day of the month and 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.

##### V71200R, 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.

#### Module 7.50: Dairy cows (milk)

**Purpose:** The purpose of this module is to collect information on the type of management practices farmers use to raise their dairy cows, including the production and sale of milk from the dairy cows. Cow’s milk is a highly valued food source, and is rich in calcium, potassium, and protein. Cows raised for milk production can make valuable contributions to the household’s nutritional status as well as to the household’s economic status.

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

##### X75000I, INTERVIEWER INSTRUCTIONS

Check item V2[XX] to determine if there are any household members eligible to respond to Module 7.50, *Dairy cows (milk).* Administer this module individually to all eligible household members. If no one in the household raised dairy cows for milk in the past year, proceed to the next module or thank the respondent for their time and end the interview.

For each member of the household who is eligible to respond to Module 7.50, *Dairy cows (milk),* check the *Informed Consent Form* and ensure that the respondent has previously provided informed consent; if not, administer the informed consent procedure to the respondent. Administer this module to each eligible household member after confirming or obtaining informed consent or assent (see item V75000C).

If using a tablet, this module will only appear in the list of modules if there are one or more household members eligible to respond to the module. If using a paper questionnaire, check Module 2, *Dwelling characteristics and household assets*. The line numbers of any eligible household members will be listed in item V2[XX].

##### X75000T, “Next I would like to ask you about the dairy cows you raised during the past year.”

Read the introductory statement before continuing with the rest of the module.

##### X75000CH, CLUSTER AND HOUSEHOLD NUMBER

If using a paper questionnaire, record the cluster number and household number. You can find this information on the *Household Identification Cover Sheet*. If using a tablet, you will not see this question; the information will automatically be recorded for you.

##### X75000ST, INSERT TIME MODULE STARTED

If using a paper questionnaire, record the day of the month and 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.

##### V75000RSP, LINE NUMBER OF THE RESPONDENT TO THIS MODULE

If using a paper questionnaire, record the line number of the respondent who you are interviewing. You can find this information in Module 1, *Household roster and demographics*. If using a tablet, select the respondent from the list of household members eligible for this module.

##### V75000C, OBTAIN CONSENT. DOES [NAME] AGREE TO PARTICIPATE IN THE SURVEY?

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 X75000ET.

If using a paper questionnaire, check the *Informed Consent Form* 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, record the result, and continue as specified above.

##### V75007, “How do you acquire your milking cows?” SELECT ALL THAT APPLY.

**Purpose:** To collect information on whether farmers acquire their milking cows through breeding them, purchasing them, or both.

Ask the question and record the response. Be sure to select all responses that apply, as the respondent may provide more than one answer. If the respondent reports a method that is not listed, record the response as ‘X ‘(OTHER) and specify.

##### V75007A, CHECK V75007: DOES RESPONDENT BREED COWS (CODE ‘B’)?

If using a paper questionnaire, check item V75007. If the respondent does not breed, skip to item V75015. If using a tablet, the check will be performed automatically, and you will be prompted with the next applicable questionnaire item.

##### V75008, “How do you breed your dairy cows?” SELECT ALL THAT APPLY.

**Purpose:** To collect information on whether farmers breed their dairy cows using modern or traditional methods.

Ask the question and record the response. Be sure to select all responses that apply, as the respondent may provide more than one answer. If the respondent reports a method that is not listed, record the response as ‘X ‘(OTHER) and specify.

##### V75009, CHECK V75008: DOES RESPONDENT BREED COWS USING NATURAL BREEDING (CODE ‘A’)?

If using a paper questionnaire, check item V75008. If ‘A’ (NATURAL BREEDING) is not selected, skip to item V75013. If using a tablet, the check will be performed automatically, and you will be prompted with the next applicable item.

##### V75010, “How are bull services acquired to breed your dairy cows?” SELECT ALL THAT APPLY.

**Purpose:** To collect information on how farmers acquire bull services for breeding their dairy cows.

Ask the question and record the response. Be sure to select all responses that apply, as the respondent may provide more than one answer. If the respondent reports a method that is not listed, record the response as ‘X ‘(OTHER) and specify.

##### V75011, “How do you decide which bulls to choose for breeding your dairy cows and heifers?”

**Purpose:** To better understand how a farmer makes decisions about which bulls they should use for breeding.

Ask the question and record only one response. If the respondent gives multiple reasons, probe to determine the *main* reason. If the respondent reports a method that is not listed, record the response as ‘6 ‘(OTHER) and specify.

##### V75013, CHECK V75008: DOES RESPONDENT USE ARTIFICIAL INSEMINATION SERVICES (CODE ‘B’)?

If using a paper questionnaire, check item V75008. If ‘B’ (ARTIFICIAL INSEMINATION) is not selected, skip to item V75015. If using a tablet, the check will be performed automatically, and you will be prompted with the next applicable questionnaire item.

##### V75014, “Where do you usually obtain artificial insemination services to breed your dairy cows?”

**Purpose:** To collect information on where farmers obtain artificial insemination services for their dairy cows.

Ask the question and record only one response. If the respondent names multiple providers, probe to determine the *primary* provider. If the respondent reports a source that is not listed, record the response as ‘6 ‘(OTHER) and specify.

See **Table 7.41** for descriptions of providers of artificial insemination services that are listed as response options.

Table 7.41: Descriptions of Providers of Artificial Insemination Services

| **Response category** | **Definition** |
| --- | --- |
| Cooperative | Farmer organization that collects, cools, and sells milk to processors, and provides inputs and services to members. |
| Private service provider | Businesses that provide services such as routine vaccinations for dairy cows and calves, and emergency aid for injuries and illness. |
| Government extension agent | Government employee usually attached to a district or sub-district extension office who is a knowledgeable technician, with minimally high school-level education, trained in animal health or dairy cattle management practices. The extension agent usually provides services—training, advice, disease diagnosis, and treatment—free of charge, although some fees might be collected to cover the cost of inputs, travel, and per diem. |

##### V75015, “Would you say that your dairy cows are mostly local, traditional breeds, or would you say that your dairy cows are mostly exotic, modern breeds?”

Ask the question and record only one response. If the respondent is unsure, record ‘8’ (DON’T KNOW).

***Local, “traditional” breed*** dairy cows and mature heifers appear to be traditional or local breed in their genetic background—size and stature, hide color or color patterns, size and development of the udder, etc.

***Cross-bred or purebred exotic*** dairy cows and mature heifers show characteristics of having 50 percent or more “exotic” breed in their genetic background—observable through the animal’s size and stature, hide color or color patterns, size and development of the udder, etc.

##### V75016, “Which of the following is the best description of the housing for your dairy cows:

1. **The dairy cows are kept in the same housing with family members.**
2. **The dairy cows have no housing.**
3. **The dairy cows have only an open corral.**
4. **There is a roof over the dairy cows, but the structure has no sides.**
5. **There is a roof with side barriers to keep the dairy cows inside; the floor is made of dirt.**
6. **There is a roof with side barriers to keep the dairy cows inside; the floor is made of concrete.”**

Ask the question and record only one response.

##### V75017, “How do you usually supply water to your dairy cows?”

Ask the question and record only one response. If the respondent reports using multiple methods to supply their dairy cows with water, probe to determine the *main* method. If the respondent reports a method that is not listed, record the response as ‘6 ‘(OTHER) and specify.

NOTE: Milk is 87 percent water. Water restriction, especially in hot climates, directly impacts milk production, rapidity of return to estrus post-calving, and growth and fertility of mature heifers.

##### V75018, “Do your dairy cows graze?”

Ask the question and record the response.

##### V75019, “Forages are crop, cereal or legume residues, and cultivated fodders. In the past year, what forages have you fed your dairy cows?” SELECT ALL THAT APPLY.

Ask the question and record the response. Be sure to select all responses that apply, as the respondent may provide more than one answer. If the respondent reports a type of forage that is not listed, record the response as ‘X ‘(OTHER) and specify. If the response is ‘A’ (NONE), skip to item V75021. See **Table 7.42** for descriptions of types of forages that are listed as response options.

Table 7.42: Types of Forage

|  |  |
| --- | --- |
| **Response category** | **Definition** |
| Conserved rice straw | The sun-dried stem of the rice plant that is left over after harvest/threshing. |
| Conserved maize stover | The sun-dried stem of the maize plant that is left over after collection of the maize cob. |
| Legume haulms/stovers | Seed pods; the grain covers that are separated from the edible portion of the food plant at the time of threshing |
| Forage legumes | Nitrogen-fixing plants (annuals as well as perennials), that are bred and cultivated to produce high levels of biomass useful as feed for livestock. Examples are Centrosema purpureum and Stylosanthes spp. |
| Napier grass | A perennial forage grass—Penniseteum purpureum—bred and cultivated to produce high levels of feed biomass. Napier is often cut-and-carried to dairy cows, heifers, and calves in “zero-grazing” confinement housing. |
| Guinea grass | Panicum maximum—a perennial forage grass bred and cultivated to produce high levels of feed biomass. Guinea grass can be grazed but is often cut-and-carried to dairy cows, heifers, and calves in “zero-grazing” confinement housing. |
| Cut fresh grass | Vegetative biomass collected from roadsides and community lands, fed daily to cows, heifers, and calves maintained in “zero-grazing” confinement housing. |
| Tree fodder (leaves, branches) | Young, tender branches and leaves cut from trees and fed to dairy cows, heifers, and calves, as well as dairy buffaloes and goats, housed in zero-grazing confinement housing. |

##### V75020, “Where did you get these forages?” SELECT ALL THAT APPLY.

Ask the question and record the response. Be sure to select all responses that apply, as the respondent may provide more than one answer. If the respondent reports a location that is not listed, record the response as ‘X’ (OTHER) and specify.

##### V75021, “A simple crop by-product is a kind of supplemental feed that is made from crop residues that are left over after processing, such as bran, molasses, or fruit processing waste. Farmers can buy simple crop by-products or make their own. In the past year, did you feed simple crop by-products to your dairy cows?”

Ask the question and record the response. If the response is ‘2’ (NO), skip to item V75024.

##### V75021A, “How often do you feed simple crop by-products to your dairy cows?”

Ask the question and record only one response. If the respondent reports a frequency that is not listed, record the response as ‘6’ (OTHER) and specify.

##### V75022, “What kind of simple crop by-products did you feed to your dairy cows?” SELECT ALL THAT APPLY.

Ask the question and record the response. Be sure to select all responses that apply, as the respondent may provide more than one answer. If the respondent reports a type of simple crop by-product that is not listed, record the response as ‘X’ (OTHER) and specify. See **Table 7.43** for descriptions of simple crop by-products that are listed as response options.

Table 7.43: Types of Simple Crop By-products

| **Response category** | **Definition** |
| --- | --- |
| Maize bran | Maize bran is the coating removed in the early stages of processing the maize grain. Different processing methods can result in maize bran having varied composition. |
| Wheat bran | The hard outer coating of the wheat “berry” that is separated from the grain at the time of milling. Often referred to “miller’s bran.” |
| Molasses | The liquid by-product from processing sugar cane into refined sugar. |
| Fruit or vegetable processing waste | Fruits and vegetables rejected for sale for human consumption or processing due to bruising or degradation that does not preclude feeding to livestock. |
| Oilseed cake | The residue left from the processing of oilseeds such as soybeans or rape seed for use as edible oils. With the fat removed, oilseeds are typically high in vegetable protein but also can be subject to rapid degradation if not adequately dried and stored. Oilseed cake is often the highest cost of a mixed concentrate feed for dairy cows and other ruminants. |
| Brewer’s grain | The residue left from production of beer and other alcoholic drinks. Brewer’s grains are very high in moisture and will deteriorate quickly in tropical temperatures. They must be fed soon after collection from processing sites. |
| Cottonseed meal/cake | The residue left over from processing cotton seed for the collection of oil. Cottonseed meal or cake is high in vegetable protein. Cottonseed meal or cake is considered to be excellent feed for milk production as its fiber is highly digestible. |

##### V75023, “Where did you get the simple crop by-products you fed to your dairy cows?” SELECT ALL THAT APPLY.

Ask the question and record the response. Be sure to select all responses that apply, as the respondent may provide more than one answer. If the respondent reports a location that is not listed, record the response as ‘X’ (OTHER) and specify. See **Table 7.44** for descriptions of locations to get simple crop by-products that are listed as response options.

Table 7.44: Locations to Get Simple Crop By-products

| **Response category** | **Definition** |
| --- | --- |
| Own food preparation | Saved waste from their household’s food preparation to give to cows. |
| Local brewers | Obtained by-products from brewers to feed to their cows. |
| Market | Bought the simple crop by-products from the market to give to their cows. A market is a site or location where there is sale/exchange of locally produced products such as food, and where household goods, personal care items, and other items can be purchased. |
| Dairy cooperative | Obtained their by-products from a dairy cooperative for their cows. A dairy cooperative is a farmer-owned organization that provides services and inputs to dairy-farmer members and provides services such as screening, collection, cooling, and sale of members’ milk. |
| Other cooperative | Obtained their by-products from a different type of cooperative. A cooperative is an enterprise that is owned by member families or small businesses, brought together to achieve economies of scale in collection, value-addition, and sale of member-produced commodities and other products such as handicrafts. |
| Milk purchaser (Not coop) | Obtained their by-products from a milk purchaser that is not a part of a dairy cooperative but is a business that buys raw milk from producers and bulks it for sale to larger traders or processing plants. |
| Local agrovet supplier | Obtained their by-products from a local agrovet supplier, which is a small business located in a village or urban area that sells inputs such as veterinary pharmaceuticals, parasite control compounds, and animal feeds, often embedded with advice and training. Agrovet suppliers are often owned by graduate veterinarians. |

##### V75024, “Mixed concentrates are special nutrient-rich feeds that are fed to dairy cows to increase milk production. They are usually a mixture of grains and cereals, and can include other nutrient-dense ingredients like brans, pomaces, or oil-seed cake. They are usually purchased.

**In the past year, did you feed mixed concentrates to your dairy cows?”**

Ask the question and record the response. If the response is ‘2’ (NO), skip to item V75026.

##### V75024A, “How often do you feed mixed concentrates to your dairy cows?”

Ask the question and record only one response. If the respondent reports a frequency that is not listed, record the response as ‘6’ (OTHER) and specify.

##### V75025, “Where did you get the mixed concentrates you fed to your dairy cows?” SELECT ALL THAT APPLY.

Ask the question and record the response. Be sure to select all responses that apply, as the respondent may provide more than one answer. If the respondent reports a location that is not listed, record the response as ‘X’ (OTHER) and specify. See **Table 7.45** for descriptions of sources of mixed concentrates.

Table 7.45: Sources of Mixed Concentrates

| **Response category** | **Definition** |
| --- | --- |
| Market | Bought the simple crop by-products from the market to give to their cows. A market is a site or location where there is sale/exchange of locally produced products such as food, and where household goods, personal care items, and other items can be purchased. |
| Dairy cooperative | Obtained their by-products from a dairy cooperative for their cows. A dairy cooperative is a farmer-owned organization that provides services and inputs to dairy-farmer members and provides services such as screening, collection, cooling, and sale of members’ milk. |
| Other cooperative | Obtained their by-products from a different type of cooperative. A cooperative is an enterprise that is owned by member families or small businesses, brought together to achieve economies of scale in collection, value-addition, and sale of member-produced commodities and other products such as handicrafts. |
| Local agrovet supplier | Obtained their by-products from a local agrovet supplier, which is a small business located in a village or urban area that sells inputs such as veterinary pharmaceuticals, parasite control compounds, and animal feeds, often embedded with advice and training. Agrovet suppliers are often owned by graduate veterinarians. |
| Milk purchaser (not co-op) | Obtained their by-products from a milk purchaser that is not a part of a dairy cooperative, but is a business that buys raw milk from producers and bulks it for sale to larger traders or processing plants. |

##### V75026, “In the past year, did you feed vitamins or minerals to your dairy cows, for example, salt, vitamins, or other kinds of mineral supplements?”

Ask the question and record the response. If the response is ‘2’ (NO), skip to item V75027.

##### V75026A, “How often do you feed vitamins or minerals to your dairy cows?”

Ask the question and record only one response. If the respondent reports a frequency that is not listed, record the response as ‘6’ (OTHER) and specify.

##### V75027, “What do you do with your cows’ manure?”

Ask the question and record only one response. If the response is ‘1’ (NOTHING; LEAVE IT WHERE IT FALLS), skip to item V75028.

##### V75027A, “Do you dry the collected manure?”

Ask the question and record the response.

##### V75027B, “Where do you put the cows’ manure after you collect it?”

Ask the question and record only one response. If the respondent reports multiple locations, probe to determine the *main* location. If the respondent reports a main location that is not listed, record the response as ‘6’ (OTHER) and specify. See **Table 7.46** for descriptions of locations where cow manure can be kept after collection that are listed as response options.

Table 7.46: Locations Where Cows’ Manure Can Be Kept after Collection

| **Response category** | **Definition** |
| --- | --- |
| Heap in uncovered area | Manure is simply piled in an open area, hopefully away from surface waters such as rivers, streams and ponds. |
| Heap in covered area | Manure is collected and stored under some sort of roof—thatched, corrugated tin, plastic sheets, etc. |
| Pit/lagoon | Manure, along with urine and wastewater, is pushed or washed into a hole in the ground or a low area defined by a dam that holds it from further movement. Pits or lagoons should be lined with an impervious material to prevent leakage into ground or surface waters and aerated to prevent odor-causing anaerobic digestion. |
| Tank | A structure constructed of steel, aluminum, polyvinyl, or hardened rubber that is designed to hold manure and urine for later use as fertilizer |
| Biogas-producing digester | A structure that is designed to hold manure and manure-urine mixes in anaerobic conditions, leading to production of gases useful for cooking and gaslight. Digester “solids” are a by-product with high fertilizer value. |

##### V75027C, “What do you do with this collected manure?”

Ask the question and record only one response. If the respondent reports using the collected manure in multiple ways, probe to determine the *main* use. If the respondent reports a main use that is not listed, record the response as ‘6’ (OTHER) and specify. See **Table 7.47** for descriptions of uses for collected cow manure that are listed as response options.

Table 7.47: Uses for Collected Cow Manure

| **Response category** | **Definition** |
| --- | --- |
| Household uses for fuel | Due to its high fiber content, manure can be collected, dried into patties, and used as fuel for fires for warming the house, cooking, etc. |
| Household puts on field as fertilizer | Cow manure and accompanying urine are high in nitrogenous compounds (e.g., urea) that have a high fertilizer value for food crops and fruit trees. |
| Give to friends/neighbors | Where there is intensive cropping and inorganic fertilizer is scarce and expensive, manure is often shared among friends, family members, and neighbors. |
| Sell to friends/neighbors | Informal manure “markets” often are found where mixed food producing systems—horticulture, food grains and legumes, dairy, poultry—are common. Manure (mixed with urine) is high in liquids, so if it is sold, it is often not moved far, being sold to nearby friends and neighbors. |
| Sell at market | Where fertilizer is particularly expensive, manure may have sufficient fertilizer value to make it worthwhile to move it some distance to local markets for sale. |

##### V75028, “In the past year, did you obtain any health services from a trained provider for your dairy cows? Examples of health services include things like vaccinations, treatments for sick animals, and assistance with delivery of calves.”

Ask the question and record the response. If the response is ‘2’ (NO), skip to item V75030.

##### V75029, “From whom did you obtain these health services for your dairy cows?” SELECT ALL THAT APPLY.

Ask the question and record the response. Be sure to select all responses that apply, as the respondent may provide more than one answer. If the respondent reports a provider that is not listed, record the response as ‘X ‘(OTHER) and specify. See **Table 7.48** for descriptions of providers of health services for dairy cows that are listed as response options.

Table 7.48: Providers of Health Services for Dairy Cows

| **Response category** | **Definition** |
| --- | --- |
| Self | Farmer has sufficient training to handle most routine cow/heifer/calf health issues. For emergency problems (e.g., difficult calving), services of experienced community animal health workers, veterinary technicians, or graduate veterinarians (if available) are sought. |
| Community animal health worker | A resident of the local village or community who is usually selected by farmers for training in basic animal health issues, including diagnosis of disease and basic treatment. |
| Government extension services | A government employee—usually attached to a district or sub-district extension office—who is a knowledgeable technician, trained in animal health or dairy cattle management practices. The extension agent usually provides services—training, advice, disease diagnosis, and treatment—free of charge, although some fees might be collected to cover the cost of inputs, travel, and per diem. |
| Public veterinarian | A trained, licensed animal health professional whose salary is paid by central or local governments. |
| Private veterinarian | A trained, licensed animal health professional who is compensated at market rates for services provided and animal health and management inputs sold. |
| Private veterinarian pharmacy | A small business that sells animal health and management inputs, often including feed and mixed concentrates. Advice from an experienced technician or graduate veterinarian is often “embedded” with the sale of inputs. |

##### V75030, “In the past year, have you given any medicines to your dairy cows, for example antibiotics, wormers, or external parasite treatments?”

Ask the question and record the response. If the response is ‘2’ (NO), skip to item V75032.

##### V75031, “From where did you obtain these medicines you gave to your dairy cows?” SELECT ALL THAT APPLY.

Ask the question and record the response. Be sure to select all responses that apply, as the respondent may provide more than one answer. If the respondent reports a location that is not listed, record the response as ‘X ‘(OTHER) and specify. See **Table 7.49** for descriptions of locations to get medicines for dairy cows that are listed as response options.

Table 7.49: Locations to Get Medicines for Dairy Cows

| **Response category** | **Definition** |
| --- | --- |
| Trader | A small businessperson who engages in purchase and sale of live animals, raw milk, feed ingredients, etc. Traders usually do not have a physical business, often operating out of one or more small trucks. |
| Dairy cooperative | A farmer-member-owned business engaged in quality screening, bulking, cooling, and sale of milk delivered by members. Cooperatives generally charge a small fee for services with net profits distributed to member-owners at the end of the year. As well as milk management services, dairy cooperatives often provide animal health services and sell inputs at the lowest possible prices to members. |
| Milk purchaser (not co-op) | A business that buys raw milk from producers and bulks it for sale to larger traders or processing plants. Note that a milk producer is not a dairy cooperative. |
| Community animal health worker | A resident of the local village or community who is usually selected by farmers for training in basic animal health issues, including diagnosis of disease and basic treatment. |
| Local agrovet supplier | A small business located in a village or urban area that sells inputs such as veterinary pharmaceuticals, parasite control compounds, and animal feeds, often embedded with advice and training. Agrovet suppliers are often owned by graduate veterinarians. |
| Private veterinary pharmacy | A small business that sells inputs such as feeds, parasite-control supplies, medicines; often owned and operated by a graduate veterinarian. |
| Government extension office | An office located in a district or sub-district that houses technicians who provide training services and advice to farmers and small businesspersons engaged at various points along food commodity value chains, including dairy producers. |

##### V75032, “How long does it take to obtain emergency animal health services when you need them?”

**Purpose:** To collect information on the length of time it takes for farmers to obtain emergency health services for their dairy cows.

Ask the question and record the time (hours and minutes) that it takes to obtain emergency animal health services. Probe for the respondent’s best estimate. Be sure to record a value in both the HOURS and MINUTES fields. If it takes less than 1 hour, record ‘0’ (on a tablet) or ‘00’ (on a paper questionnaire) in the HOURS field. If the respondent specifies a number of hours without also specifying a number of minutes, record ‘0’ (on a tablet) or ‘00’ (on a paper questionnaire) in the MINUTES field. If using a paper questionnaire, record the number of hours and minutes both as two digits, using ‘0’ before a value 1 through 9. If the respondent reports that emergency animal health services are not available, record ‘99’ in both the HOURS and MINUTES fields.

If the respondent reports they treat the dairy cows themselves, record ‘00’ in both the HOURS and MINUTES fields.

##### V75033, “In the past year, did you vaccinate none, some, or all of your cattle?”

Ask the question and record only one response. If the response is ‘1’ (NO CATTLE VACCINATED), skip to item V75034.

##### V75033A, “What vaccinations did you give to your dairy cows and calves in the past year?” SELECT ALL THAT APPLY.

Ask the question and record the response. Be sure to select all responses that apply, as the respondent may provide more than one answer. If the respondent reports a vaccination that is not listed, record the response as ‘X’ (OTHER) and specify. See **Table 7.50** for descriptions of vaccinations given to dairy cows.

Table 7.50: Vaccinations Given to Dairy Cows

| **Response category** | **Definition** |
| --- | --- |
| Foot and mouth disease | To prevent viral foot and mouth disease, which causes suffering and reduces the cow’s commercial value, but does not normally cause death |
| Contagious bovine pleuropneumonia | To prevent the bacterial disease contagious bovine pleuropneumonia, which causes depression, dullness, weakness, lethargy, respiratory symptoms like tachypnea and coughing, and sometimes sudden death in dairy cows |
| Rift Valley fever | To prevent the viral disease Rift Valley fever, which causes vomiting, diarrhea, respiratory disease, fever, lethargy, anorexia, and sudden death in dairy cows. |

##### V75034, “Dairy cows sometimes experience a condition called mastitis, an inflammation of the cow’s udder that reduces milk production and quality. Have you ever heard of mastitis?”

Ask the question and record only one response. If the response is ‘2’ (NO), skip to item V75035.

##### V75034A, “Do you do anything to prevent mastitis in your dairy cows?”

Ask the question and record only one response. If the response is ‘2’ (NO), skip to item V75035.

##### V75034B, “What do you do to prevent mastitis in your dairy cows?” SELECT ALL THAT APPLY.

Ask the question and record the response. Be sure to select all responses that apply, as the respondent may provide more than one answer. If the respondent reports a prevention method that is not listed, record the response as ‘X’ (OTHER) and specify. See **Table 7.51** for descriptions of methods to prevent mastitis in dairy cows.

Table 7.51: Methods to Prevent Mastitis in Dairy Cows

| **Response category** | **Definition** |
| --- | --- |
| Wash udder | Farmers routinely wash the cow’s udder to remove bacteria and dirt, which can cause mastitis. |
| Teat dip | A substance that often contains an iodine compound that farmers can use to cleanse cow’s udders after milking to remove any milk film left. This helps prevent bacteria growth that can lead to mastitis infection. |
| Somatic cell counts | This is the total number of cells per milliliter of milk. Somatic cell counts are performed on the cow’s milk to check for an immune system response. If a cow has a mastitis infection, a heightened number of the white, or somatic, blood cells will be found in the cow’s milk. |
| Other | Other response categories could include the following:   * Make sure cows are not wet from rain during milking. * Wash hands with sanitizing soap before milking. * Do not use cloth udder drying towels on teats unless they are sanitized and never use the same cloth on different cows. * Keep the bedding in the cow shed clean and dry. * Strip small amount of milk into a strip cup at the outset of milking to detect clotting. * Test milk with California Mastitis Test solution and paddle to detect clotting. * If mastitis detected, treat teat with antibiotic and withdraw milk from market as per label. |

##### V75035, “Do you usually process some of your cows’ milk into other products like cheese or yogurt?”

Ask the question and record the response.

##### V75035A, “Do you boil or pasteurize your cows' milk?” SELECT ALL THAT APPLY.

***Boiling*** and ***pasteurization*** are processes which kill germs and make milk safer to drink.

Ask the question and record the response. Be sure to select all responses that apply, as the respondent may provide more than one answer.

##### V75036, “Do you sell your cows’ milk?”

Ask the question and record the response. If the response is ‘2’ (NO), skip to item V75045.

##### V75040, “Where do you usually sell your milk?” SELECT ALL THAT APPLY.

A ***milk marketing cooperative*** is a business owned and controlled by the dairy farmers who produce the milk used by the cooperative. An ***aggregator*** or ***off-taker*** is a dairy wholesale buyer who packages and sells the dairy products to the consumers.

Ask the question and record the response. Be sure to select all responses that apply, as the respondent may provide more than one answer. If the respondent reports a location that is not listed, record the response as ‘X’ (OTHER) and specify.

##### V75042, CHECK V75040: DOES FARMER SELL MILK TO A MILK MARKETING CO-OP (RESPONSE D)?

If using a paper questionnaire, check item V75040. If ‘D’ (MILK MARKETING COOPERATIVE) is not selected, skip to item V75045. If using a tablet, the check will be performed automatically, and you will be prompted with the next applicable questionnaire item.

##### V75043, “What services does your milk marketing cooperative provide you?” SELECT ALL THAT APPLY.

Ask the question and record the response. Be sure to select all responses that apply, as the respondent may provide more than one answer. If the respondent reports a service that is not listed, record the response as ‘X’ (OTHER) and specify. See **Table 7.52** for descriptions of services that milk marketing cooperatives may provide.

Table 7.52: Services that Milk Marketing Cooperatives May Provide

| **Response category** | **Definition** |
| --- | --- |
| Amount of milk sold | Provides counts of the amount of milk the farmer sold through the cooperative |
| Fat content of milk sold | Provides tests to determine the amount of fat in the milk sold by the farmer |
| Acidity of milk sold | Provides test to determine the acid levels of the milk sold by the farmer |
| Extension services | Provide extension agriculture and livestock services to the farmer |
| Animal health services | Provide health services for the animals providing milk to the cooperative |
| Loans | Provides monetary loans to farmers who are a part of the cooperative |

##### V75044, “How do you receive payment for your milk from your cooperative?” SELECT ALL THAT APPLY.

Ask the question and record the response. Be sure to select all responses that apply, as the respondent may provide more than one answer. If the respondent reports a payment method that is not listed, record the response as ‘X’ (OTHER) and specify. See **Table 7.53** for descriptions of payment methods.

Table 7.53: Payment Methods

| **Response category** | **Definition** |
| --- | --- |
| Cash | The farmer is given legal monetary notes in exchange for the milk sold. |
| Store credit | The farmer is given a monetary amount, or credit, that can be used to buy supplies that the cooperative provides. |
| MPESA/mobile money | The farmer receives an electric mobile money cash transfer through an application on their mobile phone in exchange for the milk sold. |
| Direct deposit to bank account | The farmer receives a monetary amount in their bank account electronically in exchange for the milk they sold. |

##### V75045, “Do you keep daily written records on your dairy cows, for example how much each animal eats, what they eat, how much milk is produced, or when an animal is sold, born, or bought?”

Ask the question and record the response.

##### V75046, “How do you decide when to sell one of your dairy cows?” SELECT ALL THAT APPLY.

Ask the question and record the response. Be sure to select all responses that apply, as the respondent may provide more than one answer. If the respondent reports a reason that is not listed, record the response as ‘X’ (OTHER) and specify. Please see **Table 7.54** for descriptions of reasons for selling dairy cows.

Table 7.54: Reasons for Selling Dairy Cows

| **Response category** | **Definition** |
| --- | --- |
| Need cash | Cow is an asset that could provide a source of cash to meet financial obligations. |
| Her dam is poor-performing | Cow’s fertility declines; fewer healthy calves are produced. |
| Her milk production falls below a certain level | Cow daily milk production level falls below what is considered profitable. |
| She does not rebreed | Cow completes lactation without becoming pregnant. |
| She gets too old | Cow is too old to rebreed. |
| Have enough heifers expected to produce more milk | New, more productive heifers are coming into the herd and need to limit the number of cows; heifers raised on-farm or purchased are expected to produce higher daily levels of milk. |
| Herd size is not manageable | Herd is getting too large for the farmer’s resources (e.g., cow housing space and available feeds and forages). |
| Not enough food to feed all the animals | The farmer does not have enough food to feed all their animals and must limit their herd size. |

##### V75050, “What information source do you rely on the most to help you raise your dairy cows well?”

Ask the question and record only one response. If the respondent lists multiple information sources, probe to determine the *main* information source. If the respondent does not rely on any information sources besides themselves, record ‘01’ (NONE). If the main source is not listed as a response option, record ‘96’ (OTHER) and specify the source. See **Table 7.55** for definitions of information sources.

Table 7.55: Types of Information Sources

| **Response category** | **Definition** |
| --- | --- |
| Friend/neighbor/relative | Friends are people close to you who can be trusted. Neighbors are people who live near your home. Relatives are people who form part of your extended family by blood or marriage. |
| Agro-input dealer | Agro-input dealers make inputs more easily accessible to rural-based smallholder farmers. An agro-input dealer provides a place for the sale of inputs and crop produce. |
| Ag extension worker | Agricultural extension workers educate farmers and producers on how to improve their productivity. |
| School | Academic programs at a formal institution for adolescents or adults. |
| Radio program | Radio broadcasting that provides information, advice, or promotion about agricultural practices or inputs. |
| Television | Television broadcasting that provides information, advice, or promotion about agricultural practices or inputs. |
| Mobile phone messaging | Messages on topics like weather, market prices, or improved agricultural practices that are received on a mobile phone as short message service (SMS) messages, push notifications, or in-app messaging. |
| Internet | Websites, webpages, fora, or other Internet-based sources that provide information, advice, or promotion about agricultural practices or inputs |
| Print media | Newspapers, books, brochures, magazines, or other physical resources to read which provide information about agricultural practices or inputs |

##### X75000L, LANGUAGE OF INTERVIEW – MODULE 7.50

Enter the language used to administer Module 7.50. If the language is not listed, select ‘96’ (OTHER, SPECIFY), and specify.

##### X75000ET, ENTER TIME MODULE FINISHED

If using a paper questionnaire, enter the day of the month and 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.

##### V75000R, 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.

#### Module 7.52: Sheep

**Purpose:** The purpose of this module is to collect information on the type of management practices farmers use to raise their sheep, including production and sale of milk from the sheep. Sheep can make valuable contributions both to the household’s nutritional status through milk and meat, as well as to the household’s economic status.

##### X75200I, INTERVIEWER INSTRUCTIONS

Check item V2[XX] to determine if there are any household members eligible to respond to Module 7.52, *Sheep.* Administer this module individually to all eligible household members. If no one in the household raised sheep in the past year, proceed to the next module or thank the respondent for their time and end the interview.

For each member of the household who is eligible to respond to Module 7.52, *Sheep*, check the *Informed Consent Form* and ensure that the respondent has previously provided informed consent; if not, administer the informed consent procedure to the respondent. Administer this module to each eligible household member after confirming or obtaining informed consent (see item V75200C).

If using a tablet, this module will only appear in the list of modules if there are one or more household members eligible to respond to the module. If using a paper questionnaire, implement the check referring to Module 2, *Dwelling characteristics and household assets*. The line numbers of any eligible household members will be listed in item V2[XX].

##### X75200T, “Next I would like to ask you about the sheep you raised during the past year.”

Read the introductory statement before continuing with the rest of the module.

##### X75200CH, CLUSTER AND HOUSEHOLD NUMBER

If using a paper questionnaire, record the cluster number and household number. You can find this information on the *Household Identification Cover Sheet*. If using a tablet, you will not see this question; the information will automatically be recorded for you.

##### X75200ST, INSERT TIME MODULE STARTED

If using a paper questionnaire, record the day of the month and 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.

##### V75200RSP, LINE NUMBER OF THE RESPONDENT TO THIS MODULE

If using a paper questionnaire, record the line number of the respondent who you are interviewing. You can find this information in Module 1, *Household roster and demographics*. If using a tablet, select the respondent from the list of household members eligible for this module.

##### V75200C, OBTAIN CONSENT. DOES [NAME] AGREE TO PARTICIPATE IN THE SURVEY?

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 X75200ET.

If using a paper questionnaire, check the *Informed Consent Form* 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, record the result, and continue as specified above.

##### V75206, “How are ram services acquired to breed your sheep?” SELECT ALL THAT APPLY.

Ask the question and record the response. Be sure to select all responses that apply, as the respondent may provide more than one answer. If the respondent reports a method that is not listed, record the response as ‘X’ (OTHER) and specify.

##### V75207, “How do you decide which rams to choose for breeding your sheep?” SELECT ALL THAT APPLY.

Ask the question and record all applicable answers. Be sure to select all responses that apply, as the respondent may provide more than one answer. If the respondent reports a method that is not listed, record the response as ‘X' (OTHER) and specify.

##### V75209, “Would you say that your sheep are mostly local, traditional breeds, or would you say that your sheep are mostly improved modern breeds?”

Ask the question and record only one response.

##### V75210, “Which of the following is the best description of the housing for your sheep:

1. **The sheep are kept in the same housing with family members.**
2. **The sheep have no housing and are just kept in the family compound.**
3. **The sheep have only an open corral.**
4. **There is a roof over the sheep, but the structure has no sides.**
5. **There is a roof with side barriers to keep the sheep inside; the floor is made of dirt.**
6. **There is a roof with side barriers to keep the sheep inside; the floor is made of wood.**
7. **There is a roof with side barriers to keep the sheep inside; the floor is made of concrete.”**

Ask the question and record only one response.

##### V75211, “How do you usually supply water to your sheep?”

Ask the question and record the response. If the respondent reports using multiple methods to supply their sheep with water, probe to determine the *primary* method. If the respondent reports a method that is not listed, record the response as ‘6’ (OTHER) and specify.

##### V75212, “Do your sheep graze?”

Ask the question and record the response. If the answer is ‘2’ (NO), skip to item V75213.

##### V75212A, “Do they usually graze on open, common land, or do they usually graze on enclosed, private land?”

Ask the question and record only one response. If the respondent reports using multiple locations, probe to determine the *primary* location. If the respondent reports a location that is not listed, record the response as ‘6’ (OTHER) and specify.

##### V75212B, “Do you do anything to improve the quality of the pasture?”

Ask the question and record the response. If the response is ‘2’ (NO), skip to item V75213.

##### V75212C, “What do you do to improve the quality of the pasture?” SELECT ALL THAT APPLY.

Ask the question and record the response. Be sure to select all responses that apply, as the respondent may provide more than one answer. If the respondent provides an answer that is not listed, record the response as ‘X’ (OTHER) and specify.

##### V75213, “Forages are crop, cereal or legume residues, and cultivated fodders. In the past year, what forages have you fed your sheep?” SELECT ALL THAT APPLY.

Ask the question and record the response. Be sure to select all responses that apply, as the respondent may provide more than one answer. If the respondent reports a type of forage that is not listed, record the response as ‘X’ (OTHER) and specify. If the response is ‘A’ (NONE), skip to item V75215. See **Table 7.56** for descriptions of types of forage that are listed as response options.

Table 7.56: Types of Forage

| **Response category** | **Definition** |
| --- | --- |
| Wheat bran | Derived from wheat kernel processing, which can be a variable composition used to feed livestock |
| Maize bran | By-product of wheat processing |
| Millet bran | By-product of millet processing |
| Rice bran | By-product of rice processing |
| Rice straw | Stems and leaves of rice left after removing the seed |
| Dry leaves, peanut | Tuft of dried peanut leaves |
| Dry leaves, cowpea | Clump of dried cowpea leaves |
| Straw foraged from bush | Straw and plant residue collected from the forest and meadow |
| Millet stalks | Leaves, root and stem of millet plant |
| Maize stalks | Stalks of maize |
| Bundles of grass | Roots, shoots and stem of grass |
| Tree fodder (leaves) | Leaves collected from trees |

##### V75214, “Where did you get these forages?” SELECT ALL THAT APPLY.

Ask the question and record the response. Be sure to select all responses that apply, as the respondent may provide more than one answer. If the respondent reports a location that is not listed, record the response as ‘X’ (OTHER) and specify.

##### V75215, “A simple crop by-product is a kind of supplemental feed that is made from crop residues that are left over after processing, such as bran, molasses, or fruit processing waste. Farmers can buy simple crop by-products or make their own. In the past year, did you feed simple crop by-products to your sheep?”

Ask the question and record the response. If the response is ‘2’ (NO), skip to item V75219.

##### V75216A, “Do you feed simple crop by-products to your sheep all year long, or only during some parts of the year?”

Ask the question and record the response.

##### V75216B, “How often do you feed simple crop by-products to your sheep?”

Ask the question and record the response. If the respondent reports a frequency that is not listed, record the response as ‘6’ (OTHER) and specify.

##### V75217, “What kind of simple crop by-products did you feed to your sheep?” SELECT ALL THAT APPLY.

Ask the question and record the responses. Be sure to select all responses that apply, as the respondent may provide more than one answer. If the respondent reports something that is not listed, record the response as ‘X’ (OTHER) and specify.

##### V75218, “Where did you get the simple crop by-products you fed to your sheep? SELECT ALL THAT APPLY.

Ask the question and record the response. Be sure to select all responses that apply, as the respondent may provide more than one answer. If the respondent reports a location that is not listed, record the response as ‘X’ (OTHER) and specify.

##### V75219, “Mixed concentrates are special nutrient-rich feeds that are fed to sheep to help them grow faster during fattening, or to increase milk production. They are usually a mixture of grains and cereals, and can include other nutrient-dense ingredients like brans, pomaces, or oil-seed cake. They are usually purchased. In the past year, did you feed mixed concentrates to your sheep?”

Ask the question and record the response. If the response is ‘2’ (NO), skip to item V75222.

##### V75220A, “Do you feed mixed concentrates to your sheep all year long, or only during some parts of the year?”

Ask the question and record the response.

##### V75220B, “How often do you feed mixed concentrates to your sheep?”

Ask the question and record the response. If the respondent reports a frequency that is not listed, record the response as ‘6’ (OTHER) and specify.

##### V75221, “Where did you get the mixed concentrates you fed to your sheep?” SELECT ALL THAT APPLY.

Ask the question and record the response. Be sure to select all responses that apply, as the respondent may provide more than one answer. If the respondent reports a location that is not listed, record the response as ‘X’ (OTHER) and specify.

##### V75222, “In the past year, did you feed vitamins or minerals to your sheep, for example, salt, vitamins, or other kinds of mineral supplements?”

Ask the question and record the response. If the response is ‘2’ (NO), skip to item V75224.

##### V75223, “How often do you feed vitamins or minerals to your sheep?”

Ask the question and record the response. If the respondent reports a frequency that is not listed, record the response as ‘6’ (OTHER) and specify.

##### V75224, “What do you do with your sheep’s manure?”

Ask the question and record only one response. If the respondent reports something that is not listed, record the response as ‘96’ (OTHER) and specify.

##### V75225, “In the past year, did you obtain any health services from a trained provider for your sheep? Examples of health services include things like health examinations, vaccinations or treatments for sick animals.”

Ask the question and record the response. If the response is ‘2’ (NO), skip to item V75227.

##### V75226, “From whom did you obtain these health services for your sheep?” SELECT ALL THAT APPLY.

Ask the question and record the response. Be sure to select all responses that apply, as the respondent may provide more than one answer. If the respondent reports a provider that is not listed, record the response as ‘X ' (OTHER) and specify. See **Table 7.57** for descriptions of providers of health services for sheep that are listed as response options.

Table 7.57: Providers of Health Services for Sheep

| **Response category** | **Definition** |
| --- | --- |
| Self | Farmer has sufficient training to handle most routine sheep health issues. For emergency problems (e.g., difficult birthing), services of experienced community animal health workers, veterinary technicians, or graduate veterinarians (if available) are sought. |
| Community animal health worker | A resident of the local village or community who is usually selected by farmers for training in basic animal health issues, including diagnosis of disease and basic treatment. |
| Government extension services | A government employee—usually attached to a district or sub-district extension office—who is a knowledgeable technician, trained in animal health or sheep management practices. The extension agent usually provides services—training, advice, disease diagnosis, and treatment—free of charge, although some fees might be collected to cover the cost of inputs, travel, and per diem. |
| Public veterinarian | A trained, licensed animal health professional whose salary is paid by central or local governments. |
| Private veterinarian | A trained, licensed animal health professional who is compensated at market rates for services provided and animal health and management inputs sold. |
| Private veterinarian pharmacy | A small business that sells animal health and management inputs, often including feed and mixed concentrates. Advice from an experienced technician or graduate veterinarian is often “embedded” with the sale of inputs. |

##### V75227, “In the past year, have you given any medicines to your sheep, for example antibiotics, wormers, or external parasite treatments?”

Ask the question and record the response. If the response is ‘2’ (NO), skip to item V75229.

##### V75228, “From where did you obtain these medicines you gave to your sheep?” SELECT ALL THAT APPLY.

Ask the question and record the response. Be sure to select all responses that apply, as the respondent may provide more than one answer. If the respondent reports a location that is not listed, record the response as ‘X’ (OTHER) and specify.

##### V75229, “If there is an emergency, how long does it take to obtain health services from a trained provider for your sheep?”

Ask the question and record the time in hours and minutes that it takes to obtain emergency animal health services. Probe for the respondent’s best estimate. If the respondent reports that emergency animal health services are not available, record ‘99’ in both the HOURS and MINUTES fields.

If the respondent reports they treat the sheep themselves, record ‘00’ in both the HOURS and MINUTES fields.

##### V75230, “In the past year, did you vaccinate none, some, or all of your sheep?”

Ask the question and record only one response. If the response is ‘1’ (NO SHEEP VACCINATED), skip to item V75233.

##### V75231, “What vaccinations did you give to your sheep in the past year?” SELECT ALL THAT APPLY.

Ask the question and record the response. Be sure to select all responses that apply, as the respondent may provide more than one answer. If the respondent reports a vaccination that is not listed, record the response as ‘X’ (OTHER) and specify. See **Table 7.58** for descriptions of vaccinations given to sheep.

Table 7.58 : Vaccinations Given to sheep

| **Response category** | **Definition** |
| --- | --- |
| Peste de petits ruminants | To prevent the viral disease peste de petits ruminants, which can cause fever, sores in the mouth, diarrhea, pneumonia, and sometimes death in sheep |
| Contagious caprine pleuropneumonia | To prevent the bacterial disease contagious caprine pleuropneumonia, which causes depression, dullness, weakness, lethargy, respiratory symptoms like tachypnea and coughing, and sometimes sudden death in sheep |
| Rift Valley fever | To prevent the viral disease Rift Valley fever, which causes vomiting, diarrhea, respiratory disease, fever, lethargy, anorexia, and sudden death in sheep |
| Anthrax | To prevent the bacterial disease from anthrax, which causes sudden death with bloody discharge in sheep |
| Sheep and goat pox | To prevent the viral disease sheep and goat pox, which causes fever, skin lesions, rhinitis, conjunctivitis, and swollen lymph nodes; more advanced stages lead to necrotic sores and ulcers on the mucosal membrane |
| Brucellosis | To prevent the bacterial disease from brucellosis, which mainly affects rams, causing lesions to form on their reproductive organs |
| Clostridial diseases | To prevent clostridial diseases, such as pulpy kidney, which causes death with no outward signs; tetanus, which causes stiff and rigid muscles in sheep; and blood poisoning, which causes sudden death with no outward signs |

##### V75233, “Have any of your sheep given birth in the past year?”

Ask the question and record the response. If the response is ‘2’ (NO), skip to item V75241.

##### V75233A, “Do you milk your sheep?”

Ask the question and record the response. If the response is ‘2’ (NO), skip to item V75241.

##### V75234, “Do members of your household drink any of the milk your sheep produce?”

Ask the question and record the answer. If the response is ‘2’ (NO), skip to item V75236.

##### V75234A, CHECK V226E: DOES THE HOUSEHOLD CURRENTLY OWN SHEEP?”

If using a paper questionnaire, perform the check. If the household does not own any sheep—that is, if the response to item V226E is ‘00’ (NONE)—skip to item V75236.

##### V75235, “Yesterday, how much of your sheep’s milk in total did members of your household drink?”

Ask the question and record the answer. If using a paper questionnaire, record the value as three digits, using ‘00’ before a value 1 through 9, ‘0’ before a value 10 through 99, or ‘000’ for none. Please be sure to also select the unit ‘1’ for liter, ‘2’ for [insert local unit 1], and ‘3’ for [insert local unit 2]. If the respondent provides a unit that is not listed, use code ‘6’ and specify.

##### V75236, “Do you give your sheep’s milk to anyone else, for example neighbors or friends?”

Ask the question and record the response. Be sure to select all responses that apply, as the respondent may provide more than one answer. If the respondent reports someone that is not listed, record the response as ‘X’ (OTHER) and specify.

##### V75237, “Do you usually process some of your sheep’s milk into other products like cheese or yogurt?”

Ask the question and record the response.

##### V75238, “Do you sell your sheep’s milk?”

Ask the question and record the response. If the response is ‘2’ (NO), skip to item V75241.

##### V75239, “Where do you usually sell your milk?” SELECT ALL THAT APPLY.

A ***milk marketing cooperative*** is a business owned and controlled by the dairy farmers who produce the milk used by the cooperative. An ***aggregator or off-taker*** is a dairy wholesale buyer who packages and sells the dairy products to the consumers.

Ask the question and record the response. Be sure to select all responses that apply, as the respondent may provide more than one answer. If the respondent reports a location that is not listed, record the response as ‘X’ (OTHER) and specify.

##### V75240, “Do you boil or pasteurize your sheep milk?” SELECT ALL THAT APPLY.

***Boiling*** and ***pasteurization*** are processes which kill germs and make liquids like milk safer to drink.

Ask the question and record the response. Be sure to select all responses that apply, as the respondent may provide more than one answer.

##### V75241, “Do you keep daily written records on your sheep, for example how much each animal eats, what they eat, how much milk is produced, or when an animal is sold, born, or bought?”

Ask the question and record the response.

##### V75242, “How do you decide when to sell one of your sheep?” SELECT ALL THAT APPLY.

Ask the question and record the response. Be sure to select all responses that apply, as the respondent may provide more than one answer. If the respondent reports a reason that is not listed, record the response as ‘X’ (OTHER) and specify.

##### V75257, “What information source do you rely on the most to help you increase the production from your sheep?”

Ask the question and record only one response. If the respondent lists multiple information sources, probe to determine the *main* information source. If the respondent does not rely on any information source besides themselves, record ‘01’ (NONE). If the main source is not listed as a response option, record ‘96’ (OTHER) and specify the source. See **Table 7.59** for definitions of the types of information sources listed as response options.

Table 7.59: Types of Information Sources

| **Response category** | **Definition** |
| --- | --- |
| Friend/neighbor/relative | Friends are people close to you who can be trusted. Neighbors are people who live near your home. Relatives are people who form part of your extended family by blood or marriage. |
| Agro-input dealer | Agro-input dealers make inputs more easily accessible to rural-based smallholder farmers. An agro-input dealer provides a place for the sale of inputs and crop produce. |
| Ag extension worker | Agricultural extension workers educate farmers and producers on how to improve their productivity. |
| School | Academic programs at a formal institution for adolescents or adults. |
| Radio program | Radio broadcasting that provides information, advice, or promotion about agricultural practices or inputs. |
| Television | Television broadcasting that provides information, advice, or promotion about agricultural practices or inputs. |
| Mobile phone messaging | Messages on topics like weather, market prices, or improved agricultural practices that are received on a mobile phone as short message service (SMS) messages, push notifications, or in-app messaging. |
| Internet | Websites, webpages, fora, or other Internet-based sources that provide information, advice, or promotion about agricultural practices or inputs. |
| Print media | Newspapers, books, brochures, magazines, or other physical resources to read which provide information about agricultural practices or inputs. |

##### X75200L, LANGUAGE OF INTERVIEW – MODULE 7.52

Enter the language used to administer Module 7.52. If the language is not listed, select ‘96’ (OTHER, SPECIFY), and specify.

##### X75200ET, ENTER TIME MODULE FINISHED

If using a paper questionnaire, enter the day of the month and 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.

##### V75200R, 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.

#### Module 7.80: Fishpond aquaculture

**Purpose:** To collect information about the management practices that farmers use to raise their fish in ponds. Fish are a highly valued food source, rich in protein and important micronutrients.

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

##### X78000I, INTERVIEWER INSTRUCTIONS

Check item V2[XX] to determine if there are any household members eligible to respond to Module 7.80, *Fishpond aquaculture.* Administer this module individually to all eligible household members. If no one in the household raised fish in the past year, proceed to the next module or thank the respondent for their time and end the interview.

For each member of the household who is eligible to respond to Module 7.80, *Fishpond aquaculture*, check the *Informed Consent Form* and ensure that the respondent has previously provided informed consent; if not, administer the informed consent procedure to the respondent. Administer this module to each eligible household member after confirming or obtaining informed consent (see item V78000C).

If using a tablet, this module will only appear in the list of modules if there are one or more household members eligible to respond to the module. If using a paper questionnaire, check Module 2, *Dwelling characteristics and household assets*. The line numbers of any eligible household members will be listed in item V2[XX].

##### X78000T, “Next I would like to ask you about the fish you raised during the past year.”

Read the introductory statement before continuing with the rest of the module.

##### X78000CH, CLUSTER AND HOUSEHOLD NUMBER

If using a paper questionnaire, record the cluster number and household number. You can find this information on the *Household Identification Cover Sheet*. If using a tablet, you will not see this question; the time will automatically be recorded for you.

##### X78000ST, INSERT TIME MODULE STARTED

If using a paper questionnaire, record the day of the month and 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.

##### V78000RSP, LINE NUMBER OF THE RESPONDENT TO THIS MODULE

If using a paper questionnaire, record the line number of the respondent who you are interviewing. You can find this information in Module 1, *Household roster and demographics*. If using a tablet, select the respondent from the list of household members eligible for this module.

##### V78000C, OBTAIN CONSENT. DOES [NAME] AGREE TO PARTICIPATE IN THE SURVEY?

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 X78000ET.

If using a paper questionnaire, consult the *Informed Consent Form* 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, record the result, and continue as specified above.

##### V78001, “How many fish in total have you stocked in the past year?”

Ask the question and record the response. If using a paper questionnaire, record the value as four digits, using ‘0’s before a value 1 through 999 so that all four boxes are filled in, or record ‘0000’ for none. If the respondent is unsure how many fish they have stocked in the past year, ask for the respondent’s best estimate.

##### V78001B, “Thinking back over the past year, what was the largest number of fish you had at any one time?”

Ask the question and record the response. If using a paper questionnaire, record the value as four digits, using ‘0’s before a value 1 through 999 so that all four boxes are filled in.

##### V78002A, “What was the main source of fish you stocked in the past year?”

Ask the question and record only the response. If the respondent reports multiple sources, probe to determine the main source. If the respondent reports a main source that is not listed, record the response as ‘6 ' (OTHER) and specify the source. See **Table 7.60** for descriptions of fish sources that are listed as response options.

Table 7.60: Sources of Fish

| **Response category** | **Definition** |
| --- | --- |
| Raised own, received from friend or relative (not purchased) | Farmer used his/her own stock as their source of fish. |
| Purchased from friend/relative | Money or goods were exchanged to buy the fish from a friend or relative. |
| Purchased from local hatchery | Money or goods were exchanged to buy the fish from a local hatchery. |
| Purchased non-local hatchery | Money or goods were exchanged to buy the fish from a non-local hatchery. |
| Aid distribution | Fish were directly provided to fish farmers at no cost to them by [insert local aid distributors]. |

##### V78002B, CHECK V78002A: DID RESPONDENT PURCHASE FISH FROM HATCHERY (CODE 3 OR 4)?

If using a paper questionnaire, check item V78002A to determine if the respondent purchased fish from a hatchery (response option 3 or 4). If the answer is not ‘3’ (LOCAL HATCHERY) or ‘4’ (NON-LOCAL HATCHERY), skip to item V78003. If using a tablet, the check will be performed automatically and you will be prompted with the next applicable item.

##### V78002C, “Was the hatchery where you purchased your fish a registered or certified hatchery?”

**Purpose:** To collect information on whether the hatchery where the farmer purchased their fingerlings was registered or certified by the government or industry as a fingerling producer.

Ask the question and record the response.

##### V78003, “Where do you raise your fish? In a man-made earthen pond, a raceway, a natural pond, a stream, or somewhere else?” SELECT ALL THAT APPLY.

Ask the question and record the response. Be sure to select all responses that apply, as the respondent may provide more than one response. If the respondent reports raising their fish somewhere other than the locations listed, record ‘X’ (OTHER) and specify the location. See **Table 7.61** for descriptions of places where fish are raised that are listed as response options.

Table 7.61: Places Where Fish Are Raised

| **Response category** | **Definition** |
| --- | --- |
| Man-made earthen pond | Fish are raised in a large basin made of natural materials, filled with water. |
| Raceway | A man-made shallow pond that is filled and lined with cement to raise fish. |
| Natural pond/lake | A pond or lake that is not man-made that has sections with a barrier for raising fish. |
| Stream | A stream that has sections with a barrier for raising fish. |

##### V78004, “As you know, fish eat foods that occur naturally in the pond, like algae and plankton. Some people also give their fish supplemental feed to make their fish grow faster. Supplemental feeds can be made from things like rice bran, cassava flour, soy meal, leaves from crops, or fish meal.

##### In the past year, did you give your fish supplemental feed?”

Ask the question and record the response. If the response is ‘2’ (NO), skip to item V78006.

##### V78005, “Where did you get the supplemental feed you gave to your fish—did you make it yourself or did you buy it?”

Ask the question and record only one response. If the respondent reports that they both made and bought feed, probe to determine which they did *most* often.

##### V78006, “In the past year, did you use hormones to raise your fish?”

Ask the question and record the response. If the answer is ‘NO,’ skip to item V78009.

NOTE: Growth hormones are a controlled substance, and it is not recommended to use them; the respondent may therefore hesitate to answer these questions. Do not give any indication of personal judgment regarding this question or the answer the respondent provides.

##### V78007, “At what stage of growth did you apply the hormone to the fish?” SELECT ALL THAT APPLY.

Ask the question and record the response. Be sure to select all responses that apply, as the respondent may provide more than one response. If the respondent reports applying hormones to the fish at a time not listed, select ‘X’ (OTHER) and specify. See **Table 7.62** for descriptions of times when hormones are applied to fish that are listed as response options.

Table 7.62: Timing of Hormone Application

| **Response category** | **Definition** |
| --- | --- |
| Initial growth phase | From when the fish are eggs to the juvenile stage |
| Development phase | When fish matures from a juvenile to adult |

##### V78008, “Have you been formally trained in the use of hormones for fish farming?”

Ask the question and record the response.

##### V78009, “What kind of fish did you raise in the past year?” SELECT ALL THAT APPLY.

Ask the question and record the response. Be sure to select all responses that apply, as the respondent may provide more than one response. If the respondent is unsure about the type of fish raised, select ‘Y’ (DON’T KNOW). See **Table 7.63** for descriptions of fish varieties that are listed as response options.

Table 7.63: Fish Varieties

| **Response category** | **Definition** |
| --- | --- |
| Carp | A common freshwater fish with barbels, or “whiskers,” around the mouth that are commonly farmed |
| Tilapia | A common name for fish of the cichlid tribe, that are freshwater fish usually found in shallow streams, ponds, rivers, and lakes |
| Catfish | A common name for a diverse group of fish with barbels, or “whiskers,” that live in freshwater and are bottom feeders, usually found in muddy waters |
| [Local variety 1] | [insert definition] |
| [Local variety 2] | [insert definition] |
| [Local variety 3] | [insert definition] |

##### V78010, “Did you observe any disease among your fish in the past year?”

Ask the question and record the response.

##### V78010A, “Did you do anything to control disease among your fish in the past year?”

Ask the question and record the response. If the answer is ‘NO,’ skip to item V78011.

##### V78010B, “What did you do to control disease among your fish?” SELECT ALL THAT APPLY.

Ask the question and record the response. Be sure to select all responses that apply, as the respondent may provide more than one response. If the respondent reports using a method not listed, select ‘X’ (OTHER) and specify. See **Table 7.64** for descriptions of disease control methods that are listed as response options.

Table 7.64: Disease and Parasite Control Methods

| **Response category** | **Definition** |
| --- | --- |
| Salt | A salt solution treatment is used to control the amount of protozoans on the gills and skin of the fish. |
| Formalin | A chemical used in a bath treatment for fish to control parasites on the fish. |
| Malachite green | A chemical used as an effective way to control external parasites on fish. It also controls fungus and acts as a disinfectant for fish eggs. It is toxic to humans. |
| Methyl blue | A chemical used against external fungal infections of fish. |
| Antibiotics/antibiotic-treated feed | A type of feed used to control bacterial diseases in fish (disease only). |

##### V78011, “Did you observe any parasite cases among your fish in the past year?”

Ask the question and record the response.

##### V78011A, “Did you do anything to control parasites among your fish in the past year?”

Ask the question and record the response. If the answer is ‘NO,’ skip to item V78012.

##### V78011B, “What did you do to control parasites among your fish?” SELECT ALL THAT APPLY.

Ask the question and record the response. Be sure to select all responses that apply, as the respondent may provide more than one response. If the respondent reports using a method not listed, select ‘X’ (OTHER) and specify. See **Table 7.64** (above) for descriptions of parasite control methods.

##### V78012, “Did you monitor the water quality in your pond in the past year?”

Ask the question and record the response. If the answer is ‘NO,’ skip to item V78013.

##### V78012A, “How did you monitor the water quality in your pond in the past year?” SELECT ALL THAT APPLY.

Ask the question and record the response. Be sure to select all responses that apply, as the respondent may provide more than one response. If the respondent reports using a method not listed, select ‘X’ (OTHER) and specify. Please see **Table 7.65** for descriptions of water quality monitoring methods that are listed as response options.

Table 7.65: Water Quality Monitoring Methods

| **Response category** | **Definition** |
| --- | --- |
| Used hand to assess turbidity | Turbidity (how clear or cloudy the water is) can be assessed by putting one’s hand in the water, palm facing upward, and measuring the depth at which it is no longer visible. |
| Used secchi disk to assess turbidity | A secchi disk is a plain white (or black-and-white patterned) disk that is used to measure turbidity. It is lowered into the water and a measurement is taken at the depth that the disk is no longer visible. |
| Tested water pH | pH of the water is measured to determine the acidity of the water. |
| Observed fish for piping behavior | Fish are found “gasping” for air due to low levels of oxygen in the water. |

##### V78013, “Did you do anything to maintain good water quality in your pond in the past year?”

Ask the question and record the response. If the answer is ‘NO,’ skip to item V78014.

##### V78013A, “What did you do to maintain good water quality in your pond in the past year?” SELECT ALL THAT APPLY.

Ask the question and record the response. Be sure to select all responses that apply, as the respondent may provide more than one response. If the respondent reports using a method not listed, select ‘X’ (OTHER) and specify. See **Table 7.66** for descriptions of methods to maintain good water quality that are listed as response options.

Table 7.66: Water Quality Maintenance Methods

| **Response category** | **Definition** |
| --- | --- |
| Screened the water coming into the pond | Farmer passed the water through some kind of screen to filter out large contaminants before allowing the water into the pond with the fish. |
| Cut grass around pond | Farmer cut the grass around the pond to eliminate frog habitat. Frogs often lay their eggs on grasses allowed to overhang the pond’s edge; when the eggs hatch, the tadpoles may consume any fish eggs in the pond, compete with fish for space and access to feed, and serve as vectors for fish disease. |
| Drained pond to clean it | Farmer pumped the water out of the pond so it can be cleaned. |
| Added ash to stabilize water pH | Ash is added to raise the pH of water. |
| Added dissolved oxygen | Oxygen levels can be increased by adding wind or wave action and adding plants. |

##### V78014, “In the past year, how many times have you drained the water from your fish pond and allowed the bottom of the pond to dry?”

**Purpose:** To collect information on the number of times the respondent cleaned and managed their fish pond over the past year. If not managed regularly, other organisms compete with the fish for light, water, and nutrients, which in turn will impact growth and yield.

Ask the question and record the response. If using a paper questionnaire, record the number of times as two digits, using ‘0’ before a value 1 through 9, or ‘00’ for none.

##### V78015, “In the past year, have you used any techniques to improve your production of fish?”

Ask the question and record the response. If the answer is ‘NO,’ skip to item V78017.

##### V78016, “What kind of technique did you use in the past year to improve your production of fish? Did you practice:

1. **Sex separation?**
2. **Age separation?**
3. **Variation of feed?**
4. **An improved stocking method?**
5. **Any other technique?**

Ask the question for each listed technique (A-D) one at a time, recording the response for each. After asking about all listed techniques, ask if some other technique was used. If the respondent says, “Yes,” select ‘1’ (YES) for sub-item X (OTHER) and specify the technique. See **Table 7.67** for definitions of techniques to raise and improve fish production listed as response options.

Table 7.67: Techniques to Improve Fish Production

| **Response category** | **Definition** |
| --- | --- |
| Sex separation | Fish are separated by sex to promote growth. |
| Age separation | Fish are separated into age groups to promote growth and survival. |
| Variation of feed | Fish feed is varied to promote growth in fish. |
| Stocking method | Fish are added to the pond to encourage growth of a favored species or introduce new species to a pond. |

##### V78017, “Did you add animal manure to your fish ponds in the past year?”

**Purpose:** Adding animal manure to fish ponds facilitates production of fish food.

Ask the question and record the response. If the response is ‘NO,’ skip to item V78018A.

##### V78017A, “Where do you usually get the manure you add to your fish ponds?”

Ask the question and record only one response. If the respondent reports getting manure from multiple sources, probe to determine the *main* source of manure.

##### V78018A, “Do you usually harvest all of your fish at one time, or do you usually do partial harvests?”

Ask the question and record the response.

##### V78018B, “What method do you usually use to harvest your fish?”

**Purpose:** To collect information on the method the farmer uses to harvest their fish.

Ask the question and record only one response. If the respondent reports using more than one method, probe to determine which method they most often uses. If the respondent reports that they most often uses a method not listed, record ‘6’ (OTHER) and specify the method. If the response is not ‘3’ (PULL CAGES UP), skip to item V78019A. See **Table 7.68** for descriptions of methods used to harvest fish listed as response options.

Table 7.68: Methods to Harvest Fish

| **Response category** | **Definition** |
| --- | --- |
| Cast net | A net with weights at the edge is cast into water and as it spread out, it catches fish, which are hauled back in. |
| Seine net | A type of fishing in which a net hangs vertically and the bottom is held down by weights and the top is buoyed. Fish are collected as the net is pulled in. |
| Pull cages up | A cage is thrown into water and sinks to the bottom and sits as fish or other water animals are trapped inside and pulled in. |

##### V78020, “Did you raise your fish: to provide food for the household, to be sold or traded in the market, or both for food and for the market?”

**Purpose:** To collect information on why the farmer raised fish.

Ask the question and record the response. If the respondent raised fish for market only (response option ‘2’), skip to item V78022. See **Table 7.69** for descriptions of reasons for raising fish listed as response options.

Table 7.69: Reasons for Raising Fish

| **Response category** | **Definition** |
| --- | --- |
| Raised for food only | Only reason to raise fish was so they could be eaten by the household. |
| Raised for market only | Only reason to raise fish was so they could be sold or traded in the market. “Market” can mean anywhere that the buyer and seller meet, including at the farm gate, in the village, or at the town marketplace. |
| Raised for both food and market | Raised fish so that some could be eaten by the household, and some could be sold or traded in the marketplace. |

##### V78021, “After you harvest the fish that you use to provide food for your household, do you usually: leave the fish whole round, gut the fish, salt, smoke, dry, or pickle the fish?”

**Purpose:** To collect information on how the farmer processed the fish that their household consumed.

Ask the question and record only one response. If the respondent reports more than one method of processing the fish, probe to determine what they do *most often*. If the respondent reports that they use a processing method that is not listed, record ‘96’ (OTHER) and specify the method. See **Table 7.70** for descriptions of post-harvesting activities that are listed as response options.

Table 7.70: Post-harvesting Activities

| **Response category** | **Definition** |
| --- | --- |
| Leave whole round | Fish is left whole, as captured, without any removal or treatment of parts. |
| Gut only | Fish is left whole, with the gut cavity removed. |
| Salt | Fish, either whole or gutted, is preserved in salt. |
| Smoke | Fish has been cured by smoking to preserve it. |
| Dry | Fish has the water removed, either by open air drying, sun drying, smoking, or wind drying to preserve it. |
| Pickle | Fish is preserved in a brine to inhibit the growth of microorganisms. |

##### V78022, CHECK V78020: WERE FISH RAISED TO BE SOLD OR TRADED IN THE MARKET (CODE 2 OR 3)?

If using a paper questionnaire, perform the check. If fish were not raised for direct consumption by the household—that is, if response option 1 is selected—skip to item V78023A. If using a tablet, the check will be performed automatically, and you will be prompted with the next applicable question.

##### V78023, “After you harvest the fish that you sell or trade in the market, do you usually: leave the fish whole round, gut the fish, salt, smoke, dry, or pickle the fish?”

**Purpose:** To collect information on how the farmer stores fish they sell or trade on the market.

Ask the question and record only one response. If the respondent reports more than one method of processing the fish, probe to determine what they do *most often*. If the respondent reports that they use a processing method that is not listed, record ‘96’ (OTHER) and specify the method. See **Table 7.65** (above) for descriptions of post-harvesting activities that are listed as response options.

##### V78023A, “After you process your fish, what do you do with the fish guts?” SELECT ALL THAT APPLY.

**Purpose:** Fish guts can be used as fertilizer for soil, thereby increasing soil fertility and crop production; it is therefore important to know whether farmers are making use of this fish by-product.

Ask the question and record the response. Be sure to select all responses that apply, as the respondent may provide more than one response. If the respondent reports doing something not listed, select ‘X’ (OTHER) and specify.

##### V78023B, “After you process your fish, what do you do with the fish skins or scales?” SELECT ALL THAT APPLY.

**Purpose:** Fish skins can be dried and fed to domesticated farm animals like cats (which control pest populations on farms) and dogs (which help herd livestock and defend them against predators); fish scales can also be used in the production of certain kinds of pharmaceutical products. It is therefore important to know whether farmers are making use of this fish by-product.

Ask the question and record the response. Be sure to select all responses that apply, as the respondent may provide more than one response. If the respondent reports doing something not listed, select ‘X’ (OTHER) and specify.

##### V78024, “Do you keep regular written records on your fish, for example how much feed the fish are given, what kind of feed the fish are given, the number of fish stocked, or the number of fish harvested?”

Ask the question and record the response.

##### V78025, “Have you ever been trained in aquaculture, either formally or informally?”

***Aquaculture*** is the farming of fish, crustaceans, mollusks, aquatic plants, algae, and other aquatic organisms.

Ask the question and record the response. If the response is ‘2’ (YES, INFORMALLY TRAINED) or ‘3’ (NOT TRAINED), skip to item V78026.

##### V78025A, “When was the last time you participated in a formal training on aquaculture?”

**Purpose:** To collect information on when the farmer was last trained in aquaculture.

Ask the question and record the most relevant response. If the respondent is unsure, probe to determine when the training occurred. If the respondent attended a training in the past 1 year, select ‘1’ (WITHIN THE PAST 1 YEAR). If the respondent’s last training was more than 1 year ago but 2 or less years ago, select ‘2’ (WITHIN THE PAST 2 YEARS). If the respondent’s last training was more than 2 years ago but 3 or less years ago, select ‘3’ (WITHIN THE PAST 3 YEARS). If the respondent’s last training was more than 3 years ago, select ‘4’ (MORE THAN 3 YEARS AGO).

##### V78026, “Do you have access to extension services for your fish?”

Ask the question and record the response.

##### V78027, “What information source do you rely on the most to help you raise your fish well?”

**Purpose:** To collect information on what information source farmers rely on most to help them raise their fish.

Ask the question and record only one response. If the respondent lists multiple information sources, probe to determine the *main* information source. If the respondent does not rely on any information source besides themselves, record ‘01’ (NONE). If the main source is not listed as a response option, record ‘96’ (OTHER) and specify the source. See **Table 7.71** for definitions of information sources.

Table 7.71: Types of Information Sources

| **Response category** | **Definition** |
| --- | --- |
| Friend/neighbor/relative | Friends are people close to you who can be trusted. Neighbors are people who live near your home. Relatives are people who form part of your extended family by blood or marriage. |
| Agro-input dealer | Agro-input dealers make inputs more easily accessible to rural-based smallholder farmers. An agro-input dealer provides a place for the sale of inputs and crop produce. |
| Ag extension worker | Agricultural extension workers educate farmers and producers on how to improve their productivity. |
| School | Academic programs at a formal institution for adolescents or adults. |
| Radio program | Radio broadcasting that provides information, advice, or promotion about agricultural practices or inputs. |
| Television | Television broadcasting that provides information, advice, or promotion about agricultural practices or inputs. |
| Mobile phone messaging | Messages on topics like weather, market prices, or improved agricultural practices that are received on a mobile phone as short message service (SMS) messages, push notifications, or in-app messaging. |
| Internet | Websites, webpages, fora, or other Internet-based sources that provide information, advice, or promotion about agricultural practices or inputs. |
| Print media | Newspapers, books, brochures, magazines, or other physical resources to read which provide information about agricultural practices or inputs. |

##### X78000L, LANGUAGE OF INTERVIEW – MODULE 7.80

Enter the language used to administer Module 7.80. If the language is not listed, select ‘96’ (OTHER, SPECIFY), and specify.

##### X78000ET, ENTER TIME MODULE FINISHED

If using a paper questionnaire, enter the day of the month and time (hour and minutes) that you completed the module. If using a tablet, the time will be automatically recorded for you.

##### V78000R, 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.

### 4.3.10 Module 9—Program participation

**Purpose:** This module is designed to capture information on whether household members received training or support to access agriculture, resilience, and water, sanitation, and hygiene services.

#### Sub-Module 9.1: Program participation—Agriculture

##### PP100CH, CLUSTER AND HOUSEHOLD NUMBER

If using a paper questionnaire, record the cluster number and household number. You can find this information on the *Household Identification Cover Sheet*. If using a tablet, you will not see this question; the information will automatically be recorded for you.

##### PP100ST, INSERT TIME MODULE STARTED

If using a paper questionnaire, record the day of the month and 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.

##### PP100RSP, LINE NUMBER OF THE RESPONDENT TO THIS MODULE

If using a paper questionnaire, record the line number of the respondent who you are interviewing. You can find this information in Module 1, *Household roster and demographics*. If using a tablet, select the respondent from the list of household members eligible for this module.

##### PP100C, OBTAIN CONSENT. DOES [NAME] AGREE TO PARTICIPATE IN THE SURVEY?

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 PP100ET.

If using a paper questionnaire, check the *Informed Consent Form* 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, record the result, and continue as specified above.

##### PP100T, “Now I would like to ask a few questions about your household's participation in agriculture training and other support services. This includes support or assets, including voucher or financial services received from governmental or private organizations, groups, or programs, but does not include support received informally from friends or relatives. This information will only be used to help us understand programs in your area and will not affect your program participation or any support you receive now, or your eligibility for future programs.”

Read the introductory statement before continuing to the rest of the module.

##### PP101, “In the past [XX] months, have you or any member of your household participated in training related to crop farming, for example, about planting, growing, or harvesting crops?”

Ask the question and record the response. If the response is ‘2’ (NO) or ‘8’ (DON’T KNOW), skip to item PP103.

##### PP101A, “Who in this household participated in training related to crop farming?” RECORD THE LINE NUMBER OF EACH HOUSEHOLD MEMBER WHO PARTICIPATED IN TRAINING RELATED TO CROP FARMING.

Ask the question and record the line number of each household member who participated in training related to crop farming.

##### PP103, “In the past [XX] months, have you or any member of your household participated in training related to raising livestock and other farm animals, for example, about feeding, breeding, or veterinary care?”

Ask the question and record the response. If the response is ‘2’ (NO) or ‘8’ (DON’T KNOW), skip to item PP105.

##### PP103A, “Who in this household participated in training related to raising livestock and other farm animals?” RECORD THE LINE NUMBER OF EACH HOUSEHOLD MEMBER WHO PARTICIPATED IN TRAINING RELATED TO LIVESTOCK FARMING.

Ask the question and record the line number of each household member who participated in training related to livestock or other animal farming.

##### PP105, “ In the past [XX] months, have you or any member of your household received [TYPE OF SUPPORT] to [TYPE OF ACCESS] the following farm tools or equipment:”

Ask the question separately for each of the following items PP105A-PP105C and record each answer.

##### PP105A, “Hand tools for working on the farm such as trowel, hoe, shovel, machete/panga or other hand tools”

##### PP105B, “Non-mechanized farm equipment such as an animal-drawn plough, a cart, wheelbarrow, etc.”

##### PP105C, “Mechanized farm equipment such as tractor-drawn plough, power tiller, treadle pump, etc.”

##### PP105D, CHECK PP105A, PP105B, AND PP105C. ARE THERE ANY 'YES' RESPONSES (CODE ‘1’)?

If using a paper questionnaire, perform the check. If household members did not receive any support—that is, if response option ‘1’ is not selected for all farm tools or equipment—skip to item PP106. If using a tablet, the check will be performed automatically, and you will be prompted with the next applicable question.

##### PP105E, “Who in this household received [TYPE OF SUPPORT] to [TYPE OF ACCESS] the farm tools or equipment?” RECORD THE LINE NUMBER OF EACH HOUSEHOLD MEMBER WHO RECEIVED SUPPORT TO ACCESS FARM TOOLS OR EQUIPMENT.

Ask the question and record the line number of each household member who received [type of support] to [type of access] the farm tools or equipment. In the tablet, select the names of household members who received [type of support].

##### PP106, “In the past [XX] months, have you or any member of your household received [TYPE OF SUPPORT] to [TYPE OF ACCESS] crop inputs such as [CROP INPUTS PROMOTED]?”

Ask the question and record the response. If the response is ‘2’ (NO) or ‘8’ (DON’T KNOW), skip to item PP108.

##### PP106A, “Who in this household received [TYPE OF SUPPORT] to [TYPE OF ACCESS] crop inputs? RECORD THE LINE NUMBER OF EACH HOUSEHOLD MEMBER WHO RECEIVED SUPPORT TO ACCESS CROP INPUTS.

Ask the question and record the line number of each household member who received [type of support] to [type of access] crop inputs. In the tablet, select the names of household members who received [type of support] to [type of access] crop inputs.

##### PP108, “In the past [XX] months, have you or any member of your household purchased crop inputs from [PROGRAM-TARGETED ACTORS]?”

Ask the question and record the response. If the response is ‘2’ (NO) or ‘8’ (DON’T KNOW), skip to item PP109.

##### PP108A, “Who in this household purchased crop inputs from [PROGRAM-TARGETED ACTORS]?” RECORD THE LINE NUMBER OF EACH HOUSEHOLD MEMBER WHO PURCHASED CROP INPUTS FROM [PROGRAM-TARGETED ACTORS].

Ask the question and record the line number of each household member who received purchased crop inputs from [program-targeted actors].

##### PP109, “In the past [XX] months, when you wanted to purchase crop inputs from [PROGRAM-TARGETED ACTORS], how often were the inputs available for sale? Would you say never, rarely, sometimes, often, or always?”

Ask the question and record the response.

##### PP110, “In the past [XX] months, have you or any member of your household received [TYPE OF SUPPORT] to [TYPE OF ACCESS] livestock or other farm animal inputs, such as [INPUTS PROMOTED]?”

Ask the question and record the response. If the response is ‘2’ (NO) or ‘8’ (DON’T KNOW), skip to item PP112.

##### PP110A, “Who in this household received [TYPE OF SUPPORT] to [TYPE OF ACCESS] livestock or other farm animal inputs?” RECORD THE LINE NUMBER OF EACH HOUSEHOLD MEMBER WHO RECEIVED SUPPORT TO ACCESS LIVESTOCK INPUTS.

Ask the question and record the line number of each household member who received [type of support] to access livestock inputs. The line number of the selected respondent will appear in the tablet.

##### PP112, “In the past [XX] months, have you or any member of your household purchased livestock or other farm animal inputs from [PROGRAM-TARGETED ACTORS]?”

Ask the question and record the response. If the response is ‘2’ (NO) or ‘8’ (DON’T KNOW), skip to item PP113.

##### PP112A, “Who in this household purchased livestock or other farm animal inputs from [PROGRAM-TARGETED ACTORS]?” RECORD THE LINE NUMBER OF EACH HOUSEHOLD MEMBER WHO PURCHASED LIVESTOCK INPUTS FROM [PROGRAM-TARGETED ACTORS].

Ask the question and record the line number of each household member who purchased livestock inputs from [program-targeted actors].

##### PP113, “In the past [XX] months, when you wanted to purchase livestock or other farm animal inputs from [PROGRAM-TARGETED ACTORS], how often were the inputs available for sale? Would you say never, rarely, sometimes, often, or always?”

Ask the question and record the response.

##### PP114, “In the past [XX] months, have you or any member of your household received [TYPE OF SUPPORT] to [TYPE OF ACCESS] veterinary care services such as [VETERINARY SERVICES PROMOTED]?”

Ask the question and record the response. If the response is ‘2’ (NO) or ‘8’ (DON’T KNOW), skip to item PP115.

##### PP114A, “Who in this household received [TYPE OF SUPPORT] to [TYPE OF ACCESS] veterinary care services?” RECORD THE LINE NUMBER OF EACH HOUSEHOLD MEMBER WHO RECEIVED SUPPORT TO ACCESS VETERINARY CARE SERVICES.

Ask the question and record the line number of each household member who received [type of support] to [type of access] veterinary care services.

##### PP115, “I’m now going to ask a few questions that apply to both farming crops and livestock or other farm animals—about groups that you or other members of your household may belong to and about information or support that may have been received to help sell crops, animals, or animal by-products.

##### In the past [XX] months, have you or any member of your household been a member of any producers’ cooperative, association, or group?”

Ask the question and record the response. If the response is ‘2’ (NO) or ‘8’ (DON’T KNOW), skip to item PP116.

##### PP115A, “Who in this household was a member of a producers’ cooperative, association, or group?” RECORD THE LINE NUMBER OF EACH HOUSEHOLD MEMBER WHO WAS A MEMBER OF A PRODUCERS' COOPERATIVE, ASSOCIATION, OR GROUP.

Ask the question and record the line number of each household member who was a member of a producers’ cooperative, association, or group.

##### PP116, “In the past [XX] months, have you or any member of your household received training or other support to access information on market prices or set prices for farm products, including crops, animals, and animal by-products?”

Ask the question and record the response. If the response is ‘2’ (NO) or ‘8’ (DON’T KNOW), skip to item PP117.

##### PP116A, “Who in this household received training or other support to access information on market prices or set prices for farm products?” RECORD THE LINE NUMBER OF EACH HOUSEHOLD MEMBER WHO RECEIVED THIS TRAINING OR SUPPORT.

Ask the question and record the line number of each household member who received training or other support to access information on market prices or set prices for farm products.

##### PP117, “In the past [XX] months, have you or any member of your household received training or other support to advertise or promote farm products?”

Ask the question and record the response. If the response is ‘2’ (NO) or ‘8’ (DON’T KNOW), skip to item PP118.

##### PP117A, “Who in this household received training or other support to advertise or promote farm products? "RECORD THE LINE NUMBER OF EACH HOUSEHOLD MEMBER WHO RECEIVED THIS TRAINING OR SUPPORT.

Ask the question and record the line number of each household member who received training or other support to advertise or promote farm products.

##### PP118, “In the past [XX] months, have you or any member of your household received training or other support to find new places to sell farm products or find new buyers?”

Ask the question and record the response. If the response is ‘2’ (NO) or ‘8’ (DON’T KNOW), skip to item PP119.

##### PP118A, “Who in this household received training or other support to find new places to sell farm products or find new buyers?” RECORD THE LINE NUMBER OF EACH HOUSEHOLD MEMBER WHO RECEIVED THIS TRAINING OR SUPPORT.

Ask the question and record the line number of each household member who received training or other support to find new places to sell farm products or find new buyers.

##### PP119, “In the past [XX] months, have you or any member of your household received information or other support for growing crops with high nutritional value, such as [NUTRITIOUS CROPS]?”

Ask the question and record the response. If the response is ‘2’ (NO) or ‘8’ (DON’T KNOW), skip to item PP120.

##### PP119A, “Who in this household received information or other support for growing crops with higher nutritional value?” RECORD THE LINE NUMBER OF EACH HOUSEHOLD MEMBER WHO RECEIVED THIS INFORMATION OR SUPPORT.

Ask the question and record the line number of each household member who received information or other support for growing crop varieties with higher nutritional value, such as [nutrient-rich commodities promoted].

##### PP120, “In the past [XX] months, have you or any member of your household received information or other support for growing improved crop varieties with higher nutritional value, such as [BIOFORTIFIED CROPS]?”

Ask the question and record the response. If the response is ‘2’ (NO) or ‘8’ (DON’T KNOW), skip to item PP100ET.

##### PP120A, “Who in this household received information or other support for growing improved crop varieties with higher nutritional value?” RECORD THE LINE NUMBER OF EACH HOUSEHOLD MEMBER WHO RECEIVED THIS INFORMATION OR SUPPORT.

Ask the question and record the line number of each household member who received information or other support for growing improved crop varieties with higher nutritional value.

##### PP100ET, ENTER TIME MODULE FINISHED

If using a paper questionnaire, enter the day of the month and time (hour and minutes) that you completed the module. If using a tablet, the time will be automatically recorded for you.

##### PP100R, 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.

#### Sub-Module 9.2: Program participation—Resilience

**Purpose:** The goal of this module is to determine what support or services were received from groups in the community and who received the support or service.

**Definitions**

* ***Group accounts*** are when people keep their finances together in one account.
* A ***voucher*** is a printed piece of paper that can be exchanged for a good, service, or discount.
* ***Governance*** is the act of using one’s authority to organize people or things.

##### PP200CH, CLUSTER AND HOUSEHOLD NUMBER

If using a paper questionnaire, record the cluster number and household number. You can find this information on the *Household Identification Cover Sheet*. If using a tablet, you will not see this question; the information will automatically be recorded for you.

##### PP200ST, INSERT TIME MODULE STARTED

If using a paper questionnaire, record the day of the month and 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.

##### PP200RSP, LINE NUMBER OF THE RESPONDENT TO THIS MODULE

If using a paper questionnaire, record the line number of the respondent who you are interviewing. You can find this information in Module 1, *Household roster and demographics*. If using a tablet, select the respondent from the list menu of household members eligible for this module.

##### PP200C, OBTAIN CONSENT. DOES [NAME] AGREE TO PARTICIPATE IN THE SURVEY?

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 PP200ET.

If using a paper questionnaire, check the *Informed Consent Form* 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, record the result, and continue as specified above.

##### PP200T, “Now I would like to ask you some questions about your household's participation in local development and training or support received to access financial services. This includes support received from governmental or private organizations, groups, or programs, but does not include support received informally from friends or relatives.

##### This information will only be used to help us understand programs in your area, and will not affect your program participation or any support you receive now, or your eligibility for future programs.”

Read the introductory statement before continuing to the rest of the module.

##### PP201, “In the past [XX] months, have you or any member of your household participated in financial training for example, about [FINANCIAL TRAINING TOPICS OFFERED]?”

Ask the question and record the response. If the response is ‘2’ (NO) or ‘8’ (DON’T KNOW), skip to item PP202.

##### PP201A, “Who in this household participated in the financial training?” RECORD THE LINE NUMBER OF EACH HOUSEHOLD MEMBER WHO PARTICIPATED IN FINANCIAL TRAINING.

Ask the question and record the line number of each household member who participated in financial training.

##### PP202, “In the past [XX] months, have you or any member of your household received formal support to access financial services, for example [FINANCIAL SERVICES PROMOTED]?”

Ask the question and record the response. If the response is ‘2’ (NO) or ‘8’ (DON’T KNOW), skip to item PP203.

##### PP202A, “Who in this household received support to access financial services?” RECORD THE LINE NUMBER OF EACH HOUSEHOLD MEMBER WHO RECEIVED SUPPORT TO ACCESS FINANCIAL SERVICES.

Ask the question and record the line number of each household member who received support to access financial services.

##### PP203, “In the past [XX] months, have you or any member of your household received a cash transfer or cash voucher?”

Ask the question and record the response. If the response is ‘2’ (NO) or ‘8’ (DON’T KNOW), skip to item PP204.

A ***cash transfer*** is a direct payment of money to an eligible person or group.

##### PP203A, “Who in this household received a cash transfer or cash voucher?” RECORD THE LINE NUMBER OF EACH HOUSEHOLD MEMBER WHO RECEIVED A CASH TRANSFER OR VOUCHER.

Ask the question and record the line number of each household member who received a cash transfer or a cash voucher.

##### PP204, “Did receiving the cash transfer or voucher require participation in [HEALTH SERVICES, SOCIAL SERVICES, OR WORK TO BENEFIT COMMUNITY] in order to receive payments?”

Ask the question and record the response.

##### PP205, “Did you or someone in your household receive a cash transfer or voucher that did not require participation in [HEALTH SERVICES, SOCIAL SERVICES, OR WORK TO BENEFIT COMMUNITY] in order to receive payments?”

Ask the question and record the response.

##### PP206, "Local development groups work to improve the quality of life in the community through projects addressing residents’ physical, social, or cultural needs. In the past [XX] months, have you or any member of your household participated in a local development committee or group, such as [LOCAL DEVELOPMENT GROUPS]?”

Ask the question and record the response. If the response is ‘2’ (NO) or ‘8’ (DON’T KNOW), skip to item PP207.

##### PP206A, “Who in this household participated in a local development committee or group?” RECORD THE LINE NUMBER OF EACH HOUSEHOLD MEMBER WHO PARTICIPATED IN A LOCAL DEVELOPMENT COMMITTEE OR GROUP.

Ask the question and record the line number of each household member who participated in a local development committee or group.

##### PP207, “In the past [XX] months, did you or any member of your household participate in a disaster risk reduction training or group, such as [LOCAL GROUPS]?”

Ask the question and record the response. If the response is ‘2’ (NO) or ‘8’ (DON’T KNOW), skip to item PP208.

##### PP207A, “Who in this household participated in a disaster risk reduction training or group?” RECORD THE LINE NUMBER OF EACH HOUSEHOLD MEMBER WHO PARTICIPATED IN A DISASTER RISK REDUCTION TRAINING OR GROUP.

Ask the question and record the line number of each household member who participated in a disaster risk reduction training or group.

##### PP208, “In the past [XX] months, did you or any member of your household help develop disaster risk reduction plans, such as [PLANS]?”

Ask the question and record the response. If the response is ‘2’ (NO) or ‘8’ (DON’T KNOW), skip to item PP209.

##### PP208A, “Who in this household helped develop disaster risk reduction plans?”

Ask the question and record the line number of each household member who helped develop disaster risk reduction plans.

##### PP209, “Do you know of any program or group working to monitor or improve governance in your area, such as through advocating for changes in public spending or laws?”

Ask the question and record the response. If the response is ‘2’ (NO) or ‘8’ (DON’T KNOW), skip to item PP211.

##### PP210, “In the past [XX] months, did you or any member of your household participate in a program or group working to monitor or improve governance in your area?”

Ask the question and record the response. If the response is ‘2’ (NO) or ‘8’ (DON’T KNOW), skip to item PP211.

##### PP210A, “Who in this household participated in a program or group working to monitor or improve governance in your area?” RECORD THE LINE NUMBER OF EACH HOUSEHOLD MEMBER WHO PARTICIPATED IN A GROUP TO MONITOR OR IMPROVE GOVERNANCE.

Ask the question and record the line number of each household member who participated in a program or group working to monitor or improve governance in your area.

##### PP211, “In the past [XX] months, did you or any member of your household receive training in reading or writing other than in primary or secondary school?”

Ask the question and record the response. If the response is ‘2’ (NO) or ‘8’ (DON’T KNOW), skip to item PP213.

##### PP211A, “Who in this household received training in reading or writing?” RECORD THE LINE NUMBER OF EACH HOUSEHOLD MEMBER WHO RECEIVED TRAINING IN READING OR WRITING.

Ask the question and record the line number of each household member who received training in reading or writing.

##### PP213, “In the past [XX] months, did you or any member of your household participate in vocational training to help them develop skills for working or starting a business?”

***Vocational training*** is education on material relevant to a particular job.

Ask the question and record the response. If the response is ‘2’ (NO) or ‘8’ (DON’T KNOW), skip to item PP215.

##### PP213A, “Who in this household received vocational training?” RECORD THE LINE NUMBER OF EACH HOUSEHOLD MEMBER WHO RECEIVED VOCATIONAL TRAINING.

Ask the question and record the line number of each household member who received vocational training.

##### PP215, “In the past [XX] months, did you or any member of your household participate in an empowerment group focused on helping girls or young women build confidence, stay safe and healthy, and plan for the future?”

Ask the question and record the response. If the response is ‘2’ (NO) or ‘8’ (DON’T KNOW), skip to item PP216.

##### PP215A, “Who in this household participated in a group focused on helping girls or young women build confidence, stay safe and healthy, and plan for the future?” RECORD THE LINE NUMBER OF EACH HOUSEHOLD MEMBER WHO PARTICIPATED IN IN THIS SORT OF GROUP.

Ask the question and record the line number of each household member who participated in an empowerment group for girls or young women.

##### PP216, “In the past [XX] months, did you or any member of your household receive food or food vouchers through [TYPES OF PROGRAMS]?”

Ask the question and record the response. If the response is ‘2’ (NO) or ‘8’ (DON’T KNOW), skip to item PP217.

##### PP216A, “Who in this household received food or food vouchers through [TYPES OF PROGRAMS]?

Ask the question and record the line number of each household member who received food or food vouchers through [types of programs].

##### PP200ET, ENTER TIME MODULE FINISHED

If using a paper questionnaire, enter the day of the month and time (hour and minutes) that you completed the module. If using a tablet, the time will be automatically recorded for you.

##### PP200R, 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.

#### Sub-Module 9.3: Program participation—Water, sanitation, and hygiene

##### PP300CH, CLUSTER AND HOUSEHOLD NUMBER

If using a paper questionnaire, record the cluster number and household number. You can find this information on the *Household Identification Cover Sheet*. If using a tablet, you will not see this question; the information will automatically be recorded for you.

##### PP300ST, INSERT TIME MODULE STARTED

If using a paper questionnaire, record the day of the month and 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.

##### PP300RSP, LINE NUMBER OF THE RESPONDENT TO THIS MODULE

If using a paper questionnaire, record the line number of the respondent who you are interviewing. You can find this information in Module 1, *Household roster and demographics*. If using a tablet, select the respondent from the list of household members eligible for this module.

##### PP300C, OBTAIN CONSENT. DOES [NAME] AGREE TO PARTICIPATE IN THE SURVEY?

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 PP300ET.

If using a paper questionnaire, check the *Informed Consent Form* 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, record the result, and continue as specified above.

##### PP300T, “Now I would like to ask you some questions about water, sanitation, and hygiene services or support received. This includes support received from governmental or private organizations, groups, or programs, but does not include support received informally from friends or relatives. This information will only be used to help us understand programs in your area, and will not affect your program participation or any support you receive now, or your eligibility for future programs.”

Read the introductory statement before continuing to the rest of the module.

##### PP301, “In the past [XX] months, has anyone provided you or any member of your household training or counseling on hygiene practices, such as handwashing with soap, safe disposal of excreta, management of drinking water, or safe food hygiene?”

Ask the question and record the response. If the response is ‘2’ (NO) or ‘8’ (DON’T KNOW), skip to item PP302.

##### P301A, “Who in this household received training or counseling on hygiene practices?” RECORD THE LINE NUMBER OF EACH HOUSEHOLD MEMBER WHO RECEIVED TRAINING OR COUNSELING ON HYGIENE PRACTICES.

Ask the question and record the line number of each household member who received training or counseling on hygiene practices.

##### PP302, “In the past [XX] months, did you or anyone else in the household receive support to access soap for home use?”

Ask the question and record the response. If the response is ‘2’ (NO) or ‘8’ (DON’T KNOW), skip to item PP303.

##### PP302A,“Who in this household received support to access soap for home use?” RECORD THE LINE NUMBER OF EACH HOUSEHOLD MEMBER WHO RECEIVED SUPPORT TO ACCESS SOAP FOR HOME USE.

Ask the question and record the line number of each household member who received support to access soap for home use.

##### PP303, “In the past [XX] months, was [TYPE OF SUPPORT] provided to have:”

Read the statement before asking each of the following items PP303A-PP303F. Record the response for each.

##### PP303A, “a piped water source installed for household use?”

##### PP303B, “a toilet built or installed for household use?”

##### PP303C, “a pit latrine built or installed for household use?”

##### PP303D, “another kind of sanitation service built or installed for household use? Please specify.”

##### PP303E, “improvements made to a piped water source on the premises of your household not including piped water installation?”

##### PP303F, “improvements made to the sanitation services for household use, not including toilet or latrine installation?”

##### PP303G, CHECK PP303A-PP303F. ARE THERE ANY 'YES' RESPONSES (CODE ‘1’)?

If using a paper questionnaire, perform the check. If no type of support was provided—that is, if response option 2 is selected for all—skip to item PP304. If using a tablet, the check will be performed automatically, and you will be prompted with the next applicable question.

##### PP303H, “Who in this household received support to install, build, or improve a water source or sanitation facility?” RECORD THE LINE NUMBER OF EACH HOUSEHOLD MEMBER WHO RECEIVED SUPPORT TO INSTALL, BUILD OR IMPROVE WATER SOURCE OR SANITATION FACILITY.

Ask the question and record the line number of each household member who received support to install, build, or improve a water source or sanitation facility.

##### PP304, “Do you know of any program or group who has been working in the past 12 months to build new water points or improve existing water points for communal use in your area – including communal water points for household needs or agricultural use? Please only think about new developments or improvements, and not regular maintenance.”

Ask the question and record the response.

##### PP305, “In the past [XX] months, did you or any member of your household access an improved community water point?”

**Purpose:** To identify whether any member of the household has accessed an improved water point in the past 12 months.

An improved water point includes water piped on premises, public taps or standpipes, tube wells or boreholes, protected dug wells, protected springs, and rainwater collection. Improved water sources are those that are accessible on premises and free from contamination.

Ask the question and record the response. If the response is ‘2’ (NO) or ‘8’ (DON’T KNOW), skip to item PP306.

##### PP305A, “Who in this household accessed an improved community water point?” RECORD THE LINE NUMBER OF EACH HOUSEHOLD MEMBER WHO ACCESSED AN IMPROVED COMMUNITY WATER POINT.

Ask the question and record the line number of each household member who accessed an improved community water point. If there were more than six household members who accessed an improved community water point, consult your Field Supervisor.

##### PP306, “Do you know of any program or group working to build or improve sanitation facilities for community use in your area?"

**Purpose:** To identify whether any member of the household knows of a development project or program in their area that is working to build or improve sanitation facilities for communal use.

Ask the question and record the response.

##### PP307, “In the past [XX] months, did you or any member of your household access an improved community sanitation facility?”

**Purpose:** To identify whether any member of the household has accessed an improved community sanitation facility.

Ask the question and record the response. If the response is ‘2’ (NO) or ‘8’ (DON’T KNOW), skip to item PP308.

##### PP307A, “Who in this household accessed an improved community sanitation facility?” RECORD THE LINE NUMBER OF EACH HOUSEHOLD MEMBER WHO ACCESSED AN IMPROVED COMMUNITY SANITATION FACILITY.

Ask the question and record the line number of each household member who accessed an improved community sanitation facility. If there were more than six household members who accessed an improved community sanitation facility, consult your Field Supervisor.

##### PP308, “Does your household use a water service provider?”

**Purpose:** To determine whether the household uses a water service provider. A water service provider can include a community sanitation service provider.

Ask the question and record the response. If the response is '2’ (NO) or ‘8’ (DON’T KNOW), skip to item PP312.

##### PP309, “In the past [XX] months, has your water provider given you or any member of your household new information about the services they provide?”

**Purpose:** To determine whether the household has been given any new information from their sanitation service provider.

Ask the question and record the response.

##### PP310, “In the past [XX] months, has your water service provider increased the amount of money they collect from you?”

**Purpose:** To determine whether the household has experienced an increase in the cost of their sanitation services.

Ask the question and record the response.

##### PP311, “In the past [XX] months, has your water service improved in any of the following ways:”

Read the statement before asking each of the following items PP311A-PP311C. Record the response for each.

##### PP311A, “increased hours of service per day?”

##### PP311B, “increased days of service per month?”

##### PP311C, “increased responsiveness to issues?”

**Definitions**

* ***Increased hours of service per day*** refers to an increase in the number of hours per day water services are available.
* ***Increased days of service per month*** refers to an increase in the number of days per month water services are available.
* ***Increased responsiveness to issues*** refers to whether the household has experienced an increase in the water service provider’s ability to respond to or resolve water-related issues.

##### PP312, “Does your household use a sanitation service provider?”

Ask the question and record the response. If the response is '2’ (NO) or ‘8’ (DON’T KNOW), skip to item PP316.

##### PP313, “In the past [XX] months, has your sanitation provider given you or any member of your household new information about the services they provide?”

Ask the question and record the response.

##### PP314, “In the past [XX] months, has your water or sanitation service provider increased the amount of money they collect from you?”

Ask the question and record the response.

##### PP315, “In the past [XX] months, has your sanitation service improved in any of the following ways:”

Read the statement before asking each of the following items PP315A-PP315B. Record the response for each.

##### PP315A, “Increased days of service per month?”

##### PP315B, “Increased responsiveness to issues?”

**Definitions**

* ***Days of service per month*** refers to an increase in the number of days per month sanitation services are available.
* ***Responsiveness to issues*** refers to whether the household has experienced an increase in the sanitation service provider’s ability to respond to or resolve sanitation-related issues.

##### PP316, “In the past [XX] months, have you seen or heard any advertisements on toilets, pit-emptying services, or other sanitation related services on television or radio, or seen any advertisements posted on fliers or billboards in your community?”

Ask the question and record the response.

##### PP317, “In the past [XX] months, have you been able to find soap or other sanitation and hygiene products, such as [INSERT EXAMPLES], when you needed it?”

Ask the question and record the response.

##### PP317A, “Who in this household was able to find soap or other sanitation and hygiene products?” RECORD THE LINE NUMBER OF EACH HOUSEHOLD MEMBER WHO FOUND SOAP OR OTHER SANITATION AND HYGIENE PRODUCTS.

Ask the question and record the line number of each household member who found soap or other sanitation and hygiene products.

##### PP300ET ENTER TIME MODULE FINISHED

If using a paper questionnaire, enter the day of the month and time (hour and minutes) that you completed the module. If using a tablet, the time will be automatically recorded for you.

##### PP300R, 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.

## 4.4 Item-by-item explanation of the parallel survey questionnaire

The following sections provide information on each module in the parallel survey questionnaire. 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.

As a reminder, the parallel questionnaire contains these modules:

* Household Identification Cover Sheet
* Informed Consent
* Module 1 Household roster and demographics
* Module 2 Dwelling characteristics and household assets
* Module 7 Agricultural technologies
  + 7.90 Land map
  + 7.91 Plot information and identification on tablet
  + 7.92 Plot area measurement
* Module 8 Household consumption expenditure
  + 8.1 Food consumption over past 7 days
  + 8.2 Non-food expenditures over past 7 days
  + 8.3 Non-food expenditures over past 1 month
  + 8.4 Non-food expenditures over past 3 months
  + 8.5 Non-food expenditures over past 12 months
  + 8.6 Housing expenditures
  + 8.7 Durable goods expenditures

### 4.4.1 Household Identification Cover Sheet

[See Section 4.3.1](#_heading=h.40t2srz).

### 4.4.2 Informed Consent Form

[See Section 4.3.2](#_heading=h.2fyd2zs).

### 4.4.3 Module 1—Household roster and demographics

[See Section 4.3.3](#_heading=h.v3nd7l),

### 4.4.4 Module 2—Dwelling characteristics and household assets

See [Section 4.3.4](#_heading=h.1jlao46).

NOTE: The questions in Module 2 of the parallel survey questionnaire are a subset of those in Module 2 of the main survey questionnaire; therefore, some of the skip patterns will be different. Most notably, program participation questions and consumption expenditure questions are not included in Module 2 of the parallel survey questionnaire.

### 4.4.5 Module 7.9—Agricultural technologies—plot mapping, identification, and measurement

Module 7.9, *Agricultural technologies—Plot mapping, identification, and measurement,* includes the following sections:

7.90 Land map

7.91 Plot information and identification on tablet

7.92 Plot area measurement

The following sections provide information on each section of Module 7.9. 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.

#### Sub-Module 7.90: Land map

**Purpose:** To collect information about the location and composition of the plot or plots where each farmer in the household grows [C-VCCs], the targeted value chain crops included in the survey.

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

You will administer this module once to each eligible household member, or farmer, who is primarily responsible for one or more plots where they grow [C-VCCs], as identified in items [V235, V237, and V239].

##### V79000I1, CHECK V235, V237, AND V239 TO DETERMINE IF THERE ARE ANY HOUSEHOLD MEMBERS ELIGIBLE TO RESPOND TO MODULE 7.9. ADMINISTER THIS MODULE, INCLUDING 7.90, 7.91, and 7.92, INDIVIDUALLY TO ALL ELIGIBLE HOUSEHOLD MEMBERS.

If using a tablet, this module will only appear in the list of modules if there are one or more household members eligible to respond to the module. If using a paper questionnaire, implement the check referring to Module 2, *Dwelling characteristics and household assets*. The line numbers of any eligible household members will be listed for items [V235, V237, and V239] for [C-VCCs]. Administer Module 7 (including Sub-Modules 7.90, 7.91, and 7.92) to each eligible household member after confirming or obtaining informed consent (see item V79000C).

##### X79000ST, ENTER TIME MODULE STARTED

If using a paper questionnaire, record the day of the month and 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.

##### X79000CH, CLUSTER AND HOUSEHOLD NUMBER

If using a paper questionnaire, record the cluster number and household number. You can find this information on the *Household Identification Cover Sheet*. If using a tablet, you will not see this question; the information will automatically be recorded for you. If using a paper questionnaire, record the line number of the respondent who you are interviewing. You can find this information in Module 1, *Household roster and demographics*. If using a tablet, select the respondent from the list of household members eligible for this module.

##### V79000C, OBTAIN CONSENT. DOES [NAME] AGREE TO PARTICIPATE IN THE SURVEY?

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 X79000ET.

If using a paper questionnaire, check the *Informed Consent Form* 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, record the result, and continue as specified above.

##### X79000I2, INSTRUCTIONS

Follow the instructions provided to create a land map with the respondent. The final land map created will show all plots belonging to the respondent household which are eligible for Sub-Modules 7.91 and 7.92.

To begin drawing the land map, locate the household’s dwelling (house) at the center of the sketch area in the paper version of Sub-Module 7.90, *Land map*. Map out all of the [VCC1], [VCC2], and [VCC3] plots located within 1 hour from the house for which the respondent is the primary decision-maker, and indicate the crops that the respondent grew on each plot during the past season. Remember when mapping out the plots that a plot is a continuous piece of land on which a unique crop or mixture of crops is grown under a consistent crop management system. The piece of land must be continuous and should not be split by a path of more than 1 meter in width. Include landmarks, such as roads, churches, and rivers, as appropriate.

After mapping out all of the respondent’s [VCC1], [VCC2], and [VCC3] plots within 1 hour of the house, indicate the approximate size of the plots and the time it takes to reach the plot from the household on the diagram. Cross out any plots that are smaller than 3 meters by 5 meters because they are too small to be eligible for inclusion in the survey.

Looking at the map, determine the number of [VCC1], [VCC2], and [VCC3] plots that are at least 3 meters by 5 meters and within a 30-minute radius of the household. At most, in this example with [3] VCCs, [6] plots will be included in the survey: 2 plots for each VCC.

For each VCC, if there are three or more plots that meet the criteria, ask the respondent to identify the plot that is most productive—that is, had the greatest production (harvest) per square foot during the last growing season, and the plot that is least productive—that is, had the lowest production (harvest) per square foot during the last growing season, and include those two plots in the survey. Repeat this step for each VCC plot. Assign each chosen plot a number (starting with 1 and numbering them sequentially: 1, 2, 3, 4, 5, and 6). Then fill in the fields to the right of the map.

**Definitions**

* A ***plot*** is a continuous piece of land on which a unique crop or a mixture of crops is grown under a consistent crop management system. It must be continuous and should not be split by a path of more than 1 meter in width. Plot boundaries are defined according to the crops grown and the farmer responsible for the plot.
* The ***highest-producing plot*** is the one with the largest amount harvested per square meter in the last season, and the lowest-producing plot is the one with the smallest amount harvested per square meter in the last season.
* Two crops cannot be grown in the same plot if they are not ***intercropped***. In addition, a crop cannot be intercropped in only a section of a plot. In both of these scenarios, there are at least two separate plots.

##### V79000FA-V79000FX collect information on the plots cultivated of each VCC.

For each plot number, indicate with a checkmark whether the respondent grew [VCC1] (V79000FA), [VCC2] (V79000FB), [VCC2] (V79000FC), or another non-VCC crop (V79000FX) in that plot during the past season. If the respondent grew [VCC1] and [VCC2] in the same plot (that is, intercropped [VCC1], and [VCC2]), be sure to check the boxes for both [VCC1] and [VCC2]. If the respondent intercropped [VCC1] or [VCC2] with another crop during the last season, put a checkmark in the ‘OTHER CROP’ box and proceed to item V79000FZ.

##### V79000FZ, "What other crops did you intercrop on this plot?” SELECT ALL THAT APPLY.

If the respondent identifies another non-VCC crop for any plot in item V79000FX, you will be directed to this item.

Ask the question and record the response. Be sure to select all responses that apply, as the respondent may provide more than one answer. If the respondent reports a crop that is not listed, record the response as ‘6’ (OTHER) and specify.

##### V79000G, INTERCROPPED? (Y/N)

If using a paper questionnaire and the respondent did not intercrop on the plot, select “NO” for item V79000G. Select ‘YES’ if the respondent reported intercropping their plot—that is, two or more crops are indicated in items V79000FA-V79000FC. If you are using a tablet, this question will be automatically completed for you.

NOTE: The definition of a plot is included for reference. When talking with a respondent and identifying plots, keep in mind that:

* A ***plot*** is an area of agricultural land that is primarily managed by one farmer. *Only one farmer can be designated as being primarily responsible for a plot of land*, so if multiple farmers make decisions about a plot of land, the farmer who is primarily responsible for the plot is the one who usually makes the decisions about managing the plot.
* Consider a large rectangular piece of land:
* If household members consider this piece of land to be one plot, but one farmer is responsible for cultivating [VCC1] on half of it, and another farmer is primarily responsible for cultivating [VCC2] on the other half of it, for the purposes of this survey, the land should be designated as two separate plots—one where the first farmer grows [VCC1], and a second where the second farmer grows [VCC2].
* If one farmer is primarily responsible for growing both [VCC1] and [VCC2] in separate, mono-cropped areas of this piece of land, the land should be considered two separate plots, even if both crops are grown using the same crop management system.
* If one farmer is primarily responsible for growing both [VCC1] and [VCC2] on this piece of land, but the two crops are intercropped, the land should be considered one plot under the same crop management system.
* If one farmer is primarily responsible for growing both [VCC1] and [VCC2] (or any other crop) on this piece of land, but the two crops are intercropped, the land should be considered one plot under the same crop management system. However, yield will only be asked of the VCCs. If the two crops are not intercropped, the land should be considered two separate plots.
* A plot is a continuous piece of land. There may be a path, creek, trees, or bushes that runs through it, but the path, creek, trees, or bushes cannot be wider than 1 meter. If the path, creek, trees, or bushes are wider than 1 meter, then the land on one side of the path creek, trees, or bushes is considered one plot, and the land on the other side is considered a second, separate plot.

##### X79000L, LANGUAGE OF INTERVIEW – MODULE 7.90

Enter the language used to administer Sub-Module 7.90. If the language is not listed, select ‘96’ (OTHER) and specify.

##### X79000ET, ENTER TIME MODULE FINISHED

If using a paper questionnaire, enter the day of the month and 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.

##### V79000R, 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.

#### Sub-Module 7.91: Plot information and identification on tablet

**Purpose:** To collect information about the size and composition of the plot or plots where the household grows the C-VCCs included in the P2-ZOI Survey.

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

You will administer this module separately to the first farmer for each plot on which they are primarily responsible for growing [VCC1, VCC2, and VCC3]. Therefore, if the same farmer is primarily responsible for three plots, you will administer this module to the same farmer three times—first asking the farmer about the first plot, then the second plot, and finally the third plot.

If there are additional eligible household members, or farmers, who are primarily responsible for separate plots on which they grow [VCC1, VCC2, and VCC3], you will also administer this module to those farmers about each of their plots. Therefore, for example, if one farmer is primarily responsible for two plots—one of maize and one of cowpeas—and a second farmer is primarily responsible for one plot of maize, you will administer the module to the first farmer two times—first asking about their maize plot, and then asking about their cowpea plot. Then you will administer the module to the second farmer asking about their maize plot.

NOTE: Each plot can only have one farmer who is primarily responsible for the plot. The farmers who are primarily responsible for one or more plots are determined in questions [insert appropriate item number] of Module 2, *Dwelling characteristics and household assets*.

##### X79100T “Next I will ask you some questions about the plots on the map we just created.”

Read the introductory statement before continuing to the rest of the sub-module.

##### X79100ST, ENTER TIME MODULE STARTED

If using a paper questionnaire, record the day of the month and time (hour and minutes) that you start the sub-module. If using a tablet, you will not see this question; the time will automatically be recorded for you.

##### X79100CH, CLUSTER AND HOUSEHOLD NUMBER

If using a paper questionnaire, record the cluster number and household number. You can find this information on the *Household Identification Cover Sheet*. If using a tablet, you will not see this question; the information will automatically be recorded for you.

##### V79100RSP, NAME AND LINE NUMBER OF THE ELIGIBLE RESPONDENT (FARMER)

If using a paper questionnaire, record the line number of the respondent who you are interviewing. You can find this information in Module 1, *Household roster and demographics*. If using a tablet, select the respondent from the list of household members eligible for this module.

##### V79100D, CHECK THE SKETCHED LAND MAP. WHAT C-VCC(S) DID THE RESPONDENT PLANT IN PLOT [X] DURING THE LAST GROWING SEASON? SELECT ALL THAT APPLY. SHOW PLOT [X] ON THE SKETCHED LAND MAP TO THE RESPONDENT AND ASK THE QUESTIONS IN THIS MODULE.

Check item V79000F to see if the respondent planted [C-VCC1], [C-VCC2], or [C-VCC3] in plot [X] and record the response. Show the respondent plot [X] on the sketched land map and ask the questions in the module for that plot. Ensure the respondent is clear which plot you are asking about.

Ask the following items V79101-V79113 separately for each plot.

##### V79101, “What is the area of this plot?”

Ask the question and record the answer, then select the unit. If the unit measurement is not listed, select ‘6’ (OTHER) and specify.

##### V79102, “Did you have access to irrigation for this plot during the last growing season?”

Ask the question and record the answer.

##### V79105X, CHECK V79000G: WAS PLOT [X] INTERCROPPED?

Check item V79000G. If the plot is intercropped, continue to item V79105. If not, skip to item V79108.

##### V79105, CHECK V79100D: WAS [C-VCC1] GROWN IN THIS PLOT?

Check item V79100DA. If [C-VCC1] was grown in this plot, continue to the next item. If not, skip to item V79106.

##### V79105A, “How much of plot [X] was cultivated with [C-VCC1]?”

Ask the question and record the response as a percentage. If the plot was only grown with [C-VCC1], you would enter 100. If the plot was intercropped and only half of the plot was grown with [C-VCC1], you would enter 50.

If the farmer intercropped their plot and has difficulty determining what percent of the plot was planted with [C-VCC1], ask the farmer to think of the total number of plants that were planted in the plot. Then ask what percent of those plants were [C-VCC1]. Ask the respondent to confirm if these estimated percentages are accurate or if any should be amended up or down.

##### V79106, CHECK V79100D: WAS [C-VCC2] GROWN IN THIS PLOT?

Check item V79100D. If [C-VCC2] was grown in this plot, continue to the next item. If not, skip to item V79107.

##### V79106A, "How much of plot [x] was cultivated with [C-VCC2]?”

Ask the question and record the response as a percentage. If the plot was only grown with [C-VCC2], you would enter 100. If the plot was intercropped and only half of the plot was grown with [C-VCC2], you would enter 50.

If the farmer intercropped their plot and has difficulty determining what percent of the plot was planted with [C-VCC2], ask the farmer to think of the total number of plants that were planted in the plot. Then ask what percent of those plants were [C-VCC2]. Ask the respondent to confirm if these estimated percentages are accurate or if any should be amended up or down.

##### V79107, CHECK V79100D: WAS [C-VCC3] GROWN IN THIS PLOT?

Check item V79100D. If [C-VCC3] was grown in this plot, continue to the next item. If not, skip to item V79108.

##### V79107A, "How much of plot [x] was cultivated with [C-VCC3]?”

Ask the question and record the response in percentage. If the plot was only grown with [C-VCC3], you would enter 100. If the plot was intercropped and only half of the plot was grown with [C-VCC3] you would enter 50.

If the farmer intercropped their plot and has difficulty determining what percent of the plot was planted with [C-VCC3], ask the farmer to think of the total number of plants that were planted in the plot. Then ask what percent of those plants were [C-VCC3]. Ask the respondent to confirm if these estimated percentages are accurate or if any should be amended up or down.

##### V79108, CHECK V79100D: WAS [C-VCC1] GROWN IN THIS PLOT?

Check item V79100D. If [C-VCC1] was grown in this plot, continue to the next item. If not, skip to item V79109.

##### V79108A, "How much [C-VCC1] did you harvest from plot [X] during the last growing season?”

Ask the question and record the answer. Be sure that the respondent understands that you are asking about the total amount harvested within plot [X] during the last growing season. Record the quantity up to one decimal place. Record the unit of measurement by selecting the response option that corresponds to the quantity reported by the respondent. If the unit of measurement is not listed, select ‘6’ (OTHER) and specify.

##### V79109, CHECK V79100D: WAS [C-VCC2] GROWN IN THIS PLOT?

Check item V79100D. If [C-VCC2] was grown in this plot, continue to the next item. If not, skip to item V79110.

##### V79109A, "How much [C-VCC2] did you harvest from plot [X] during the last growing season?”

Ask the question and record the answer. Be sure that the respondent understands that you are asking about the total amount of [C-VCC2] harvested within plot [X] during the last growing season. Record the quantity up to one decimal place. Record the unit of measurement by selecting the response option that corresponds to the quantity reported by the respondent. If the unit of measurement is not listed, select ‘6’ (OTHER).

##### V79110, CHECK V79100D: WAS [C-VCC3] GROWN IN THIS PLOT?

Check item V79100D. If [C-VCC3] was grown in this plot, continue to the next item. If not, skip to item V79111.

##### V79110A, "How much [C-VCC3] did you harvest from plot [X] during the last growing season?”

Ask the question and record the answer. Be sure that the respondent understands that you are asking about the total amount of [C-VCC3] harvested within plot [X] during the last growing season. Record the quantity up to one decimal place. Record the unit of measurement by selecting the response option that corresponds to the quantity reported by the respondent. If the unit of measurement is not listed, select ‘6’ (OTHER).

##### V79111, “Now, I'd like to ask you to identify this plot on my tablet.”

Show the respondent the map on the tablet. If the respondent is unable to identify their plot on the tablet (‘2’) or the respondent refuses (‘7’), skip to item V79113.

##### V79112, Area of the plot

This question will not appear on the tablet screen because this information will be auto-populated by the data collection application. If the plot is larger than 999,999.99 square meters, the plot area will be saved in hectares.

##### V79113, CHECK LAND MAP. WAS THE RESPONDENT PRIMARILY RESPONSIBLE FOR CULTIVATING ANY OTHER PLOTS IN THE PAST SEASON?

Ask the question and record the response. If the response is ‘YES,’ go to the next plot.

##### X79100ET, ENTER TIME MODULE FINISHED

If using a paper questionnaire, enter the day of the month and time (hour and minutes) that you completed the module. If using a tablet, the time will be automatically recorded for you.

##### V79100R, 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.

#### Sub-Module 7.92: Plot area measurement

##### X79200ST, ENTER TIME MODULE STARTED

If using a paper questionnaire, record the day of the month and time (hour and minutes) that you start the sub-module. If using a tablet, you will not see this question; the time will automatically be recorded for you.

##### X79200CH, CLUSTER AND HOUSEHOLD NUMBER

If using a paper questionnaire, record the cluster number and household number. You can find this information on the *Household Identification Cover Sheet*. If using a tablet, you will not see this question; the information will automatically be recorded for you.

##### V79200RSP, NAME AND LINE NUMBER OF THE ELIGIBLE RESPONDENT(FARMER)

If using a paper questionnaire, record the line number of the respondent you are interviewing. You can find this information in Module 1, *Household roster and demographics*. If using a tablet, select the respondent from the list of household members eligible for this module.

##### X79200T “Next, I would like to go with you to your plots and walk the perimeter of each plot to measure its area. Please take me to your first plot.”

You will be responsible for walking the perimeter of each plot recorded in Sub-Module 7.90. As you record the area of a plot make sure to:

1. Wait 5 to 10 seconds in a spot before recording a GPS point. This will allow the application time to find your location more accurately.
2. Drop a generous amount of GPS points to ensure that you capture the plot shape and area accurately. In general, you should record a new GPS point any time your direction changes—if a plot is curved, this may require many points.
3. After you are finished recording the plot measurement, share your recorded plot area/shape with the farmer to make sure that it looks accurate to them.

##### V79201, PROCEED TO THE FARMER’S PLOTS AND WALK THE PERIMETER OF EACH PLOT.

Walk the perimeter of the plot. If the farmer refuses to let you visit or walk the plot perimeter, record ‘REFUSED’ (7). If you cannot complete the measurement, record ‘UNABLE TO COMPLETE’ (2). If you record ‘2’ or ‘7’, skip to item X79203.

##### V79202, AREA OF THE PLOT

This question will not appear on the tablet because the tablet will automatically record in the background the plot area as you complete walking the plot perimeter. The area will be recorded in hectares for plots larger than 999,999.99 square meters.

##### V79203, CHECK LAND MAP. WAS THE RESPONDENT PRIMARILY RESPONSIBLE FOR CULTIVATING ANY OTHER PLOTS IN THE PAST SEASON?

Check the land map. If the respondent was responsible for cultivating another plot, select ‘YES’ and ask the respondent about the next plot.

##### X79200ET, ENTER TIME MODULE FINISHED

If using a paper questionnaire, enter the day of the month and 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.

##### V79200R, 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.

### 4.4.6 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 and non-food items that household members bought over different periods of time.

The module is organized by expenditure type and recall period, and it is divided into the following seven Sub-Modules: 8.1—*Food consumption over the past 7 days*, 8.2—*Non-food expenditures over the past 7 days*, 8.3—*Non-food expenditures over the past 1 month*, 8.4—*Non-food expenditures over the past 3 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 that 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 household member 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 continuing with the module. If a different household member is the respondent for Sub-Modules 8.2-8.7, you will need to check again 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 detailed questions. Many questions may be difficult for respondents to recall, and respondents may become frustrated if they are pressured for answers they cannot provide. During the interview, the prices and quantities collected here will be approximations. If respondents become frustrated or struggle, emphasize they may *estimate* as best as 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: Household consumption expenditure—Food consumption over past 7 days

**Purpose:** To collect information about how much household members ate over the past week.

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*Stress the difference between consumption and purchases:*

Generally, we want to know the amount and value of, for example, rice eaten in the past week, instead of the amount and value of the rice purchased in the past week. Many of the big units (e.g., 100 kg sack) are likely to be used when purchasing food but would rarely be used in reporting consumed food.

Suggest a review of the food items and units during training and seek to identify the units that will be frequently used in reporting the food that is consumed versus the food that is purchased.

The point is to get them to think about the distinction in advance and have the big units stand out as a purchased unit.

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##### X800I1, INTERVIEWER INSTRUCTIONS

Ask these questions about all household members. For this sub-module, interview whoever is the most knowledgeable about foods the household members have eaten in the past week. Before beginning, check the *Informed Consent Form* and ensure that the respondent to this sub-module has previously provided informed consent. If not, administer the informed consent (item V8100C).

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 (7 days).

After you have determined which foods have been eaten (item V8102), you will ask about:

* The total quantity of food consumed (items V8103A and V8103B)
* The total quantity of food consumed from different sources
* The value of the food consumed from different sources

The three sources of food are as follows:

* Purchased food (items V8104A, V8104B, and V8105)
* Foods grown, harvested, or gathered by the household (i.e., the household’s own production) (items V8106A, V8106B, and V8106C)
* Food that was a gift or came from other sources (items V8107A, V8107B, and V8107C)

***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 F.**

**Tips for choosing the best unit:**

* When possible, report the quantity in a common metric, such as a kilogram, gram, or liter, 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 V8104A and V8104B) 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.

##### X8100ST, ENTER TIME MODULE STARTED

If using a paper questionnaire, record the day of the month and 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.

##### X8100CH, CLUSTER AND HOUSEHOLD NUMBER

If using a paper questionnaire, record the cluster number and household number. You can find this information on the *Household Identification Cover Sheet*. If using a tablet, you will not see this question; the information will automatically be recorded for you.

##### V8100RSP, 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.

##### V8100C, 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 X8100ET.

##### V8100T, “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 other members of 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.”

Read the introductory statement before continuing to the rest of the sub-module.

##### V8101, FOOD ITEM

Item V8101 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 V8101.

##### V8102, “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. Ask the question using the food items listed in item V8101. 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 items V8103-V8107C. Food from restaurants or vendors are asked about separately (food items [8167-8186]) after you ask about the foods that were eaten in the household or elsewhere.

##### V8103-V8107C

After completing item V8102 for all food items listed in item V8101, return to the top of the list, and for each food item marked as consumed (‘YES’ response for item V8102), ask items V8103 through V8107C. If you are using a tablet, you will be prompted to answer only questions where a ‘YES’ response was recorded for item V8102.

##### V8103A-V8103B, “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 (7 days)?”

**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 V8103A, record the quantity. For item V8103B, select the unit from the tablet. 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 V8103B/V8104B/V8106B/V8107B 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 V8103A and V8103B, you indicated that the food was consumed during the past week in item V8102. If the food was not consumed, navigate backwards to change the response to item V8102 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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##### VV8104A-V8104B, “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 V8104A, record the quantity. For item V8104B, select the unit from the tablet. 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 V8103B/V8104B/V8106B/V8107B UNITS. If the respondent uses a unit that is not listed, enter ‘96’ (OTHER), and specify. If the response to item V8104A-QUANTITY is ‘0,’ skip to item V8106A.

##### V8105, “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 V8105 only if it is applicable. Whenever a quantity is listed in item V8104A, the tablet will not allow a value of ‘0’ for item V8105. If no money was spent on the food item, navigate backward to change the response to item V8104A for that food item.

If a respondent has difficulty remembering the cost or estimating the cost for the quantity consumed, you may remind them 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.

##### V8106A-V8106B, CHECK V8103 AND V8104. 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 V8106 only if it is applicable; if not applicable, you will be prompted to ask item V8103 for the next food item that was consumed. For item V8106A, record the quantity. For item V8106B, select the unit from the tablet.

If using a paper questionnaire, first check items V8103 and V8104. If both the quantities and units are equal in items V8103 and V8104, go to the next food item; if the quantities and units are not equal, ask question item V8106 and record the responses on the same line as the food item.

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 V8103B/V8104B/V8106B/V8107B UNITS. If the respondent uses a unit that is not listed, enter ‘96’ (OTHER), and specify. Note that items V8106A and V8106B do not apply to item codes 8167-8186.

##### V8106C, CHECK V8106A. IF V8106A 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 food produced by the household 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 produced by the household.

If using a tablet, you will be prompted to ask item V8106C only if it is applicable; if not applicable, you will be prompted to ask item V8107. Whenever a quantity is listed in item V8106A, the tablet will not allow a value of ‘0’ for item V8106C. If the food item did not come from the household’s own production, navigate backward to change the response to item V8106A for that food item.

If using a paper questionnaire, first check item V8106A to see if the quantity entered is greater than 0. If the quantity is 0, skip to item V8107A. If the quantity entered is greater than 0, ask item V8106C and record the cost in local currency. Note that item V8106C does not apply to item codes 8167-8186.

Enter the value in [local currency]. 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 an estimated value is sufficient.

##### V8107A-V8107B, “How much 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 produced d by the household.

If using a tablet, you will be prompted to ask item V8107 only if it is applicable; if not applicable, you will be prompted to ask item V8103 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 V8107A, record the quantity. For item V8107B, select the unit from the tablet. 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 V8103B/V8104B/V8106B/V8107B UNITS. If the respondent uses a unit that is not listed, enter ‘96’ (OTHER), and specify. Note that item V8107 does not apply to item codes 8167-8186.

##### V8107C, CHECK V8107A. IF V8107A 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 food that came from gifts or other sources 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 V8107C only if it is applicable; if not applicable, you will be prompted to ask item V8103 for the next food item consumed. Whenever a quantity is listed in item V8107A, the tablet will not allow a value of ‘0’ for item V8107C. If the food item did not come from gifts or other sources, navigate backward to change the response to item V8107A for that food item.

If using a paper questionnaire, first check item V8107A to see if the quantity entered is greater than 0. If the quantity is 0, skip to item V8103 for the next food item consumed. If the quantity entered is greater than 0, ask item V8107C and record the cost in local currency. Note that item V8107C does not apply to item codes 8167-8186.

Enter the value in [local currency]. 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 an estimated value is sufficient.

V8108-8111 collect information about 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 household.

##### V8108, “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 V8112.

##### V8109, “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 any value of 1 through 9. If the respondent is unsure, even after probing, record ‘98’ (DON’T KNOW).

##### V8110, “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).

##### V8111, “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 any value of 1 through 9. If the respondent is unsure, even after probing, record ‘98’ (DON’T KNOW).

##### V8112, “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 item X8100L.

##### V8122A, “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 V8114.

##### V8113, “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 a difficult time estimating a value for the food, remind them that an estimated value is sufficient.

##### V8114, “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 item X8100L.

##### V8115, “How much did you spend on other purchases for pets over the past one week (7 days)?”

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 a difficult time estimating a value for the food, remind them that the value can be inexact and that an estimated value is sufficient.

##### X8100L, LANGUAGE OF THE INTERVIEW – MODULE 8.1

If using a paper questionnaire, enter the language that you completed the module in. If using a tablet, select the language from the list.

##### X8100ET, ENTER TIME MODULE FINISHED

If using a paper questionnaire, enter the day of the month and 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.

##### V8100R, 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.

#### Sub-Module 8.2: Non-food expenditures over past 7 days

**Purpose:** To collect information about non-food items that household members bought in the past 7 days.

Ask these questions about all household members. For this sub-module, interview whoever is the most knowledgeable about non-food household expenditures, housing expenses, and durable goods that the household owns. Before beginning, check the *Informed Consent Form* and ensure that the respondent to this sub-module has previously provided informed consent. If not, administer the informed consent (item V8200C).

##### X8200ST, ENTER TIME MODULE STARTED

If using a paper questionnaire, record the day of the month and 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.

##### X8200CH, CLUSTER AND HOUSEHOLD NUMBER

If using a paper questionnaire, record the cluster number and household number. You can find this information on the *Household Identification Cover Sheet*. If using a tablet, you will not see this question; the information will automatically be recorded for you.

##### V8200RSP, 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.

##### V8200C, OBTAIN CONSENT, DOES [NAME] AGREE TO PARTICIPATE IN THE SURVEY?

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 X8700L.

If using a paper questionnaire, check the *Informed Consent Form* 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, record the result, and continue as specified above.

##### X8200T, “Now I would like to ask you about items that you or members of your household may have bought in the past week.”

Read the introductory statement before continuing to the rest of the sub-module.

##### V8201, ITEM

Item V8201 lists the items, or non-food expenditures, that you will ask respondents about. 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 V8201.

V8202-V8203 collect information about purchases of non-food items over the past week (7 days). Beginning with the first item listed in item V8201, ask the respondent items V8202 and V8203 for each item, one at a time.

##### V8202, “Over the past one week (7 days), did your household purchase or pay for any [ITEM]?”

Ask the question using the name of the item, and on the same line as the item, record the response. If the response is ‘NO’ or ‘DON’T KNOW,’ skip to the next item.

##### V8203, “How much did you pay in total?”

Ask the question and record the cost in [local currency] on the same line as the item. If a respondent has difficulty remembering the cost or estimating the cost of an item, you may remind them that an estimated value is sufficient.

#### Sub-Module 8.3: Non-food expenditures over past 1 month

**Purpose:** To collect information about non-food items that the household members bought over the past month.

##### X8300T, “Now I would like to ask you about items that you or members of your household may have bought in the past month.”

Read the introductory statement before continuing to the rest of the sub-module.

##### V8301, ITEM

Item V8301 lists items, or non-food expenditures, that you will ask respondents about. 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 V8301.

##### V8302–V8303

Beginning with the first expenditure listed in item V8301, ask the respondent items V8302 and V8303 for each expenditure, one expenditure at a time.

##### V8302, “Over the past one month, did your household purchase or pay for any [ITEM]?”

Ask the question using the name of the item, and on the same line as the item, record the response. If the response is ‘NO’ or ‘DON’T KNOW,’ skip to the next item.

##### V8303, “How much did you pay in total?”

Ask the question and record the cost in [local currency] on the same line as the item. If a respondent has difficulty remembering the cost or estimating the cost of an item, you may remind them that an estimated value is sufficient.

#### Sub-Module 8.4: Non-food expenditures over past 3 months

**Purpose:** To collect information about non-food items that the household members bought over the past 3 months.

##### X8400T, “Next I would like to ask you about items that you or members of your household may have bought over the past three months.”

Read the introductory statement before continuing to the rest of the sub-module.

##### V8401, ITEM

Items V8401 lists items, or non-food expenditures, that you will ask respondents about. 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 V8401.

V8402-V8403 collect information about purchases of non-food items over the past 3 months. Beginning with the first item listed in V8401, ask the respondent items V8402 and V8403 for each item, one at a time.

##### V8402, “Over the past three months, did your household purchase or pay for any [ITEM]?”

Ask the question using the name of the item, and on the same line as the item, record the response. If the response is ‘NO’ or ‘DON’T KNOW,’ skip to the next item.

##### V8403, “How much did you pay in total?”

Ask the question and record the cost in [local currency] on the same line as the item. If a respondent has difficulty remembering the cost or estimating the cost of an item, you may remind them 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 household members bought over the past 12 months.

##### X8500T, “Now I would like to ask you about items that you or members of your household may have bought over the past one year.”

Read the introductory statement before continuing to the rest of the sub-module.

##### V8501, ITEM

Item V8501 lists items, or non-food expenditures, that you will ask respondents about. 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 V8501. The list of items include health expenditures (item codes 8304-8309) and education expenditures (item codes 8310-8318).

V8502-V8503 collect information about purchases of non-food items over the past one year (12 months). Beginning with the first item listed in item V8501, ask the respondent items V8502 and V8503 for each item, one at a time.

##### V8502, “Over the past one year (12 months), did your household purchase or pay for any [ITEM]?”

Ask the question using the name of the item, and on the same line as the item, record the response. If the response is ‘NO’ or ‘DON’T KNOW,’ skip to the next item.

##### V8503, “How much did you pay in total?”

Ask the question and record the cost in [local currency] on the same line as the item. If a respondent has difficulty remembering the cost or estimating the cost of an item, you may remind them that an estimated value is sufficient.

#### Sub-Module 8.5(2): Non-food expenditures over the past 12 months (continued: 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.

##### V8504, PRODUCT

Item V8504 lists non-food items, or products, that you will ask respondents about. Each non-food item or product is assigned an item code. These item codes, 8319 through 8321, are listed in the ITEM CODE column to the left of item V8504.

V8505-V8508 collect information about non-food items or products which may or may not have been purchased over the past one year (12 months). Beginning with the product listed in item V8504, ask the respondent items V8505 through V8508 for each product, one at a time.

The value of these items should be entered *only if they were gathered or purchased for household use*, not for investment purposes. 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 to ensure that the quantity reflects what was used by the household. If the response is ‘NO,’ skip to the next product.

##### V8505, “Over the past one year (12 months) did your household gather, or did your household pay for any [ITEM]?”

**Purpose:** To determine materials gathered or purchased for use by the household.

Ask the question using the name of the product and, on the same line as the product, record the response. If the response is ‘NO,’ skip to the next product.

##### V8505A-V8505B, “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 V8505A, record the quantity. For item V8505B, record the unit.

##### V8506, “Did your household gather the [ITEM], or did your household 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 V8508.

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.

##### V8507, 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 them that an estimated value is sufficient.

##### V8508, 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.

##### X8600T, “Now I’d like to ask you some questions about your home.”

Read the introductory statement before continuing with the rest of the sub-module.

##### V8601, “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 V8604. If the response is ‘5’ (RENTED), skip to item V8605. See **Table 8.1** for definitions of types of 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 to 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. |

##### V8602, “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 cost them to build it or how much it would cost them to rebuild the home.

##### V8603, “How old is this house, in years?”

Ask the question and record the response. If the respondent is unsure, record ‘998’ (DON’T KNOW).

This question may be 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?

##### V8604A-V8604B, “If you rented this dwelling out 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 out 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 (V8604A) per time period (V8604B). 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 V8604A and ‘8’ (DON’T KNOW) for item V8604B. Skip to item V8609, 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.

##### V8605A-V8605B, “How much do you pay to rent this dwelling?”

**Purpose:** To determine how much money the respondent pays to rent their 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 (V8605A) per time period (V8605B). 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 V8605A and ‘8’ (DON’T KNOW) for item V8605B. Skip to item V8609, regardless of the response. NOTE: Respondents will be asked this question only if they report that their household rents their dwelling (i.e., V8601=RENTED).

##### V8606, “Do you pay a mortgage on this house, that is, a regular payment towards purchasing the house?”

A ***mortgage*** is a type of loan that is used to buy a dwelling.

Ask the question and record the response. If the response is ‘NO,’ skip to item V8609.

##### V8607, “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.

##### V8608, “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 V8607 and V8608, if the respondent reports a payment in a frequency other than what is listed, convert the mortgage payment to *once a month*, *every 3 months*, *every 6 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).

##### V8609, “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***

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.

##### X8700T, “Now I’d like to ask you some questions about items that may be owned by your household.”

Read the introductory statement before continuing with the rest of the sub-module.

##### V8701, ITEM

Item V8701 lists the items, or durable goods, that you will ask respondents about. 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 V8701. You will use the durable goods listed in item V8701 to ask the respondent items V8702 through V8707.

##### V8702, “Does your household own a [ITEM]?”

Ask the question using the durable goods listed in item V8701. 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 V8703.

V8703-V8706 collect information about durable good expenditures over the past 1 year (12 months). After completing item V8702 for all durable goods listed in item V8701, return to the top of the list, and for each durable good marked as owned (‘YES’ response for item V8702), ask items V8703 through V8706. If you are using a tablet, you will be prompted to answer only questions where a ‘YES’ response has been recorded for item V8702.

##### V8703, “How many [ITEMS] do you own?”

Ask the question using the name of the durable good and, on the same line as the good, record the response.

##### V8704, “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 goods, record the average age of all the goods.

##### V8705, “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 the good in local currency. If there is more than one good, enter the average sale value for one good.

##### V8706, “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 average 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 V8702 for refrigerator (item code 8333). You would also answer item V8706 with the total amount that the respondent has paid (XXX) and will eventually pay (YYY) for the refrigerator, 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?*

●●●

##### X8700L, LANGUAGE OF INTERVIEW

If using a paper questionnaire, enter the language that you completed the module in. If using a tablet, select the language from the list.

##### X8700ET, ENTER TIME MODULE FINISHED

If using a paper questionnaire, enter the day of the month and 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.

##### V8700R, 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.

# 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 Midline 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 system** 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 an 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 geographic information system 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].

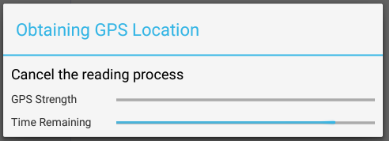
**A.4 How to collect the GPS data**

GPS data are 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 that the following instructions are carefully followed for obtaining accurate GPS data.

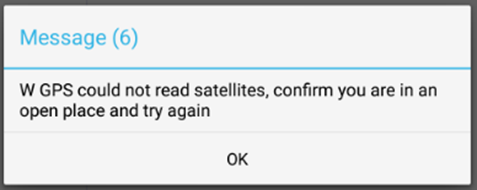
* Ensure that GPS data are recorded correctly before entering the household; if there is heavy tree cover or tall buildings preventing you from obtaining a good GPS reading, step to an area as close as possible to the household where you have a clear view of the sky. Make a note on the *Interviewer’s 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: Template for country-specific calendar events

**Purpose:** To assist in ascertaining dates of birth (month and year) for children identified as 5 years of age 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 5 years of age 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 a 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 B1** shows an example of a local events calendar.

Table B1: Sample Local Events Calendar [Country]

| **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 C: 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 line for each age also gives the year of birth if the child or adult has **not yet** had a birthday in 2023 and the year of birth if the child or adult has already had a birthday in 2023. **Table C1** shows an example of an AGE and BIRTHDATE CONSISTENCY CHART FOR SURVEYS IN 2023.

Table C1: Age and Birthdate Consistency Chart for Survey in 2023

| **Current Age** | **Year of birth** | | **Current Age** | **Year of birth** | |
| --- | --- | --- | --- | --- | --- |
| **Has not had birthday in 2023** | **Has already had birthday in 2023** | **Has not had birthday in 2023** | **Has already had birthday in 2023** |
| 0 | 2022 | -- | 30 | 1992 | 1993 |
| 1 | 2021 | 2020 | 31 | 1991 | 1992 |
| 2 | 2020 | 2021 | 32 | 1990 | 1991 |
| 3 | 2019 | 2020 | 33 | 1989 | 1990 |
| 4 | 2018 | 2019 | 34 | 1988 | 1989 |
|  |  |  |  |  |  |
| 5 | 2017 | 2018 | 35 | 1987 | 1988 |
| 6 | 2016 | 2017 | 36 | 1986 | 1987 |
| 7 | 2015 | 2016 | 37 | 1985 | 1986 |
| 8 | 2014 | 2015 | 38 | 1984 | 1985 |
| 9 | 2013 | 2014 | 39 | 1983 | 1984 |
|  |  |  |  |  |  |
| 10 | 2012 | 2013 | 40 | 1982 | 1983 |
| 11 | 2011 | 2012 | 41 | 1981 | 1982 |
| 12 | 2010 | 2011 | 42 | 1980 | 1981 |
| 13 | 2009 | 2010 | 43 | 1979 | 1980 |
| 14 | 2008 | 2009 | 44 | 1978 | 1979 |
|  |  |  |  |  |  |
| 15 | 2007 | 2008 | 45 | 1977 | 1978 |
| 16 | 2006 | 2007 | 46 | 1976 | 1977 |
| 17 | 2005 | 2006 | 47 | 1975 | 1976 |
| 18 | 2004 | 2005 | 48 | 1974 | 1975 |
| 19 | 2003 | 2004 | 49 | 1973 | 1974 |
|  |  |  |  |  |  |
| 20 | 2002 | 2003 | 50 | 1972 | 1973 |
| 21 | 2001 | 2002 | 51 | 1971 | 1972 |
| 22 | 2000 | 2001 | 52 | 1970 | 1971 |
| 23 | 1999 | 2000 | 53 | 1969 | 1970 |
| 24 | 1998 | 1989 | 54 | 1968 | 1969 |
|  |  |  |  |  |  |
| 25 | 1997 | 1998 | 55 | 1967 | 1968 |
| 26 | 1996 | 1997 | 56 | 1966 | 1967 |
| 27 | 1995 | 1996 | 57 | 1965 | 1966 |
| 28 | 1994 | 1995 | 58 | 1964 | 1965 |
| 29 | 1993 | 1994 | 59 | 1963 | 1964 |

# Appendix D: Informed consent statements and forms

This appendix contains the *Informed Consent Forms* (**Figures D1** and **D2**) and statements for the main and parallel surveys. Additional information about informed consent and assent is available in Section 4.3.2.

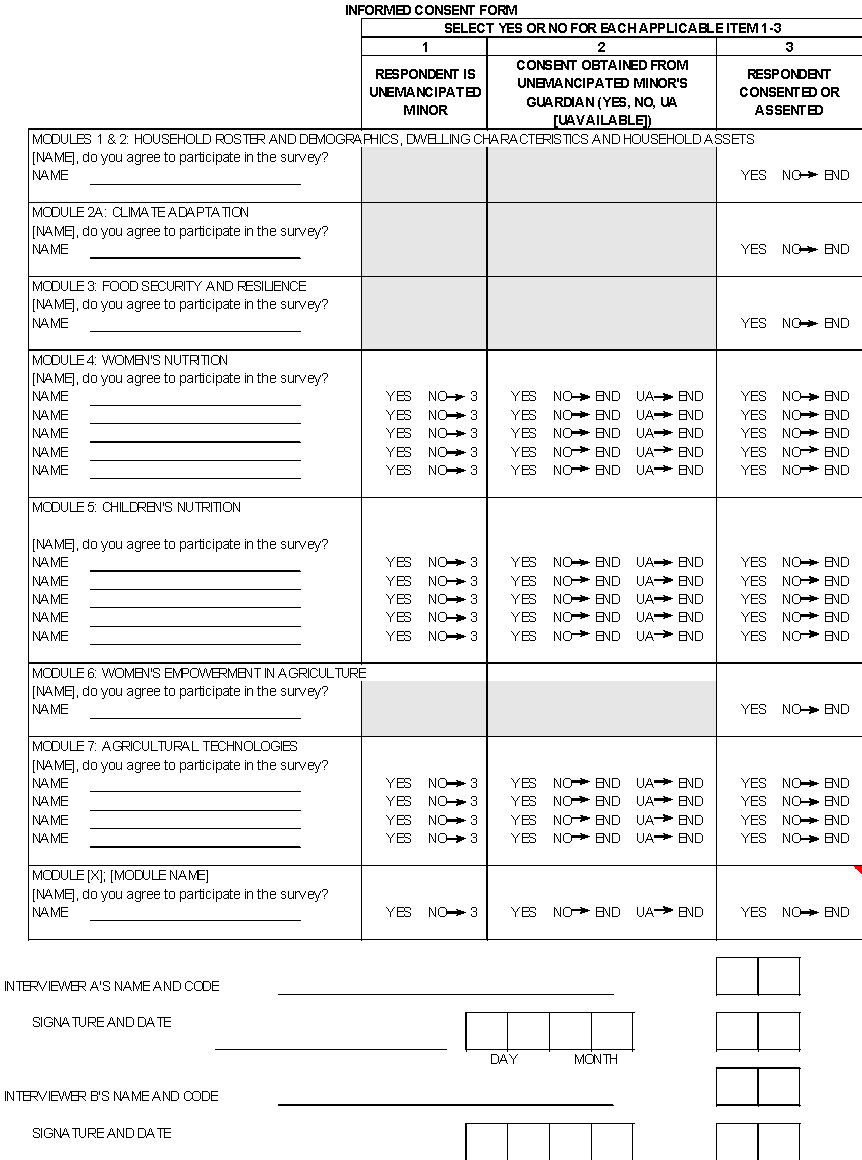
**Purpose:** To maintain a list of the names of all respondents who have provided informed consent by survey module.

**Instructions:** The *Informed Consent Form* 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 form 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, and the other Interviewer on your Interviewer team, will all sign and date the form, to acknowledge that informed consent was obtained from all household members interviewed according to survey protocols.

## Main survey

Figure D1: Informed Consent Form for the Main Survey



**Informed assent and consent statements for the main survey**

There are three informed assent and consent statements for the main survey. Which one is read depends on who is eligible to participate in the main survey.

**Informed consent statement for adults and emancipated minors:**

“Hello. My name is [NAME]. Thank you for the opportunity to speak with you. We are a research team from [Organization]. We are conducting a survey to learn about and try to improve agriculture, food security, nutrition and well-being of households in this area. Your household has been selected to participate in an interview that includes questions on topics such as your family background, dwelling characteristics, agriculture, and nutrition of women and children. The survey includes questions about the household generally, and questions about individuals within your household, if applicable. The questions about the household and its characteristics will take about 30 minutes to complete. If additional questions are relevant for members of your household, the interview in total will take approximately [XX – adjust based on field testing of country-specific main survey questionnaire] hours to complete. Your participation is entirely voluntary. If you agree to participate, you can choose to stop at any time or skip any questions you do not want to answer.

Your privacy is important to us. Private information like your name will not be shared with anyone. Information may be shared with researchers who will use it to better understand agriculture in [Country]; these researchers are legally required to protect your information. Some survey responses will also be shared with the public, but no information will be shared that can link you to the study. After entering the questionnaire into a database, we will remove all information such as your name that could link these responses to you before sharing with others for the sake of research.

Do you have any questions about the survey or what I have said? If in the future you have any questions regarding the survey or the interview, or concerns or complaints, we welcome you to contact [Organization], by calling [Organization’s phone number]. We will leave a copy of this statement and our organization’s complete contact information with you so that you may contact us at any time.

Do you agree to do the interview?”

**Informed consent statement for the guardian of unemancipated minors:**

“Hello. My name is [NAME]. Thank you for the opportunity to speak with you. We are a research team from [Organization]. We are conducting a survey to learn about and try to improve agriculture, food security, nutrition, and well-being of households in this area. Your household has been selected to participate in an interview that includes questions on topics such as your family background, dwelling characteristics, agriculture, and nutrition of women and children. [ELIGIBLE MINOR’S NAME] is eligible to respond to the module on [WOMEN’S NUTRITION/CHILDREN’S NUTRITION/AGRICULTURAL TECHNOLOGIES]. If both you and [ELIGIBLE MINOR’S NAME] agree for them to participate in the survey, we will ask them some questions. The questions will be the same as the ones that we ask adults who agree to respond to the module on [WOMEN’S NUTRITION/CHILDREN’S NUTRITION/AGRICULTURAL TECHNOLOGIES]. The questions will take 15-30 minutes to complete. Their participation is entirely voluntary. If they agree to participate, they can choose to stop at any time or skip any questions they do not want to answer.

Respondent privacy is important to us. Private information like their name will not be shared with anyone. Information may be shared with researchers who will use it to better understand nutrition and agriculture in [Country]; these researchers are legally required to protect your information. Some survey responses will also be shared with the public, but no information will be shared that can link respondents to the study. We will remove all information, such as names, that could link responses to the respondent before sharing with others for the sake of research.

Do you have any questions about the survey or what I have said? If in the future you have any questions regarding the survey or the interview, or concerns or complaints, we welcome you to contact [Organization], by calling [Organization’s phone number]. We will leave a copy of this statement and our organization’s complete contact information with you so that you may contact us at any time.

Do you agree that we can ask [ELIGIBLE MINOR’S NAME] to do the interview?”

**Informed assent statement for unemancipated minors:**

“Hello. My name is [NAME]. Thank you for the opportunity to speak with you. We are a research team from [Organization]. We are conducting a survey to learn about and try to improve agriculture, food security, nutrition, and well-being of households in this area. Your household has been selected to participate in an interview that includes questions on topics such as your family background, dwelling characteristics, agriculture, and nutrition of women and children. You are eligible to respond to the module on [WOMEN’S NUTRITION/CHILDREN’S NUTRITION/AGRICULTURAL TECHNOLOGIES]. Your parent/guardian said it was okay for us to ask you to participate in the survey. If you agree to participate, we will ask you some questions. The questions will be the same as the ones that we ask adults who agree to respond to the module on [WOMEN’S NUTRITION/CHILDREN’S NUTRITION/AGRICULTURAL TECHNOLOGIES]. The questions will take 15-30 minutes to complete. Your participation is entirely voluntary. If you agree to participate, you can choose to stop at any time or skip any questions they do not want to answer.

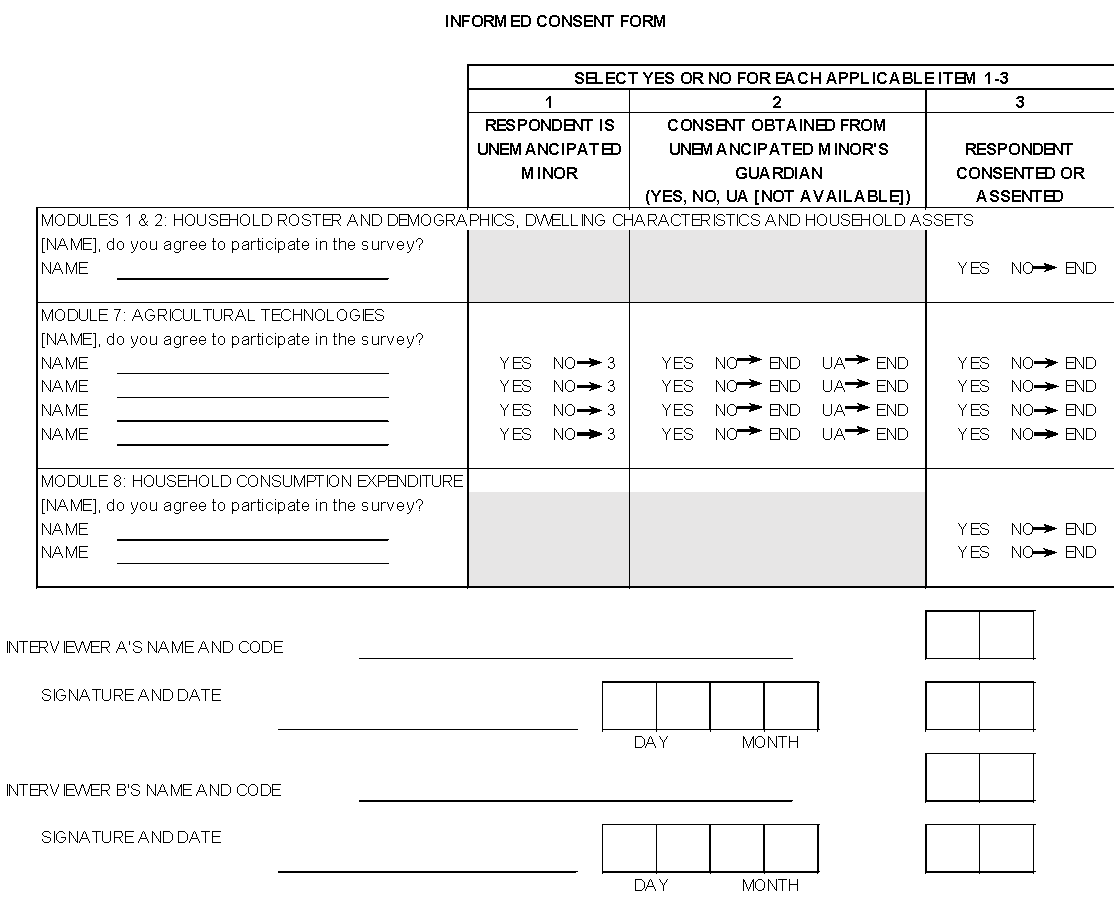
Respondent privacy is important to us. Private information like their name will not be shared with anyone. Information may be shared with researchers who will use it to better understand nutrition and agriculture in [Country]; these researchers are legally required to protect your information. Some survey responses will also be shared with the public, but no information will be shared that can link you to the survey. We will remove all information, such as your name, that could link your responses to you before sharing with others for the sake of research.

Do you have any questions about the survey or what I have said? If in the future you have any questions regarding the survey or the interview, or concerns or complaints, we welcome you to contact [Organization], by calling [Organization’s phone number]. We will leave a copy of this statement and our organization’s complete contact information with you so that you may contact us at any time.

Do you agree to do the interview?”

## Parallel survey

Figure D2: Informed Consent Form for the Parallel Survey



**Informed assent and consent statements for the parallel survey**

Similar to the main survey, there are three informed assent and consent statements for the parallel survey. Which one is read depends on who is eligible to participate in the parallel survey.

**Informed consent statement for adults and emancipated minors:**

“Hello. My name is [NAME]. Thank you for the opportunity to speak with you. We are a research team from [Organization]. We are conducting a survey to learn about and try to improve agriculture, food security, nutrition and well-being of households in this area. Your household has been selected to participate in an interview that includes questions on topics such as your family background, dwelling characteristics, household assets, [Crop VCC(s)] plot area and production, and household food consumption and expenditures. The survey includes questions about the household generally, and questions about individuals within your household, if applicable. The questions about the household, its characteristics, and what it consumes and spends its money on will take about 1-1.5 hours to complete. If additional questions about [Crop VCC(s)] plots are relevant for members of your household, the interview in total will take approximately [XX - adjust based on field testing of country-specific parallel questionnaire] hours to complete. Your participation is entirely voluntary. If you agree to participate, you can choose to stop at any time or skip any questions you do not want to answer.

Your privacy is important to us. Private information like your name will not be shared with anyone. Information like your plot location may be shared with researchers who will use it to better understand agriculture in [Country]; these researchers are legally required to protect your information. Some survey responses will also be shared with the public, but no information will be shared that can link you to the study. After entering the questionnaire into a database, we will remove all information such as your name that could link these responses to you before sharing with others for the sake of research.

Do you have any questions about the survey or what I have said? If in the future you have any questions regarding the survey or the interview, or concerns or complaints, we welcome you to contact [Organization], by calling [Organization’s phone number]. We will leave a copy of this statement and our organization’s complete contact information with you so that you may contact us at any time.

Do you agree to do the interview?”

**Informed consent statement for the guardian of unemancipated minors:**

Hello. My name is [NAME]. Thank you for the opportunity to speak with you. We are a research team from [Organization]. We are conducting a survey to learn about and try to improve agriculture, food security, nutrition, and well-being of households in this area. Your household has been selected to participate in an interview that includes questions on topics such as your family background, dwelling characteristics, agriculture, and your household's food consumption and expenditures. [ELIGIBLE MINOR'S NAME] is eligible to respond to the module about cultivating [RELVANT CROP VCC]. If both you and [ELIGIBLE MINOR'S NAME] agree for them to participate in the survey, we will ask them some questions. The questions will be the same as the ones that we ask adults who agree to respond to the module about cultivating [RELEVANT CROP VCC]. The questions will take 15-20 minutes to complete, and we will also visit the plot or plots where they are responsible for cultivating [RELEVANT CROP VCC] to obtain an area measurement of the plot if the plot is eligible for inclusion in the survey. [ELIGIBLE MINOR’S NAME]’s participation is entirely voluntary. If they agree to participate, they can choose to stop at any time or skip any questions they do not want to answer.

Respondent privacy is important to us. Private information like their name will not be shared with anyone. Information may be shared with researchers who will use it to better understand nutrition and agriculture in [Country]; these researchers are legally required to protect your information. Some survey responses will also be shared with the public, but no information will be shared that can link respondents to the study. We will remove all information, such as names, that could link responses to the respondent before sharing with others for the sake of research.

Do you have any questions about the survey or what I have said? If in the future you have any questions regarding the survey or the interview, or concerns or complaints, we welcome you to contact [Organization], by calling [Organization’s phone number]. We will leave a copy of this statement and our organization’s complete contact information with you so that you may contact us at any time.

Do you agree that we can ask [ELIGIBLE MINOR'S NAME] to do the interview?”

**Informed assent statement for unemancipated minors:**

Hello. My name is [NAME]. Thank you for the opportunity to speak with you. We are a research team from [Organization]. We are conducting a survey to learn about and try to improve agriculture, food security, nutrition, and well-being of households in this area. Your household has been selected to participate in an interview that includes questions on topics such as your family background, dwelling characteristics, agriculture, and your household's food consumption and expenditures. You are eligible to respond to the module about cultivating [RELVANT CROP VCC]. Your parent/guardian said it was okay for us to ask you to participate in the survey. If you agree to participate, we will ask you some questions. The questions will be the same as the ones that we ask adults who agree to respond to the module about cultivating [RELEVANT CROP VCC]. The questions will take 15-20 minutes to complete, and we will also visit the plot or plots where you are responsible for cultivating [RELEVANT CROP VCC] to obtain an area measurement of the plot if the plot is eligible for inclusion in the survey. Your participation is entirely voluntary. If you agree to participate, you can choose to stop at any time or skip any questions they do not want to answer.

Respondent privacy is important to us. Private information like their name will not be shared with anyone. Information may be shared with researchers who will use it to better understand nutrition and agriculture in [Country]; these researchers are legally required to protect your information. Some survey responses will also be shared with the public, but no information will be shared that can link you to the survey. We will remove all information, such as your name, that could link your responses to you before sharing with others for the sake of research.

Do you have any questions about the survey or what I have said? If in the future you have any questions regarding the survey or the interview, or concerns or complaints, we welcome you to [Organization], by calling [Organization’s phone number]. We will leave a copy of this statement and our organization’s complete contact information with you so that you may contact us at any time.

Do you agree to do the interview?”

# Appendix E: 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. |
| **Agriculture training and other support services** | Support or assets, including voucher or financial services received from governmental or private organizations, groups, or programs. This does not include support received informally from friends or relatives. (This is relevant to program participation questions related to agriculture.) |
| **Aquaculture** | The farming of fish, crustaceans, mollusks, aquatic plants, algae, and other aquatic organisms. |
| **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, micro-finance organization, cooperative, post office, or country-specific financial institutions. |
| **Bias** | A particular tendency or inclination, especially one that prevents objective consideration of a question. |
| **Cash transfer** | A direct payment of money to an eligible person or group. |
| **Climate change** | The long-term change of weather patterns, such as rainfall, temperature, and winds. These changes take place over a generation or longer and result in new weather patterns that are different or less predictable than traditional weather patterns. |
| **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). |
| **Governance** | The act of using one’s authority to organize people or things. |
| **Grading** | The process of sorting produce into categories based on its quality as determined by selected parameters, such as size, weight, color, maturity, texture, flavor, shape, and defects. The better the quality of produce, the higher the grade it receives. |
| **Group-based micro-finance 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, in which several entrepreneurs come together to apply for loans and other services as a group. |
| **Group account** | An account that multiple people use jointly for their finances. |
| **Hidden household** | Individuals or families that reside under the same roof as the household listed on the *Interviewer’s 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 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 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 they have not eaten enough to fill the belly. |
| **In-kind** | Goods or services that are given without exchange of cash |
| **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. |
| **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. |
| **Insurance** | A contract between two parties, the insurer and the insured, wherein the insurer promises to compensate the insured for financial losses due to insured contingencies in return for a premium paid by the insured. Types of insurance include agriculture insurance, livestock insurance, life insurance, and health insurance. |
| **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, sheep, and poultry, raised in an agricultural setting to produce labor and commodities. Livestock does not include fish. |
| **Marketing** | Communicating the value of a product or service, for the purpose of selling that product or service. |
| **Micro-finance** | 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 type of loan that is used to buy a dwelling. |
| **Mutual** | Something experienced, performed, or shared by each of two or more people 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 obtained 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 decision-maker** | An adult (18 years of age 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 about, object, or disapprove of something being said or done. |
| **Rotate crops** | To alternate crops planted each year instead of growing the 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 do not 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 their 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. |
| **Training or other support** | This includes training or support received from governmental or private organizations, groups, or programs, but does not include support received informally from friends or relatives. (Relevant to program participation questions and questions in Module 2A, *Climate adaptation.*) |
| **Voucher** | A printed piece of paper that can be exchanged for a good, service, or discount. |
| **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.” |

# Appendix F: Food unit definitions

|  |  |  |
| --- | --- | --- |
| **Food unit** | **Definition** | **Reference photo** |
| KILOGRAMME | (kg) Metric unit of mass equal to one thousand grams or 2.205 pounds |  |
| 50KG. BAG | Bag that weighs 50 kg |  |
| 90 KG. BAG | Bag that weighs 90 kg |  |
| PAIL (SMALL) |  |  |
| PAIL (LARGE) |  |  |
| NO.10 PLATE |  |  |
| NO.12 PLATE |  |  |
| BUNCH |  |  |
| PIECE |  |  |
| HEAP |  |  |
| BALE |  |  |
| BASKET (DENGU) SHELLED |  |  |
| BASKET, UNSHELLED |  |  |
| OX-CART, UNSHELLED |  |  |
| LITRE |  |  |
| CUP | U.S. unit of volume equal to 236.6 ml |  |
| TIN |  |  |
| GRAM | (g) Metric unit of mass equal to one thousandth of a kilogram |  |
| MILLILITRE | (ml) Non-SI unit of volume that is equal to one thousandth of a liter, or 1 cubic centimeter (cm3) |  |
| TEASPOON | (tsp) Unit of volume used in cooking, equivalent to 1/6 fluid ounce, 1/3 tablespoon, or 4.9 ml |  |
| BASIN |  |  |
| SACHET/TUBE |  |  |
| UNIT |  |  |
| OTHER |  |  |

# Annex G: Interviewer’s Assignment Sheets

## Main survey

Date : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Cluster Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Field Supervisor Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

| **HH**  **ID** | | **INTERVIEWER** | | | | **VISIT RESULTS AND COMMENTS** | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **A** | | **B** | |  | | | | |
|  |  | |  | | 1st visit date/time | | Result | If partially complete, circle modules that still need to be completed:  1 2 2A 3 4 5 6 7 | Comments | Date/time next visit scheduled |
|  |  | |  | | 2nd visit date/time | | Result | If partially complete, circle modules that still need to be completed:  1 2 2A 3 4 5 6 7 | Comments | Date/time next visit scheduled |
|  |  | |  | | 3rd visit date time | | Result | If partially complete, circle modules that still need to be completed:  1 2 2A 3 4 5 6 7 | Comments |  |
|  |  | |  | | 1st visit date/time | | Result | If partially complete, circle modules that still need to be completed:  1 2 2A 3 4 5 6 7 | Comments | Date/time next visit scheduled |
|  |  | |  | | 2nd visit date/time | | Result | If partially complete, circle modules that still need to be completed:  1 2 2A 3 4 5 6 7 | Comments | Date/time next visit scheduled |
|  |  | |  | | 3rd visit date time | | Result | If partially complete, circle modules that still need to be completed:  1 2 2A 3 4 5 6 7 | Comments |  |

## Parallel survey

Date : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Cluster Number:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Field Supervisor Number:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

| **HH ID** | **INTERVIEWER** | | **VISIT RESULTS AND COMMENTS** | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **A** | **B** |  | | | | |
|  |  |  | 1st visit date/time | Result | If partially complete, circle modules that still need to be completed:  1 2 7 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 7 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 7 8 | Comments |  |
|  |  |  | 1st visit date/time | Result | If partially complete, circle modules that still need to be completed:  1 2 7 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 7 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 7 8 | Comments |  |

1. Module 2 in the parallel survey questionnaire is an adapted version of Module 2 from the main survey questionnaire. It includes a subset of dwelling characteristic and household asset questions and no program participation questions. [↑](#footnote-ref-2)
2. Module 2 in the parallel survey questionnaire is an adapted version of Module 2 from the main survey questionnaire. It includes a subset of dwelling characteristic and household asset questions and no program participation questions. [↑](#footnote-ref-3)
3. Sometimes a household lives in distinct huts within a compound. If all these individuals share the same cooking arrangements and acknowledge the same person as the lead decision-maker, they should be treated as one household, even if the huts have separate roofs. [↑](#footnote-ref-4)