

Volume 8: Population-Based Survey Instrument for Feed the Future Zone of Influence Indicators with Revised WEAI Module** October 2012

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** See pages 3-4 for a list of the changes made to the April 2011 version of the WEAI Modules G3 to G5.

Requirements for Feed the Future (FTF) Indicator Baselines

Operating units (OUs) must collect baseline data for the performance monitoring indicators to be tracked. The source of baseline data depends on the indicator. [FTF M&E Guidance Volume 2](http://feedthefuture.gov/sites/default/files/resource/files/ftf_volume2_baselines_march2012.pdf)¹ includes information regarding baseline collection for all indicators. Volume 8 is guidance that focuses on the design and implementation of the required population-based survey (PBS) in the FTF zone of influence (ZOI) to collect baseline, mid-term, and final data for the following FTF indicators:

Indicator	PBS Module
4-16 Prevalence of Poverty: Percent of people living on less than \$1.25/day	Module C: Household Roster and Demographics, Module E: Household Consumption Expenditure
4.5-9 Per capita expenditures of USG targeted beneficiaries	Module C: Household Roster and Demographics, Module E: Household Consumption Expenditure
3.1.9-16 Prevalence of underweight children under five years of age	Module I: Child Anthropometry and Anemia and Infant and Young Child Feeding
3.1.9-11 Prevalence of stunted children under five years of age	Module I: Child Anthropometry and Anemia and Infant and Young Child Feeding
3.1.9-12 Prevalence of wasted children under five years of age	Module I: Child Anthropometry and Anemia and Infant and Young Child Feeding
3.1.9-13 Prevalence of underweight women	Module H: Women's Anthropometry and Anemia and Diet Diversity
4.5-TBD Women's Empowerment in Agriculture Index (Indicator number to be assigned shortly)	Module G: WEAI Individual Application
3.1.9.1-3 and 4.7-4 Prevalence of households with moderate or severe hunger	Module F: Household Hunger Scale
3.1.9.1-1 Prevalence of children 6-23 months receiving a minimum acceptable diet	Module I: Child Anthropometry and Anemia and Infant and Young Child Feeding
3.1.9.1-2 Women's Dietary Diversity: Mean number of food groups consumed by women of reproductive age	Module H: Women's Anthropometry and Anemia and Diet Diversity
3.1.9-4 and 3.1.9.1-4 Prevalence of exclusive breastfeeding of children under six months of age	Module I: Child Anthropometry and Anemia and Infant and Young Child Feeding
3.1.9-14 Prevalence of anemia among children 6-59 months	Module I: Child Anthropometry and Anemia and Infant and Young Child Feeding
3.1.9-6 Prevalence of anemia among women of reproductive age	Module H: Women's Anthropometry and Anemia and Diet Diversity

¹ http://feedthefuture.gov/sites/default/files/resource/files/ftf_volume2_baselines_march2012.pdf
October 14, 2012

Standardized PBS Questionnaire

Consistency across FTF countries in how PBS information is collected is important to demonstrate overall impact on poverty, malnutrition and gender equity from FTF investments. To help ensure consistency, this guidance contains a standardized instrument that you are urged to use, to the extent possible, when implementing PBS baseline, midterm and final data collection.

This standardized questionnaire instrument is made up of the following modules. Each module is listed separately and the respondent is specified at the beginning. You can combine modules that are asked of the same type of respondent in your questionnaire. Use skips to direct respondents to the applicable sections of the questionnaire. Informed consent (see Module B) should be obtained for each potential respondent within the household. A separate informed consent is integrated into Modules H and I for anemia testing.

- A. QUESTIONNAIRE COVER SHEET
- B. INFORMED CONSENT
- C. HOUSEHOLD ROSTER AND DEMOGRAPHICS
- D. DWELLING CHARACTERISTICS
- E. HOUSEHOLD CONSUMPTION EXPENDITURE
 - E1 FOOD CONSUMPTION OVER LAST 7 DAYS
 - E2 NON-FOOD EXPENDITURES OVER PAST 7 DAYS
 - E3 NON-FOOD EXPENDITURES OVER PAST ONE MONTH
 - E4 NON-FOOD EXPENDITURES OVER PAST THREE MONTHS
 - E5 NON-FOOD EXPENDITURES OVER PAST 12 MONTHS
 - E6 HOUSING EXPENDITURES
 - E7 DURABLE GOODS EXPENDITURES
- F. HOUSEHOLD HUNGER SCALE
- G. WEAI FOR INDIVIDUAL APPLICATION TO MALE AND FEMALE, OR FEMALE ONLY IN HOUSEHOLD, DEPENDING ON HOUSEHOLD TYPE
 - G1 INDIVIDUAL IDENTIFICATION
 - G2 ROLE IN HOUSEHOLD DECISION-MAKING AROUND PRODUCTION AND INCOME GENERATION
 - G3 ACCESS TO PRODUCTIVE CAPITAL/ACCESS TO CREDIT
 - G4 INDIVIDUAL LEADERSHIP AND INFLUENCE IN THE COMMUNITY/ GROUP MEMBERSHIP AND INFLUENCE IN THE GROUP
 - G5 DECISION MAKING
 - G6 TIME ALLOCATION
- H. WOMEN'S ANTHROPOMETRY, ANEMIA AND DIETARY DIVERSITY
- I. CHILD ANTHROPOMETRY, ANEMIA AND INFANT AND YOUNG CHILD FEEDING

Adapting the Standardized PBS Modules

While a set of standardize modules are provided, several of the questions and code lists in the modules need to be adapted to the local context (e.g. list of relevant crops, locally available foods.). Those that clearly must be reviewed and adapted have been **highlighted in yellow**. It is essential that a standard conversion factor exist or can be developed for any local unit of measure used. For example, a local unit of “bag” or “pile” or “basket” should not be included unless a “bag”, “pile” or “basket” always contains the same weight of a given item and a standard conversion to a measure (e.g., kilograms) can be applied. You should also format the local currency columns in Module E with the appropriate number of boxes or dashes, including decimal points as applicable, to reflect units of local currency and to help ensure enumerators enter data accurately. You may add additional modules or questions to modules that are relevant to your program.

Module C Household Roster and Module E Household Consumption Expenditure are required to calculate the **prevalence of poverty**, and **per capita expenditure**. Module E is derived from the World Bank's Living Standards Measurement Survey (LSMS) instruments. You should compare it to the Household Consumption Expenditure Modules of the LSMS for your country, if available, and replace Module E with the national LSMS Household Consumption Expenditure module if they differ, so that the data is comparable. Countries that

have implemented LSMS in their country are listed in Annex 1. If no LMSM is available, you should review and adapt the code lists in Module E as required so they reflect the local context.

Information collected in Module D Dwelling Characteristics is not required for any of the FTF PBS indicators. However, working with the IRIS Center at the University of Maryland, USAID has developed a [Poverty Assessment Tools](#) (PAT) methodology², with specific tools already constructed for numerous countries. The PAT uses a short set of easy-to-collect variables from categories such as dwelling characteristics, education levels of household members and asset ownership to estimate poverty prevalence in a sample of households. Each PAT is country-specific because the proxy variables that predict poverty best differ between country contexts.

The PAT can be a useful tool for USAID's implementing partners, most of whom do not have capacity to collect and analyze expenditure data at the project level, to monitor and report on their outreach to the poor and potentially also to target poor households with their activities. BFS will be developing PATs specifically for the ZOI using variables from the baseline PBS survey data. These PATs are preferred for FTF use because poverty predictions will be based on newer data and focused on the ZOI- specific geographic context.

Refer to a recent LSMS or similar survey in your country to adapt Module D questions and code lists to best fit the local context. FTF focus countries with existing national-level PATs (Bangladesh, Cambodia, Ethiopia, Ghana, Guatemala, Haiti, Kenya, Liberia, Malawi, Rwanda, Senegal, Tajikistan, Tanzania and Uganda) can also refer to www.povertytools.org for your country's national-level PAT instrument to adapt wording and code lists.

Module F Household Hunger Scale (HHS) is used to calculate **prevalence of households with moderate or severe hunger**. It was developed by the USAID-funded Food and Nutrition Technical Assistance II Project (FANTA-2/FHI 360) and has been validated for cross-cultural equivalence. The full set of HHS questions should be used, because all are needed together to create the validated HHS indicator, and a four week (or 30 day) recall period should always be used. Guidance on steps to be followed when translating HHS questions may be found in the [Household Hunger Guide](#)³. Note that this guidance on translation is not unique to the HHS. These same translation and adaptation steps can be used for all of the modules in the ZOI PBS.

Module G [Women's Empowerment in Agriculture Index](#)⁴ (WEAI) contains the questions that have been chosen after a pilot implemented in Bangladesh, Guatemala and Uganda, and should be included without adaptation, except for code lists. This version of the WEAI has been further shortened since the April 2011 version of this guidance, and is expected an average of 30-45 minutes per respondent. Changes were made to WEAI modules G3-G5 to eliminate questions that were not directly used in calculating the WEAI. In addition, an editorial change was made to standardize language in Module G5. The changes made to the April 2012 version were:

- Deleted the cells in rows H-N under columns G3:03-G3:06 (pg. 40).
- Deleted columns G3.10A, G3.10 B, G3.11A and G3.11B (pg. 41).
- Deleted column G4.06 "How much input do you have in making decisions in this [GROUP]?" (pg. 43).
- Deleted column G4.07 "why are you not a member of this group?" (pg. 43)
- Deleted rows for Agricultural production and Non-farm business activity for 5.01 and G5.02 (pg. 44)

² <http://www.povertytools.org>

³ http://www.fantaproject.org/publications/hhs_2011.shtml

⁴ <http://www.ifpri.org/publication/womens-empowerment-agriculture-index>

- Deleted rows for Agricultural production, Non-farm business activity, Wage employment, major HH expenditures, and minor HH expenditures for G5.03 to G5.05 (page 45)
- Deleted column G5.03 “My actions in [ASPECT] are determined by the situation. I don’t really have an option” (page 45).
- Standardized the language on the categories of activities in each row across columns G5.01 to G5.05 (pages 44-45)

Module H and I for Women and Child Anthropometry and Anemia, Women’s Dietary Diversity, Exclusive Breastfeeding and Minimum Acceptable Diet (MAD) are required to calculate ***mean number of food groups consumed by women of reproductive age; prevalence of exclusive breastfeeding; prevalence of children 6-23 months receiving a minimum acceptable diet; prevalence of underweight, stunted and wasted children; prevalence of underweight women; and prevalence of anemia among women and children***. They are derived from the [Demographic and Health Survey \(DHS\) questionnaire](#)⁵ and [World Health Organization \(WHO\) guidelines](#)⁶, and were developed and refined by FANTA-3/FHI-360 for the Bureau for Democracy, Conflict and Humanitarian Assistance Office of Food for Peace [Standard Indicator Handbook](#)⁷. These modules gather information on diet, height, weight, age, and hemoglobin for children and women and are based on standard indicators and questions. A 24-hour recall period should always be used for the diet questions. The food codes in the diet modules should be adapted to the local context. The DHS in your country may already have done this adaptation, so you should consult the latest country DHS questionnaire, if available (see Annex 1). However, please note that if the format for collecting minimum adequate diet in your country’s DHS is different from the minimum adequate diet module in the FTF Standard Instrument, which will be the case for older DHS, the FTF minimum adequate diet module should be used because it reflects the most recent global guidance and best practice. See the [DHS6 Biomarker Manual](#)⁸ for information on anemia.

Logistical Considerations

It is highly recommended that survey planners have enumerators work in teams of two. Having two enumerators greatly facilitates collection of child anthropometry. Two enumerators can also apply the WEAI module to the primary male and female decision-maker separately and in private, and they can divide up and apply other modules that require different respondents to reduce the total amount of time spent in the household.

Enumerators should carry duplicates of Module G, for interviews with (1) an adult female in households with adult females, and (2) an adult male in households having both adult females and males (or questionnaires should be printed with two copies of Module G already included). Enumerators should also carry duplicate copies of Modules C, H and I in case there are more than 14 household members, more than five women of reproductive age, or more than five children under 5 years of age in the household. Survey planners should plan accordingly and ensure enumerators have sufficient copies of these modules with them, and a way for integrating them into questionnaires to avoid loss after completion.

⁵ <http://www.measuredhs.com/What-We-Do/Survey-Types/DHS-Questionnaires.cfm>

⁶ WHO.2010. Indicators for assessing infant and young child feeding practices part 2: measurement. Geneva. http://whqlibdoc.who.int/publications/2010/9789241599757_eng.pdf

⁷ http://www.usaid.gov/our_work/humanitarian_assistance/ffp/ffpstindicatorshandbook.pdf

⁸ http://www.measuredhs.com/pubs/pdf/DHSM7/DHS6_Biomarker_Manual_9Jan2012.pdf

Analyzing ZOI PBS Data and Tabulating FTF Indicators

Instructions for analyzing the data collected using the standardized modules and creating the FTF per capita expenditure, HHS, women's dietary diversity, exclusive breastfeeding and MAD, and women and child anthropometric and anemia indicators are listed below. Tabulation instructions for WEAI will be made available at a future date.

Per capita expenditures (also used for prevalence of poverty): Useful resources for computing the per capita expenditures indicators are available at the World Bank's [LSMS Consumption and Income Aggregates](#) website⁹.

HHS: See T. Ballard, J. Coates, A. Swindale, M. Deitchler. 2011. [Household Hunger Scale: Indicator Definition and Measurement Guide](#)¹⁰.

Women's Dietary Diversity: The applicable disaggregated food groups in Module H should be aggregated into the following 9 foods groups - 1. Grains, roots and tubers; 2. Legumes and nuts; 3. Dairy products; 4. Organ meat; 5. Eggs; 6. Flesh foods and other misc. small animal protein; 7. Vitamin A rich dark green leafy vegetables; 8. Other vitamin A rich vegetables and fruits; 9. Other fruits and vegetables - and the number of food groups consumed summed. See [FFP Standard Indicators Handbook](#)¹¹.

Exclusive Breastfeeding and Minimum Acceptable Diet. See WHO, 2010. [Indicators for assessing infant and young child feeding practices: Part II Measurement](#)¹².

Underweight, Stunted, Wasted Children: See B. Cogill, 2003 [Anthropometric Indicators Measurement Guide](#)¹³. Be sure to use the WHO [Child Growth Standards](#)¹⁴.

Underweight Women: Underweight in non-pregnant women of reproductive age (15-49 years) is defined by a body mass index (BMI) < 18.5. BMI is calculated as weight (in kg) ÷ height (in meters)².

Anemia: See: ICF/Macro. 2011 [DHS6 Biomarker Manual](#)¹⁵ and DHS [Infant Feeding and Children's and Women's Nutritional Status](#)¹⁶.

Using the ZOI PBS to Establish Baselines for Impact Evaluation

Impact Evaluations (IEs) measure the change in a development outcome that is attributable to a defined intervention. They should employ a credible counterfactual, or comparison group, to control for factors other than the intervention that might account for the observed change. According to the [USAID Evaluation Policy](#), January 2011¹⁷, OUs are required to conduct IEs for pilot or innovative development interventions that are testing new approaches anticipated to be expanded in scale or scope.

You will work with your implementing partners, BFS, and a contractor to determine the design of the IE and the indicators or variables you want to track to answer important impact and development hypotheses

⁹

<http://econ.worldbank.org/WBSITE/EXTERNAL/EXTDEC/EXTRESEARCH/EXTLSMS/0,,contentMDK:21557183~menuPK:4196884~pagePK:64168445~piPK:64168309~theSitePK:3358997~isCURL:Y~isCURL:Y,00.html>

¹⁰ http://www.fantaproject.org/publications/hhs_2011.shtml

¹¹ http://www.usaid.gov/our_work/humanitarian_assistance/ffp/ffpstdindicatorshandbook.pdf

¹² <http://www.who.int/nutrition/publications/infantfeeding/9789241599290/en/index.html>

¹³ <http://www.fantaproject.org/publications/anthropom.shtml>

¹⁴ <http://www.who.int/childgrowth/en/>

¹⁵ http://www.measuredhs.com/pubs/pdf/DHSM7/DHS6_Biomarker_Manual_9Jan2012.pdf

¹⁶ http://legacy.measuredhs.com/help/datasets/#Infant_Feeding_and_Children_s_and_Women_s_Nutritional_Status.htm

¹⁷ <http://www.usaid.gov/evaluation/>

questions. Depending on the design of the IE, the ZOI PBS may be used to establish baselines for some or all of these indicators. Contractors conducting IEs should be identified prior to the start of activities, so that implementing partners and evaluating partners work together on the IE design to ensure that programs are implemented in manner that facilitates achievement of program results and supports IE research requirements.

Population-Based Survey Sampling Guidance

This guidance does not provide step-by-step instructions on how to develop the ZOI PBS sample design, nor does it address all elements of the sample design. Rather, it focuses on specific elements where consistency across OUs is desirable, and shares current knowledge and best practice on elements where common practice may be less than optimal.

Defining the ZOI for the PBS Sample Frame

The ZOI is the geographic area where FTF interventions will be implemented. For sample frame purposes, you should define the ZOI at the lowest geopolitical level (e.g., counties, municipalities, districts) that makes sense in your context, and where you plan reasonable coverage of FTF interventions. The sample frame for the ZOI PBS should cover all areas where FTF interventions will be implemented, not only those where integrated agriculture-nutrition activities are planned. The sample frame should not exclude areas where only agriculture or only nutrition interventions will be implemented. You should avoid including areas in the ZOI PBS sample frame where no FTF interventions will be implemented, because including these areas will dilute FTF effects and make it more difficult to demonstrate that change has occurred.

Determining the Baseline PBS Sample Size

Decisions on sample size are driven by a number of factors, the biggest driver being the amount of change you would like to capture between baseline and final. In a scenario with unlimited resources, PBS could be implemented with a sample size large enough to capture even the smallest change in every FTF indicator with statistical significance. However, resources are not unlimited, and decisions must be made on which indicators to use to determine PBS sample size.

The sample size for the ZOI PBS should be determined by the requirements to capture changes in the three key impact indicators of prevalence of poverty, and underweight and stunting in children under five years of age. You should calculate sample requirements using estimated baseline prevalence (from external sources such as LSMS and DHS) and targeted change over five years for each of these three indicators, then use the largest of these sample sizes as the overall minimum required PBS sample size.¹⁸

Since these high-level indicators are likely to be the indicators with the smallest amount of targeted change, the sample size that results will almost always be large enough to capture statistically significant changes in lower-level indicators, such as exclusive breastfeeding and MAD. This is because the amount of change

¹⁸ The basic equation to calculate the sample size required to capture the change in these prevalence indicators is $n = D * [(Z\alpha + Z\beta)^2 * (P1(1 - P1) + P2(1 - P2)) / (P2 - P1)^2]$, where n = required minimum sample size per survey round; D = design effect (usually assumed to be 2 in the absence of a direct measure from similar surveys); $P1$ = the estimated baseline value of the indicator (expressed as a proportion, not a percentage); $P2$ = the expected value of the indicator after 5 years (expressed as a proportion) - $(P2 - P1)$ is the targeted change; $Z\alpha$ = the Z-score corresponding to the desired level of statistical significance α , and $Z\beta$ = the z-score corresponding to the desired level of statistical power $1 - \beta$ (see more on significance and power in the next section).

needed in these indicators to achieve the targeted higher-level nutritional status results is larger, thus the sample size and number of households that must be visited to capture changes will be smaller.

Determining the Level of Statistical Significance and Power when Calculating the Sample Size

You must also factor two sources of potential error in the indicator value estimates into the sample size calculation. *Statistical significance*, the alpha (α) error, reflects the degree of confidence desired that, if measured, the targeted change would not have occurred by chance. *Statistical power*, calculated as one (1) minus the beta (β) error, is the degree of confidence desired to be certain of detecting a change of the targeted size if one actually occurred. You should use the standard alpha level of .05 for baseline-final sample size calculation, and most OUs should also use the standard beta level of .20. However, FTF countries that receive the highest levels of funding should consider using a beta level of .10 to increase the probability that targeted changes in poverty, stunting, and other key indicators will be detected.

Determining the Number of Households to be Visited

After determining the PBS sample size, you need to calculate how many households need to be visited to collect the required sample. This is called “inflating” the sample. There are two factors that need to be considered: a) households that decline to be interviewed (i.e., non-responding households), and b) households having no children under the age of five (for the application of the child anthropometric module). To compensate for these two factors, the base sample size is inflated to ensure data will be collected from enough households or individuals to reach sample requirements for poverty, stunting and underweight, even after screening out households that decline to be interviewed and households without children under five.¹⁹

To compensate for households that refuse to participate in the survey, the rule of thumb is to increase the sample size by 10% (unless prior information on household non-response rates is available from similar surveys in the country).

To compensate for households without children under five, you need to determine how many additional households must be visited to capture the required number of children for the stunting and underweight indicators. If the sample required for the poverty indicator is driving PBS sample size (i.e. is larger than that required for underweight and stunting), you still need to inflate the underweight and stunting sample sizes to make sure that the number of households visited to meet the poverty indicator sample requirements will be enough to collect data on the number of children under five required for the underweight and stunting indicators.

Experience has shown that the standard approach to inflating sample size, which divides the required sample by the average number of children under five per household in the target population, often underestimates the number of household that need to be visited and, in such instances, has resulted in too few children being encountered to complete the required sample. FANTA-3/FHI-360 recommends a new approach for inflating the sample that takes into account the probability of encountering a household with at least one child under five, given the average number of children per household. The approach also includes a deflation factor to account for households with more than one child under five. You should ask your M&E contractors to contact your BFS M&E Point of Contact and FANTA-3 at fantamail@fhi360.org to get more information on the

¹⁹ Enumerators will apply the non-child-related modules in households with no children under five; these households will only be screened out for application of the child-related modules.

approach and to access the formulas and a calculator to estimate the required number of households to be visited to meet the stunting and underweight sample requirements.

Determining the Number of Sample Strata

A sufficient sample size to detect the expected amount of change from baseline to final evaluation with statistical significance is required at the overall ZOI level and may be desired for sub-zones or groups within the ZI. These sub-zones or groups for which separate, statistically significant estimates are desired are called strata. Because a sample of adequate size needs to be collected in each strata identified, the cost of the ZOI PBS increases with each strata, so you are encouraged to be judicious in deciding how many strata are required. Ideally, strata should not overlap²⁰ and, if the strata do not cover 100% of the ZOI geographic area, a separate representative sample of adequate size will need to be collected for the parts of the ZOI not included in any of the strata.

The seven FTF required indicators²¹ must be collected for the entire ZI, regardless of the type of intervention(s) being implemented. If your ZOI includes areas where integrated agriculture-nutrition activities will be implemented, and other areas where only agriculture or only nutrition activities will be implemented, you may wish to define separate strata for the integrated versus stand-alone intervention areas, so you can look at the difference in, e.g. changes in nutritional status in areas with integrated programming and those with only agriculture interventions. You would then aggregate the samples from each strata, applying appropriate sample weights if the total sample were not distributed among domains using probability proportional to size allocation, to obtain an estimate at the overall ZOI level.

Another aspect to consider is whether separate strata are required for indicator disaggregates such as sex (e.g., for child anthropometric indicators) and gendered household type (e.g., for poverty and per capita expenditure indicators.) These disaggregates warrant separate attention because, unlike geographic-based strata which are easier to plan for and to sample, planning and sampling for disaggregate strata would be much more difficult. This is because we do not know the internal composition of households prior to drawing the sample, and we cannot predict and control how much of the sample will fall into such strata in the field, given that households with unknown internal compositions are selected at random.

Data on stunting and underweight for FTF countries with recent DHS data²² in general do not indicate significant gender bias. For example, prevalence of female stunting ranges from 90% to 110% of the prevalence of male stunting, and the percentage point difference in stunting between sexes ranges from 0.7 to 4.3. Interestingly, in 75% of the FTF countries examined, the prevalence of stunting among female children under five is lower than the prevalence of stunting among male children. These relationships are similar for underweight. Therefore, while you are required to report disaggregated data, it is not required that male and female children be treated as separate strata for ZOI PBS sampling purposes.

Decisions about whether to create strata for gendered household type are more complicated. First, because this way of categorizing households is new, data don't exist to help determine how large the difference in poverty and expenditure indicators by gendered household type is likely to be. Second, existing sample

²⁰ Although strata may overlap, this introduces undue complexity into the sample design and data analysis and should be avoided.

²¹ Prevalence of Poverty: Percent of people living on less than \$1.25/day, Per capita expenditures of USG targeted beneficiaries, Prevalence of underweight children under five years of age, Prevalence of stunted children under five years of age, Prevalence of wasted children under five years of age, Prevalence of underweight women, and WEAI

²² FTF countries with DHS data within the past five years are Bangladesh, Cambodia, Ethiopia, Ghana, Guatemala, Haiti, Honduras, Kenya, Mali, Nepal, Uganda and Zambia.

frames will not contain information on gendered household type to be used for stratification. This information would have to be collected as part of efforts to update dwelling lists in selected clusters (more on this below) and would add time and expense to these efforts. Third, because Female Adult no Male Adult, Male Adult no Female Adult, and Child no Adult household types would have to be over-sampled proportional to their prevalence in the population, a separate phase of sampling with differential sample weights corresponding to the different gendered household types would need to be included in the design, adding considerable complication to the sampling strategy. For these reasons, you are also not required to treat each gendered household type as a separate stratum for ZOI PBS sampling purposes.

Determining the Sampling Method

The most statistically efficient method to select households to visit would be to take a list of all the households in the ZI, and randomly select the required number of households from this list. This is called Simple Random Sampling (SRS). However, even if a comprehensive list of all households in the ZOI were available, which is extremely unlikely, SRS is not a very cost efficient sampling method, because it results in a much more *dispersed* sample. This would create significant challenges for planning and effective supervision, and would result in greater transportation costs and possibly lower data quality. For these reasons, the ZOI PBS should use multi-stage sampling, where the first stage involves dividing the ZOI population into clusters (e.g. census enumeration districts, communities, villages) and randomly selecting clusters from this list, with a cluster's chance of being selected proportional to the number of households in the cluster (Probability Proportional to Size sampling with replacement, or PPS).

After the clusters are selected, the second sampling stage involves listing all the dwellings within the selected clusters and randomly selecting dwellings²³ within clusters. Possible third and fourth stages involve selecting households²⁴ within sampled dwellings, if required, and individuals within sampled households, if required (see sections below.)

Determining the Number of Clusters to Sample

While sampling just a few clusters and taking a large sample of dwellings within each cluster would be most cost efficient, this strategy would greatly decrease the statistical efficiency of the sample, and should be avoided. On the other hand, sampling a large number of clusters and taking a small sample of dwellings within each cluster, while statistically efficient, is not cost efficient. Therefore, a balance between the two approaches is recommended. A good rule of thumb is that each cluster should have no more than 25-30 *dwellings* selected; the total number of clusters required is determined by dividing the total inflated sample by the number of dwellings to be visited per cluster.

Randomly Selecting Dwellings at the Cluster level

Most sample frames will not contain updated lists of dwellings in the clusters selected for sampling. In these cases, survey implementers often select dwellings to survey using non-systematic methods such as the "random walk". The problem with these methods is that they are not probability-based and therefore introduce unknown bias. For a method to be probability-based, every dwelling in the population has to have a

²³ Unless updated lists of households in selected clusters are already available, the second sample stage will involve sampling from a list of dwellings, i.e. physical structures, rather than from a list of households, i.e. groups of people who sleep under one roof and eat from the same pot, because dwellings rather than households are usually enumerated when mapping the cluster – see section on "Randomly Selecting Dwellings at the Cluster Level".

²⁴ This stage of sampling is meant to take into consideration multi-household dwellings.

known and non-zero chance of being selected. With methods such as the random walk, some dwellings have no chance of being selected and therefore the sample that results cannot be appropriately weighted to represent the population. To avoid this, you should invest the additional time and resources required to map and comprehensively list all dwellings in selected clusters, and to systematically select the dwellings to be surveyed from these updated, comprehensive lists.

Collecting Data on All Households within a Dwelling and All Target Individuals within a Household

When enumerators encounter more than one household within a dwelling, or more than one target individual (e.g., women of reproductive age, children 0-5 months, children 0-23 months, children 0-59 months) within a household, should they randomly sample among them or collect data from all of them? While taking a random sample of households or target individuals can reduce the sample's design effect to some extent (by reducing the intra-dwelling or intra-household correlation, which is a measure of the extent to which responses within dwellings or within households are similar), this advantage is out-weighed by the complexity introduced by increasing the number of sample stages and the number and variety of associated sample weights to be managed. Therefore, we recommended that all households within a dwelling and all target individuals within a household be selected for interviewing.

Determining Midterm PBS Sample Size

Ideally, the PBS sample size should be sufficient so that statistically significant changes in poverty, underweight, and stunting can be demonstrated between baseline and midterm, and between midterm and final. However, this will not likely be the case – the sample required to demonstrate significant change over five years will not be large enough to demonstrate significant change at midterm for these indicators. The fact that there will likely have been two or fewer years of program implementation (roll-out and adoption of the package of agriculture and nutrition interventions) between the baseline and midterm surveys means that the amount of change in these high-level indicators you can reasonably expect between baseline and midterm would be quite small, and the sample size required to capture the change with statistical significance would be too large to feasibly implement.

However, it will still be important to demonstrate progress towards reductions in poverty, underweight and stunting at midterm, and to demonstrate that programs are achieving the intermediate results that are required for these reductions to take place over the longer-term. Further guidance on determining PBS sample size and reporting on progress at midterm is forthcoming.

MODULE A. HOUSEHOLD IDENTIFICATION COVER SHEET

Household Identification	Code	Interview details	Code
A01. Household Identification	<div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div>	A17. Name/code of enumerator: _____	<div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div>
A02. Cluster number	<div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div>	A18. Date of first visit (dd/mm/yyyy):	<div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div>
A03. Village	<div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div>	A19. Date of second visit (dd/mm/yyyy):	<div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div>
A04. County	<div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div>	A20. Reason for second visit: _____	
A05. District	<div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div>	A21. Final outcome of interview (enter code)	<div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div>
A06. Region	<div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div>	A22. Name/code of supervisor: _____	<div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div>
A07. Household cell phone number: _____	<div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div>	xx. Signature of supervisor: _____	
A08. GPS Coordinates of household _____	<div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div>	A23. Name/code of data entry operator:	<div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div>
A09. Type of household:	<div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div>	A24. Date of data entry(dd/mm/yyyy)::	<div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div>
A10. Primary Respondent Name and ID (from Module C) _____		A03-A06 Create codes if needed	A22 OUTCOME OF INTERVIEW Complete..... 1 Incomplete..... 2 Absent..... 3 Refused..... 4 Could not locate..... 5
A11. Secondary Respondent Name and ID (from Module C) _____			
A09 HOUSEHOLD TYPE Male and female adult - household contains at least one male and one female adult ≥ 18 years old 1 Female adult only - household contains at least one female adult and no male adults ≥ 18 years old 2 Male adult only - household contains at least one male adult and no female adults ≥ 18 years old 3 Child only - household contains no adults ≥ 18 years old 4 The primary and secondary respondents are those who <u>self-identify</u> as the primary male and female (or female only) members responsible for the decision making, both social and economic, within the household. In Male and Female Adult Households, they are usually the husband and wife; however they can also be other household members as long as they are aged 18 and over. In Female Adult Only households, there will only be a primary respondent -- the principal female decision-maker aged 18 or older. Primary and secondary respondents do not need to be noted for Male Adult Only and Child Only Households, and Module G WEAI should not be applied in Male Adult Only and Child Only Households.			

MODULE B. INFORMED CONSENT

Informed Consent: *It is necessary to introduce the household to the survey and obtain the consent of all prospective respondents to participate. If a prospective respondent (e.g. a woman of reproductive age) is not present at the beginning of the interview, be sure to return to this page and obtain consent before interviewing him or her. Ask to speak with a responsible adult in the household.*

Thank you for the opportunity to speak with you. We are a research team from <your organization>. We are conducting a survey to learn about agriculture, food security, food consumption, nutrition and wellbeing 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 expenditures and assets, food consumption and nutrition of women and children. The survey includes questions about the household generally, and questions about individuals within your household, if applicable. These questions in total will take approximately 2-3 hours to complete and your participation is entirely voluntary. If you agree to participate, you can choose to stop at any time or to skip any questions you do not want to answer. Your answers will be completely confidential; we will not share information that identifies you with anyone. After entering the questionnaire into a data base, we will destroy all information such as your name which will link these responses to you.

Do you have any questions about the survey or what I have said? If in the future you have any questions regarding survey and the interview, or concerns or complaints we welcome you to contact <your organization>, by calling #####. We will leave one copy of this form for you so that you will have record of this contact information and about the study.

Ask the following consent questions of all prospective respondents. As applicable, have the person check and sign the consent box below.

NOTE: DIFFERENT COUNTRIES WILL HAVE DIFFERENT AGES BY WHICH INDIVIDUALS CAN GIVE INFORMED CONSENT. IN SOME COUNTRIES, AN ADOLESCENT UNDER 18 YEARS OLD IS NOT ABLE TO GIVE INFORMED CONSENT ALONE; CONSENT OF HER CAREGIVER MAY ALSO BE REQUIRED. THE AGE AT WHICH CAREGIVER CONSENT IS NO LONGER NECESSARY SHOULD BE IDENTIFIED AS PART OF THE ETHICAL REVIEW/INSTITUTIONAL REVIEW BOARD (IRB) PROCESS.

1. Who is the main male adult (18 years or older) decision-maker in the household? <NAME>, do you agree to participate in the survey?
2. Who is the main female adult decision-maker in the household? <NAME>, do you agree to participate in the survey? Are you under 50 years old? If so, do you agree to be weighed and measured? Do you have children under 5 years of age? If so, do you also agree to have your children weighed and measured?
3. Are there other females 15 to 49 years old in the household? <NAME>, do you agree to participate in of the survey and be weighed and measured? Do you have children under 5 years of age? If so, do you also agree to have your children weighed and measured?
4. Are there any mothers or caregivers of children under five in the household with whom I have not yet spoken? <NAME>, do you agree to participate in the survey and have the children weighed and measured?

MODULE B. INFORMED CONSENT SIGNATURE PAGE

Name	Consent to participate in survey (Check one box)		Signature or mark
	YES	NO	

MODULE B. INFORMED CONSENT DUPLICATE SIGNATURE PAGE
DUPLICATE TO LEAVE WITH THE HOUSEHOLD

Thank you for the opportunity to speak with you. We are a research team from <your organization>. We are conducting a survey to learn about agriculture, food security, food consumption, nutrition and wellbeing 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 expenditures and assets, food consumption and nutrition of women and children. The survey includes questions about the household generally, and questions about individuals within your household, if applicable. These questions in total will take approximately 2-3 hours to complete and your participation is entirely voluntary. If you agree to participate, you can choose to stop at any time or to skip any questions you do not want to answer. Your answers will be completely confidential; we will not share information that identifies you with anyone. After entering the questionnaire into a data base, we will destroy all information such as your name which will link these responses to you.

If in the future you have any questions regarding survey and the interview, or concerns or complaints we welcome you to contact <your organization>, by calling [#####]. This is your copy of the consent signature page so that you will have record of this contact information and about the study.

Name	Consent to participate in survey (Check one box)		Signature or mark
	YES	NO	

MODULE C. HOUSEHOLD ROSTER AND DEMOGRAPHICS.

Enumerator: Ask these questions about all household members. Ask the primary or secondary respondent, whoever is most knowledgeable about the age, completed education, and other characteristics of household members.

First, we would like to ask you about each member of your household. Let me tell you a little bit about what we mean by household. For our purposes today, members of a household are adults or children that live together and eat from the 'same pot', including servants, lodgers, and agricultural laborers. Household members include anyone who has lived in your house for at least 6 of the last 12 months, but does not include anyone who lives here but eats separately. Newborn children less than 6 months old and anyone who has joined the household less than 6 months ago but has the intention of staying for a longer period of time are also considered members of the household. Please do *not* include anyone who died recently, even if he or she lived here more than 6 months in last 12 months, nor anyone who left the household less than 6 months ago with the intention of being away from the household for a longer period of time or permanently (this includes either leaving through marriage, or servants, lodgers, and agricultural laborers have left.)

Please list the names of everyone considered to be a member of this household, starting with the main male (or female, if no adult male) decision maker: **LIST THE NAMES OF ALL HOUSEHOLD MEMBERS. THEN ASK:** Does anyone else live here even if they are not at home now? These may include children in school or household members at work. **IF 'YES,' COMPLETE THE LISTING. THEN, COLLECT THE REMAINING COLUMNS OF INFORMATION FOR EACH MEMBER, ONE PERSON AT A TIME.**

I D C O D E	Name of household member? [start with primary respondent, continue with the secondary respondent, if applicable, and other members]	What is [NAME's] sex? 1 = M 2 = F	What is [NAME's] relationship to the primary respondent?	What is [NAME's] age? (in years)* If <3, skip C05-08	Can [NAME] read and write?	Is [NAME] currently attending school?	Has [NAME] ever attended school?	What is the highest grade of education completed by [NAME]?	
	C01	C02	C03	C04	C05	C06	C07	C08	
01									
02									
03									
04									
05									
06									
07									
08									
09									
10									
11									
12									
13									
14									
		C03: Relationship to primary respondent Primary respondent..... 1 Nephew/niece of spouse..... 9 Spouse/partner 2 Cousin of primary respondent..... 10 Son/daughter..... 3 Brother/sister-in-law..... 11 Son/daughter-in-law..... 4 Mother/father-in-law..... 12 Grandson/granddaughter..... 5 Cousin of primary respondent's spouse 13 Mother/Father..... 6 Other relative..... 14 Brother/sister..... 7 Servant/Maid..... 15 Nephew/niece..... 8 Laborer..... 16 Other relationship..... 17			C05: Literacy Cannot read and write..... 1 Can sign (write) only..... 2 Can read only..... 3 Can read and write 4		C08: Education level Less than P1 (or no school)..... 1 Primary level 1-3..... 2 Primary level 4-6..... 3 Secondary 1-4..... 4 Tertiary after O-level..... 5 Secondary 5-6..... 6 University or above..... 7 Technical or vocational..... 8 Adult literacy only (no formal education)..... 9 Koranic/religious only (no formal education)..... 10 Don't know (DK)/Non response (NR)/Not applicable (NA)..... 98		

*Note, it is not necessary to collect age in months for children under 5 years of age. All children under 6 years of age will be screened and their age in months will be determined in Module I to identify those to whom the child feeding and anthropometry modules apply. All children identified as under 6 years of age in the household roster are screened to ensure those under 60 months are accurately captured for anthropometry and anemia, if applicable.

MODULE D. DWELLING CHARACTERISTICS

Household identification (in data file, each module must be matched with the HH ID)

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Enumerator: Ask the person primarily responsible for food preparation

	Response	Response codes
D01.ENUMERATOR: OBSERVE (DO NOT ASK) Roof top material (outer covering):		D01: Type of roof Tile1 Thatched/vegetable matter/ sticks.....5 Wood.....2 Mud/cow dung.....6 Corrugated metal.....3 Other.....7 Plastic sheeting.....4
D02.ENUMERATOR: OBSERVE (DO NOT ASK) Floor material:		D02: Type of floor Earth/mud.....1 Wood.....4 Concrete/flag stone/cement.....2 Other.....5 Tile/bricks.....3
D03.ENUMERATOR: OBSERVE (DO NOT ASK) Exterior Walls:		D03: Type of walls Earth/mud.....1 Wood.....4 Concrete/flag stone/cement.....2 Other.....5 Tile/bricks.....3
D04. How many rooms are there in this dwelling? (Do not count bathrooms, hallways, garage, toilet, cellar, kitchen)		
D05. What is the main type of toilets your household uses?		Code 05: Type of toilet Flush, shared.....1 Community toilet.....5 Flush, private.....2 Pan / bucket.....6 Ventilated improved pit latrine (VIP).....3 No toilet.....7 Pit latrine.....4 Other.....8
D06. What is the main source of drinking water for your household?		D06: Drinking water source Piped into dwelling1 Rain water collection7 Piped into plot/yard.....2 Unprotected dug well/springs8 Public tap (someone else's private tap).....3 River/ponds/streams9 Tube well/borehole.....4 Tankers-truck/vendor10 Protected dug well.....5 Bottled water11 Protected spring.....6 Other (specify)12
D07. Does this household have electricity?		Yes = 1 No = 2
D08. What is the main source of cooking fuel for your household?		D07: Cooking fuel Electricity1 Firewood.....5 Piped or liquid propane gas (biogas).....2 Animal dung.....6 Kerosene.....3 Agricultural crop residue.....7 Charcoal.....4 Other.....8

MODULE E. HOUSEHOLD CONSUMPTION EXPENDITURE

Household identification (in data file, each sub-module (E1 – E7) must be matched with the HH ID)

Enumerator: Ask these questions about all household members. Ask whoever is most knowledgeable able about the food the household members have eaten in the past week, as well as any non-food items that household members have bought. The same respondent should be asked questions in E1-E7.

MODULE E1. FOOD CONSUMPTION OVER PAST 7 DAYS

Over the past one week (7 days), did you or others in your household eaten any [. .]? INCLUDE FOOD BOTH EATEN COMMUNALLY IN THE HOUSEHOLD AND SEPARATELY BY INDIVIDUAL HOUSEHOLD MEMBERS, BOTH INSIDE AND OUTSIDE THE HOME	Item Code	Yes=1, No=2 >>Next item	How much in total did your household eat in the past week?		How much came from purchases?		How much did you spend on what was eaten last week? (if family ate part but not all of something they purchased, estimate only cost of what was consumed)	How much came from own-production?		How much came from gifts and other sources?	
	E1.01	E1.02	E1.03a Quantity	E1.03b Unit	E1.04a Quantity	E1.04b Unit	E1.05 Local\$	E1.06a Quantity	E1.06b Unit	E1.07 Quantity	E1.07b Unit
Cereals, Grains and Cereal Products	1-20										
Maize <i>ufamgaiwa</i> (normal flour)	01										
Maize <i>ufa</i> refined (fine flour)	02										
Maize <i>ufamadeya</i> (bran flour)	03										
Maize grain (not as <i>ufa</i>)	04										
Green maize	05										
Rice	06										
Finger millet (<i>mawere</i>)	07										
Sorghum (<i>mapira</i>)	08										
Pearl millet (<i>mchewere</i>)	09										
Wheat flour	10										
Bread	11										
Buns, scones	12										
Biscuits	13										
Spaghetti, macaroni, pasta	14										
Breakfast cereal	15										

Over the past one week (7 days), did you or others in your household eaten any [. . .]? INCLUDE FOOD BOTH EATEN COMMUNALLY IN THE HOUSEHOLD AND SEPARATELY BY INDIVIDUAL HOUSEHOLD MEMBERS, BOTH INSIDE AND OUTSIDE THE HOME	Item Code	Yes=1, No=2 >>Next item	How much in total did your household eat in the past week?		How much came from purchases?		How much did you spend on what was eaten last week? (if family ate part but not all of something they purchased, estimate only cost of what was consumed)	How much came from own-production?		How much came from gifts and other sources?	
	E1.01	E1.02	E1.03a Quantity	E1.03b Unit	E1.04a Quantity	E1.04b Unit	E1.05 Local\$	E1.06a Quantity	E1.06b Unit	E1.07 Quantity	E1.07b Unit
Infant feeding cereals	16										
Other (specify)	17										
Roots, Tubers, and Plantains 21-35											
Cassava tubers	21										
Cassava flour	22										
White sweet potato	23										
Orange sweet potato	24										
Irish potato	25										
Potato crisps	26										
Plantain, cooking banana	27										
Cocoyam (<i>masimbi</i>)	28										
Other (specify)	29										
Nuts and Pulses 36-50											
Bean, white	36										
Bean, brown	37										
Pigeonpea (<i>nandolo</i>)	38										
Groundnut	39										
Groundnut flour	40										
Soyabean flour	41										
Ground bean (<i>nzama</i>)	42										
Cowpea (<i>khobwe</i>)	43										
Macademia nuts	44										
Other (specify)	45										

Over the past one week (7 days), did you or others in your household eaten any [. . .]? INCLUDE FOOD BOTH EATEN COMMUNALLY IN THE HOUSEHOLD AND SEPARATELY BY INDIVIDUAL HOUSEHOLD MEMBERS, BOTH INSIDE AND OUTSIDE THE HOME	Item Code	Yes=1, No=2 >>Next item	How much in total did your household eat in the past week?	How much came from purchases?	How much did you spend on what was eaten last week? (if family ate part but not all of something they purchased, estimate only cost of what was consumed)	How much came from own-production?	How much came from gifts and other sources?				
	E1.01	E1.02	E1.03a Quantity	E1.03b Unit	E1.04a Quantity	E1.04b Unit	E1.05 Local\$	E1.06a Quantity	E1.06b Unit	E1.07 Quantity	E1.07b Unit
Vegetables	51-70										
Onion	51										
Cabbage	52										
Tanaposi/Rape	53										
Nkhwani	54										
Chinese cabbage	55										
Other cultivated green leafy vegetables	56										
Gathered wild green leaves	57										
Tomato	58										
Cucumber	59										
Pumpkin	60										
Okra / There're	61										
Tinned vegetables (specify: _____)	62										
Mushroom	63										
Other vegetables (specify: _____)	64										
Meat, Fish and Animal products	71-90										
Eggs	71										
Dried fish	72										
Fresh fish	73										
Beef	74										
Goat	75										
Pork	76										

Over the past one week (7 days), did you or others in your household eaten any [. . .]? INCLUDE FOOD BOTH EATEN COMMUNALLY IN THE HOUSEHOLD AND SEPARATELY BY INDIVIDUAL HOUSEHOLD MEMBERS, BOTH INSIDE AND OUTSIDE THE HOME	Item Code	Yes=1, No=2 >>Next item	How much in total did your household eat in the past week?		How much came from purchases?		How much did you spend on what was eaten last week? (if family ate part but not all of something they purchased, estimate only cost of what was consumed)	How much came from own-production?		How much came from gifts and other sources?	
	E1.01	E1.02	E1.03a Quantity	E1.03b Unit	E1.04a Quantity	E1.04b Unit	E1.05 Local\$	E1.06a Quantity	E1.06b Unit	E1.07 Quantity	E1.07b Unit
Mutton	77										
Chicken	78										
Other poultry - guinea fowl, doves, etc.	79										
Small animal – rabbit, mice, etc.	80										
Termites, other insects (eg Ngumbi, caterpillar)	81										
Tinned meat or fish	82										
Smoked fish	83										
Fish Soup/Sauce	84										
Other (specify)	85										
Fruits	91-110										
Mango	91										
Banana	92										
Citrus – naartje, orange, etc.	93										
Pineapple	94										
Papaya	95										
Guava	96										
Avocado	97										
Wild fruit (masau, malambe, etc.)	98										
Apple	99										
Other fruits (specify)	100										
Milk and Milk Products	111-125										
Fresh milk	111										

Over the past one week (7 days), did you or others in your household eaten any [. . .]? INCLUDE FOOD BOTH EATEN COMMUNALLY IN THE HOUSEHOLD AND SEPARATELY BY INDIVIDUAL HOUSEHOLD MEMBERS, BOTH INSIDE AND OUTSIDE THE HOME	Item Code	Yes=1, No=2 >>Next item	How much in total did your household eat in the past week?		How much came from purchases?		How much did you spend on what was eaten last week? (if family ate part but not all of something they purchased, estimate only cost of what was consumed)	How much came from own-production?		How much came from gifts and other sources?	
	E1.01	E1.02	E1.03a Quantity	E1.03b Unit	E1.04a Quantity	E1.04b Unit	E1.05 Local\$	E1.06a Quantity	E1.06b Unit	E1.07 Quantity	E1.07b Unit
Powdered milk	112										
Margarine - Blue band	113										
Butter	114										
Chambiko - soured milk	115										
Yoghurt	116										
Cheese	117										
Infant feeding formula (for bottle)	118										
Other (specify)	119										
Sugar, Fats, and Oil	126-135										
Sugar	126										
Sugar Cane	127										
Cooking oil	128										
Other (specify)	129										
Beverages	136-155										
Tea	136										
Coffee	137										
Cocoa, millo	138										
Squash (Sobo drink concentrate)	139										
Fruit juice	140										
Freezes (flavoured ice)	141										
Soft drinks (Coca-cola, Fanta, Sprite, etc.)	142										
Chibuku(commercial traditional-style beer)	143										

Over the past one week (7 days), did you or others in your household eaten any [. . .]? INCLUDE FOOD BOTH EATEN COMMUNALLY IN THE HOUSEHOLD AND SEPARATELY BY INDIVIDUAL HOUSEHOLD MEMBERS, BOTH INSIDE AND OUTSIDE THE HOME	Item Code	Yes=1, No=2 >>Next item	How much in total did your household eat in the past week?		How much came from purchases?		How much did you spend on what was eaten last week? (if family ate part but not all of something they purchased, estimate only cost of what was consumed)	How much came from own-production?		How much came from gifts and other sources?	
	E1.01	E1.02	E1.03a Quantity	E1.03b Unit	E1.04a Quantity	E1.04b Unit	E1.05 Local\$	E1.06a Quantity	E1.06b Unit	E1.07 Quantity	E1.07b Unit
Bottled water	144										
Maheu	145										
Bottled / canned beer (Carlsberg, etc.)	146										
Thobwa	147										
Traditional beer (masese)	148										
Wine or commercial liquor	149										
Locally brewed liquor (kachasu)	150										
Other (specify)	151										
Spices & Miscellaneous	156-170										
Salt	156										
Spices	157										
Yeast, baking powder, bicarbonate of soda	158										
Tomato sauce (bottle)	159										
Hot sauce (Nali, etc.)	160										
Jam, jelly	161										
Sweets, candy, chocolates	162										
Honey	163										
Other (specify)	164										
Cooked Foods from Vendors	171-190										
Maize - boiled or roasted (vendor)	171										
Chips (vendor)	172										
Cassava - boiled (vendor)	173										
Eggs - boiled (vendor)	174										

Over the past one week (7 days), did you or others in your household eaten any [. . .]? INCLUDE FOOD BOTH EATEN COMMUNALLY IN THE HOUSEHOLD AND SEPARATELY BY INDIVIDUAL HOUSEHOLD MEMBERS, BOTH INSIDE AND OUTSIDE THE HOME	Item Code	Yes=1, No=2 >>Next item	How much in total did your household eat in the past week?		How much came from purchases?		How much did you spend on what was eaten last week? (if family ate part but not all of something they purchased, estimate only cost of what was consumed)	How much came from own-production?		How much came from gifts and other sources?																													
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Chicken (vendor)	175																																						
Meat (vendor)	176																																						
Fish (vendor)	177																																						
Mandazi, doughnut (vendor)	178																																						
Samosa (vendor)	179																																						
Meal eaten at restaurant	180																																						
Other (specify)	181																																						
<p>E1.03b/04b/06b/07b – UNITS</p> <table border="0"> <tr> <td>Kilogramme . . . 1</td> <td>No. 12 plate . . . 7</td> <td>Basket (<i>dengu</i>) (unshelled) . . 13</td> <td>Gram 18</td> </tr> <tr> <td>50 kg. Bag . . . 2</td> <td>Bunch. 8</td> <td>Ox-cart</td> <td>Millilitre . . . 19</td> </tr> <tr> <td>90 kg. Bag . . . 3</td> <td>Piece. 9</td> <td>(unshelled) . . 14</td> <td>Teaspoon. . . . 20</td> </tr> <tr> <td>Pail (small) . . 4</td> <td>Heap 10</td> <td>Litre. 15</td> <td>Basin. 21</td> </tr> <tr> <td>Pail (large) . . 5</td> <td>Bale 11</td> <td>Cup. 16</td> <td>Satchet/tube. . . 22</td> </tr> <tr> <td>No. 10 plate . . 6</td> <td>Basket (<i>dengu</i>)</td> <td>Tin. 17</td> <td>Total ...23</td> </tr> <tr> <td></td> <td>(shelled). . . 12</td> <td></td> <td>Other (specify). 24</td> </tr> </table> <p>Note: Any unit listed <u>must</u> be able to be converted a standardized unit. This conversion will happen during data analysis, it should not be done in the field by the enumerator.</p>												Kilogramme . . . 1	No. 12 plate . . . 7	Basket (<i>dengu</i>) (unshelled) . . 13	Gram 18	50 kg. Bag . . . 2	Bunch. 8	Ox-cart	Millilitre . . . 19	90 kg. Bag . . . 3	Piece. 9	(unshelled) . . 14	Teaspoon. . . . 20	Pail (small) . . 4	Heap 10	Litre. 15	Basin. 21	Pail (large) . . 5	Bale 11	Cup. 16	Satchet/tube. . . 22	No. 10 plate . . 6	Basket (<i>dengu</i>)	Tin. 17	Total ...23		(shelled). . . 12		Other (specify). 24
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No. 10 plate . . 6	Basket (<i>dengu</i>)	Tin. 17	Total ...23																																				
	(shelled). . . 12		Other (specify). 24																																				

MODULE E2. NON-FOOD EXPENDITURES OVER PAST 7 DAYS

	Item code	Yes=1 No=2>>Next Item	How much did you pay (how much did they cost) in total?
ONE WEEK RECALL	E2.01		
Over the past <u>one week (7 days)</u> , did your household use or buy any [...]?	191-210	E2.02	E2.03 Local\$
Charcoal	191		
Paraffin or kerosene	192		
Cigarettes or other tobacco	193		
Candles	194		
Matches	195		
Newspapers or magazines	196		
Public transport - Bicycle Taxi (include any used for school under education costs in Module I14)	197		
Public transport - Bus/Minibus	198		
Public transport - Other (Truck, Oxcart, Etc..)	199		
Others			

MODULE E3. NON-FOOD EXPENDITURES OVER PAST ONE MONTH

<u>ONE MONTH RECALL</u>	Item code	Yes=1 No=2>>Next Item	How much did you pay (how much did they cost) in total?
	E3.01	E3.02	E3.03 Local\$
Over the past <u>one month</u> , did your household use or buy any [...]?	211-240		
Milling fees for grains (not including cost of grain itself), grain	211		
Bar soap (body soap or clothes soap)	212		
Clothes soap (powder, paste)	213		
Toothpaste, toothbrush	214		
Toilet paper	215		
Glycerine, Vaseline, skin creams	216		
Other personal products (shampoo, razor blades, cosmetics, hair products, etc.)	217		
Light bulbs	218		
Postage stamps or other postal fees	219		
Donation - to church, charity, beggar, etc.	220		
Petrol or diesel	221		
Motor vehicle service, repair, or parts	222		
Bicycle service, repair, or parts	223		
Wages paid to servants	224		
Mortgage - regular payment to purchase house	225		

ONE MONTH RECALL	Item code	Yes=1 No=2>>Next Item	How much did you pay (how much did they cost) in total?
	E3.01	E3.02	E3.03 Local\$
Repairs & maintenance to dwelling	226		
Repairs to household and personal items (radios, watches, etc., excluding battery purchases)	227		
Expenditures on pets	228		
Batteries	229		
Recharging batteries, cell phones	230		
HEALTH EXPENDITURES (Include Estimated Value of any In-Kind Payments, or borrowed amounts)			
Anything related to illnesses and injuries, including for medicine, tests, consultation, & in-patient fees,	231		
Medical care not related to an illness - preventative health care, pre-natal visits, check-ups, etc.	232		
Non-prescription medicines - Panadol, Fansidar, cough syrup, etc.	233		
Others...	234		

MODULE E4. NON-FOOD EXPENDITURES OVER PAST THREE MONTHS

THREE MONTH RECALL	Item code 241-290	Yes=1 No=2>>Next Item	How much did you pay (how much did they cost) in total?
Over the past three months, did your household use or buy any [...]?	E4.01	E4.02	E4.03 Local\$
Infant clothing	241		
Baby nappies/diapers	242		
Boy's trousers (FOR ALL CLOTHING, EXCLUDE UNIFORMS/SCHOOL CLOTHING)	243		
Boy's shirts	244		
Boy's jackets	245		
Boy's undergarments	246		
Boy's other clothing	247		
Men's trousers	248		
Men's shirts	249		
Men's jackets	250		
Men's undergarments	251		
Men's other clothing	252		
Girl's blouse/shirt	253		
Girl's dress/skirt	254		
Girl's undergarments	255		
Girl's other clothing	256		
Lady's blouse/shirt	257		

THREE MONTH RECALL	Item code 241-290	Yes=1 No=2>>Next Item	How much did you pay (how much did they cost) in total?
Over the past three months, did your household use or buy any [...]?	E4.01	E4.02	E4.03 Local\$
Chitenje cloth	258		
Lady's dress/skirt	259		
Lady's undergarments	260		
Lady's other clothing	261		
Boy's shoes	262		
Men's shoes	263		
Girl's shoes	264		
Lady's shoes	265		
Cloth, thread, other sewing material	266		
Laundry, dry cleaning, tailoring fees	267		
Bowls, glassware, plates, silverware, etc.	268		
Cooking utensils (cookpots, stirring spoons and whisks, etc.)	269		
Cleaning utensils (brooms, brushes, etc.)	270		
Torch / flashlight	271		
Umbrella	272		
Paraffin lamp (hurricane or pressure)	273		
Stationery items (excluding school related)	274		
Books (excluding school related)	275		

<u>THREE MONTH RECALL</u>	Item code 241-290	Yes=1 No=2>>Next Item	How much did you pay (how much did they cost) in total?
<u>Over the past three months, did your household use or buy any [...]?</u>	E4.01	E4.02	E4.03 Local\$
Music or video cassette or CD/DVD	276		
Tickets for sports / entertainment events	277		
House decorations	278		
Night's lodging in rest house or hotel (excluding school or health related)	279		
Other	280		

MODULE E5. NON-FOOD EXPENDITURES OVER PAST 12 MONTHS

ONE YEAR (12 MONTH) RECALL	Item code 291-330	Yes=1 No=2>>Next Item	How much did you pay (how much did they cost) in total?
Over the past one year (twelve months), did your household use or buy any [...]?	E5.01	E5.02	E5.03 Local\$
Carpet, rugs, drapes, curtains	291		
Linen - towels, sheets, blankets	292		
Mat - sleeping or for drying maize flour	293		
Mosquito net	294		
Mattress	295		
Sports & hobby equipment, musical instruments, toys	296		
Film, film processing, camera	297		
Cement	298		
Bricks	299		
Construction timber	300		
Council rates	301		
Insurance - health (MASM, etc.), auto, home, life	302		
Fines or legal fees	303		
Lobola (bridewealth) costs	304		
Marriage ceremony costs	305		
Funeral costs, household members	306		
Funeral costs, nonhousehold members (relatives, neighbors/friends)	307		

ONE YEAR (12 MONTH) RECALL	Item code 291-330	Yes=1 No=2>>Next Item	How much did you pay (how much did they cost) in total?
Over the past one year (twelve months), did your household use or buy any [...]?	E5.01	E5.02	E5.03 Local\$
HEALTH EXPENDITURES (Include Estimated Value of any In-Kind Payments, or Borrowed Amounts) over last 12 months			
Hospitalizations or overnight stay in any hospital – total cost for treatment	308		
Travel to and from the medical facility for any overnight stay(s) or hospitalization	309		
Food Costs during overnight stay(s) at the medical facility or hospitalization (if not already included above)	310		
Over-night(s) stay at a traditional healer's or faith healer's dwelling – total costs for treatment	311		
Travel costs to the traditional healer's or faith healer's dwelling for overnight stay(s)	312		
Food Costs during overnight stay(s) at the traditional healer's or faith healer's dwelling	313		
EDUCATION EXPENDITURES (Include Estimated Value of any In-Kind Payments, or borrowed amounts) over last 12 months			
Tuition, including extra tuition fees	314		
Expenditures on after school programs and tutoring	315		
School books and stationary	316		
School uniform	317		
Boarding fees	318		
Contribution to school building maintenance	319		
Transport to and from school	320		
Parent/Teacher Association and other related fees	321		
Other	322		

NON-FOOD ITEMS THAT MAY OR MAY NOT HAVE BEEN PURCHASED						
	Item Code	Yes=1 No=2>> Next Item	What was the estimated total quantity of [ITEM] used?		What was the total estimated value of [ITEM] that you used (for items that were gathered)?	How much did you spend total on [ITEM] (for items that were bought)
Over the past one year (12 months) did your household gather, use or buy any...? (note that the value of these items should be entered <u>only</u> if they were purchased or used for household use, not for investment purposes)	E5.04	E5.05	E5.06a Quantity	E5.06b Unit	E5.07 (Local\$)	E5.08 (Local \$)
Woodpoles, bamboo	323					
Grass for thatching roof or other use	324					
Other	325					

MODULE E6. HOUSING EXPENDITURES

Do you own or are purchasing this house, is it provided to you by an employer, do you use it for free, or do you rent this house?	If you <u>sold this dwelling</u> today, how much would you receive for it?	How many years ago was this house built? How old is it?	If you <u>rented this dwelling</u> today, how much rent would you receive?	How much do you pay to rent this dwelling?		
E6.01	E6.02 Local\$	E6.03 Years	E6.04a Local\$	E6.04 Unit	E6.05a Local \$	E6.05b Unit
E6.01 OWN..... 1>> E5.02 BEING PURCHASED..... 2 >> E5.02 EMPLOYER PROVIDES3>> E5.04 FREE, AUTHORIZED.....4>> E5.04 FREE, NOT AUTHORIZED.5>> E05.04 RENTED.....6>> E5.05 Don't know/non-response/NA.....98.	E6.02/03 Don't know/non-response/NA.....98.		E6.04b/05b DAY....1 WEEK...2 MONTH..3 YEAR...4 Don't know/non-response/NA....98			

MODULE E7. DURABLE GOODS EXPENDITURES

Does your household own a [ITEM]?	ITEM CODE	YES=1 NO=2>>Next Item	How many [ITEM]s do you own?	What is the age of these [ITEM]s? IF MORE THAN ONE ITEM, AVERAGE AGE.	If you wanted to sell one of these [ITEM]s today, how much would you receive? IF MORE THAN ONE, AVERAGE VAUE.	Did you purchase or pay for any of these [ITEM]s in the last 12 months? Yes=1 No=2>> Next item	How much did you pay for all these [ITEM]s all together (total) in the last 12 months?
	E7.01 341-370	E7.02	E7.03 Number	E7.04 Year	E7.05 Local\$	E7.06	E7.07 Local\$
Bed//table/chair	341.						
Fan	342.						
Air conditioner	343.						
Radio	344.						
Tape or CD/DVD player/VCR	345.						
Television	346.						
Sewing machine	347.						
Kerosene/paraffin stove	348.						
Electric stove; hot plate	349.						
Gas stove	350.						
Refrigerator	351.						
Washing machine	352.						
Bicycle	353.						
Boat	354.						
Motorcycle/scooter	355.						

Does your household own a [ITEM]?	ITEM CODE	YES=1 NO=2>>Next Item	How many [ITEM]s do you own?	What is the age of these [ITEM]s? IF MORE THAN ONE ITEM, AVERAGE AGE.	If you wanted to sell one of these [ITEM]s today, how much would you receive? IF MORE THAN ONE, AVERAGE VAUE.	Did you purchase or pay for any of these [ITEM]s in the last 12 months? Yes=1 No=2>> Next item	How much did you pay for all these [ITEM]s all together (total) in the last 12 months?
	E7.01 341-370	E7.02	E7.03 Number	E7.04 Year	E7.05 Local\$	E7.06	E7.07 Local\$
Car	356.						
Mini-bus	357.						
Lorry	358.						
Beer-brewing drum	359.						
Upholstered chair, sofa set	360.						
Coffee table (for sitting room)	361.						
Cupboard, drawers, bureau	362.						
Lantern (paraffin)	363.						
Desk	364.						
Clock	365.						
Iron (for pressing clothes)	366.						
Computer equipment & accessories	367.						
Satellite dish	368.						
Solar panel	369.						
Generator	370.						

MODULE F. HOUSEHOLD HUNGER SCALE

Household identification (*in data file, each module must be matched with the HH ID*)

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Enumerator: Ask of the person responsible for Household Food Preparation.

No.	Question	Response	Response code
F01	In the past [4 weeks/30 days] was there ever no food to eat of any kind in your house because of lack of resources to get food?		Yes = 1 2 = No >>F03
F02	How often did this happen in the past [4 weeks/30 days]?		1 = Rarely (1-2 times) 2 = Sometimes (3-10 times) 3 = Often (more than 10 times)
F03	In the past [4 weeks/30 days] did you or any household member go to sleep at night hungry because there was not enough food?		Yes = 1 2 = No >>F05
F04	How often did this happen in the past [4 weeks/30 days]?		1 = Rarely (1-2 times) 2 = Sometimes (3-10 times) 3 = Often (more than 10 times)
F05	In the past [4 weeks/30 days] did you or any household member go a whole day and night without eating anything at all because there was not enough food?		Yes = 1 2 = No >>end of module
F06	How often did this happen in the past [4 weeks/30 days]?		1 = Rarely (1-2 times) 2 = Sometimes (3-10 times) 3 = Often (more than 10 times)

MODULE G. WOMEN'S EMPOWERMENT IN AGRICULTURE INDEX

NOTE: The information in Module G1 can be captured in different ways; however there must be a way to a) identify the proper individual within the household to be asked the survey, b) link this individual from the module to the household roster, c) code the outcome of the interview, especially if the individual is not available, to distinguish this from missing data, d) record who else in the household was present during the interview. This instrument must be adapted for country context including translations into local languages when appropriate.

Enumerator: This questionnaire should be administered separately to the primary and secondary respondents identified in the household roster (Section C) of the household level questionnaire. You should complete this coversheet for each individual identified in the "selection section" even if the individual is not available to be interviewed for reporting purposes.

Please double check to ensure:

- You have completed the roster section of the household questionnaire to identify the correct primary and/or secondary respondent(s);
- You have noted the household ID and individual ID correctly for the person you are about to interview;
- You have gained informed consent for the individual in the household questionnaire;
- You have sought to interview the individual in private or where other members of the household cannot overhear or contribute answers.
- Do not attempt to make responses between the primary and secondary respondent the same—it is ok for them to be different.

MODULE G1. INDIVIDUAL IDENTIFICATION

	Code		Code
G1.01. Household Identification:.....	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	G1.05. Outcome of interview	<input type="text"/>
G1.02. Name of respondent currently being interviewed (ID Code from roster in Section C Household Roster):	<input type="text"/> <input type="text"/>	G1.06. Ability to be interviewed alone:	<input type="text"/>
Surname, First name:			
G1.03. Sex of respondent: Male.....1 Female2	<input type="text"/>	G05 Completed1 Incomplete2 Absent.....3 Refused4 Could not locate.....5	G06 Alone.....1 With adult females present2 With adult males present3 With adults mixed sex present.....4 With children present.....5 With adults mixed sex and children present.....6
G1.04. Type of household Male and female adult1 Female adult only2	<input type="text"/>		

MODULE G2: ROLE IN HOUSEHOLD DECISION-MAKING AROUND PRODUCTION AND INCOME GENERATION

Household identification (in data file, each sub-module (G2-G6) must be linked with HH and respondent ID)

Respondent ID Code

Activity		Did you (singular) participate in [ACTIVITY] in the past 12 months (that is during the last [one/two] cropping seasons)? Yes 1 No 2 >> next activity	How much input did you have in making decisions about [ACTIVITY]?	How much input did you have in decisions on the use of income generated from [ACTIVITY]
ActivityCode	Activity Description	G2.01	G2.02	G2.03
A	Food crop farming: crops that are grown primarily for household food consumption			
B	Cash crop farming: crops that are grown primary for sale in the market			
C	Livestock raising			
D	Non-farm economic activities: Small business, self-employment, buy-and-sell			
E	Wage and salary employment: in-kind or monetary work both agriculture and other wage work			
F	Fishing or fishpond culture			
		<u>G2.02/G2.03: Input into decision making</u> No input.....1 Input into very few decisions.....2 Input into some decisions3 Input into most decisions4 Input into all decisions.....5 No decision made6		

MODULE G3: ACCESS TO PRODUCTIVE CAPITAL

Productive Capital		Does anyone in your household currently have any [ITEM]? Yes 1 No.....2 >> next item	How many of [ITEM] does your household currently have?	Who would you say owns most of the [ITEM]?	Who would you say can decide whether to sell [ITEM] most of the time?	Who would you say can decide whether to give away [ITEM] most of the time?	Who would you say can decide to mortgage or rent out [ITEM] most of the time?	Who contributes most to decisions regarding a new purchase of [ITEM]?
Productive Capital		G3.01a	G3.01b	G3.02	G3.03	G3.04	G3.05	G3.06
A	Agricultural land (pieces/plots)							
B	Large livestock (oxen, cattle)							
C	Small livestock (goats, pigs, sheep)							
D	Chickens, Ducks, Turkeys, Pigeons							
E	Fish pond or fishing equipment							
F	Farm equipment (non-mechanized)							
G	Farm equipment (mechanized)							
H	Nonfarm business equipment							
I	House (and other structures)							
J	Large consumer durables (fridge, TV, sofa)							
K	Small consumer durables (radio, cookware)							
L	Cell phone							
M	Other land not used for agricultural purposes (pieces, residential or commercial land)							
N	Means of transportation (bicycle, motorcycle, car)							
				G3.02-G3.06: Decision-making and control over productive capital				
				<div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> Self..... 1 Partner/Spouse..... 2 Self and partner/spouse jointly 3 Other household member 4 </div> <div style="width: 30%;"> Self and other household member(s).....5 Partner/Spouse and other household member(s).....6 Someone (or group of people) outside the household.....7 </div> <div style="width: 30%;"> Self and other outside people.....8 Partner/Spouse and other outside people.....9 Self, partner/spouse and other outside people.....10 </div> </div>				

MODULE G3 continued: ACCESS TO CREDIT

Lending sources		Has anyone in your household taken any loans or borrowed cash/in-kind from [SOURCE] in the past 12 months?	Who made the decision to borrow from [SOURCE]?	Who makes the decision about what to do with the money/ item borrow from [SOURCE]?
Lending source names		G3.07	G3.08	G3.09
A	Non-governmental organization (NGO)			
B	Informal lender			
C	Formal lender (bank/financial institution)			
D	Friends or relatives			
E	Group based micro-finance or lending including VSLAs / SACCOs/ merry-go-rounds			
		G3.07 Taken loans Yes, cash 1 Yes, in-kind 2 Yes, cash and in-kind 3 No 4 >> G3.11A Don't know.....5 >> G3.11A	G3.08/G3.09: Decision-making and control over credit Self1 Partner/Spouse.....2 Self and partner/spouse jointly.....3 Other household member4 Self and other household member(s).....5 Partner/Spouse and other household member(s).....6 Someone (or group of people) outside the household....7 Self and other outside people.....8 Partner/Spouse and other outside people.....9 Self, partner/spouse and other outside people.....10	

MODULE G4: INDIVIDUAL LEADERSHIP AND INFLUENCE IN THE COMMUNITY

QNo.	Question	Response	Response codes
G4.01	Do you feel comfortable speaking up in public to help decide on infrastructure (like small wells, roads, water supplies) to be built in your community?		No, not at all comfortable 1 Yes, but with a great deal of difficulty 2
G4.02	Do you feel comfortable speaking up in public to ensure proper payment of wages for public works or other similar programs?		Yes, but with a little difficulty 3 Yes, fairly comfortable..... 4
G4.03	Do you feel comfortable speaking up in public to protest the misbehavior of authorities or elected officials?		Yes, very comfortable 5

MODULE G4 continued: GROUP MEMBERSHIP AND INFLUENCE IN THE GROUP

Group membership		Is there a [GROUP] in your community?	Are you an active member of this [GROUP]?
		Yes 1 No 2 >> next group	Yes.. 1 No ... 2
	Group Categories	G4.04	G4.05
A	Agricultural / livestock/ fisheries producer's group (including marketing groups)		
B	Water users' group		
C	Forest users' group		
D	Credit or microfinance group (including SACCOs/merry-go-rounds/ VSLAs)		
E	Mutual help or insurance group (including burial societies)		
F	Trade and business association		
G	Civic groups (improving community) or charitable group (helping others)		
H	Local government		
I	Religious group		
J	Other women's group (only if it does not fit into one of the other categories)		
K	Other (specify)		

MODULE G5: DECISION MAKING

<p><i>ENUMERATOR: Ask G5.01 for all categories of activities before asking G5.02. Do <u>not</u> ask G5.02 if G5.01 response is 1 and respondent is male OR G5.01 response is 2 and respondent is female.</i></p> <p><i>If household does not engage in that particular activity, enter 98 and proceed to next activity.</i></p>		<p>When decisions are made regarding the following aspects of household life, who is it that normally takes the decision?</p>	<p>To what extent do you feel you can make your own personal decisions regarding these aspects of household life if you want(ed) to?</p> <p>Ask only if G5.01 is 1 and respondent is female, G5.01 is 2 and respondent is male, or G5.01 is 3-7.</p>
		G5.01	G5.02
A	Getting inputs for agricultural production		
B	The types of crops to grow for agricultural production		
C	Taking crops to the market (or not)		
D	Livestock raising		
E	Your own (singular) wage or salary employment		
F	Major household expenditures (such as a large appliance for the house like refrigerator)		
G	Minor household expenditures (such as food for daily consumption or other household needs)		
		<p>G5.01: Who makes decision</p> <p>Main male or husband.....1</p> <p>Main female or wife.....2</p> <p>Husband and wife jointly.....3</p> <p>Someone else in the household.....4</p> <p>Jointly with someone else inside the household.....5</p> <p>Jointly with someone else outside the household.....6</p> <p>Someone outside the household/other.....7</p> <p>Household does not engage in activity/Decision not made.....98</p>	<p>G5.02: Extent of participation in decision making</p> <p>Not at all.....1</p> <p>Small extent.....2</p> <p>Medium extent.....3</p> <p>To a high extent.....4</p>

MODULE G5 continued: MOTIVATION FOR DECISION MAKING

<p>ENUMERATOR: This set of questions is very important. I am going to give you some reasons why you act as you do in the aspects of household life I just mentioned. You might have several reasons for doing what you do and there is no right or wrong answer. Please tell me how true it would be to say: <i>[If household does not engage in that particular activity, enter 98 and proceed to next activity.]</i></p>		<p>My actions in [ASPECT] are partly because I will get in trouble with someone if I act differently.</p> <p>[READ OPTIONS: Always True, Somewhat True, Not Very True, or Never True]</p>	<p>Regarding [ASPECT] I do what I do so others don't think poorly of me.</p> <p>[READ OPTIONS: Always True, Somewhat True, Not Very True, or Never True]</p>	<p>Regarding [ASPECT] I do what I do because I personally think it is the right thing to do.</p> <p>[READ OPTIONS: Always True, Somewhat True, Not Very True, or Never True]</p>
		G5.03	G5.04	G5.05
A	Getting inputs for agricultural production			
B	The types of crops to grow for agricultural production			
C	Taking crops to the market (or not)			
D	Livestock raising			
		<p>G5.03/G5.04/G5.05: Motivation for activity</p> <p>Never true1 Not very true2 Somewhat true.....3 Always true4 Household does not engage in activity/Decision not made.....98</p>		

MODULE G6: TIME ALLOCATION

Enumerator: **G6.01:** Please record a log of the activities for the individual in the last complete 24 hours (starting yesterday morning at 4 am, finishing 3:59 am of the current day). The time intervals are marked in 15 min intervals and one to two activities can be marked for each time period by drawing a line through that activity. If two activities are marked, they should be distinguished with a P for the primary activity and S for the secondary activity written next to the lines. Please administer using the protocol in the enumeration manual.

[illegible]

MODULE G6 continued: TIME ALLOCATION

						Evening				Night																																							
Activity		16				17				18				19				20				21				22				23				24				1				2				3			
A	Sleeping and resting																																																
B	Eating and drinking																																																
C	Personal care																																																
D	School (also homework)																																																
E	Work as employed																																																
F	Own business work																																																
G	Farming/livestock/fishing																																																
J	Shopping/getting service (incl health services)																																																
K	Weaving, sewing, textile care																																																
L	Cooking																																																
M	Domestic work (incl fetching wood and water)																																																
N	Care for children/adults/elderly																																																
P	Travelling and commuting																																																
Q	Watching TV/listening to radio/reading																																																
T	Exercising																																																
U	Social activities and hobbies																																																
W	Religious activities																																																
X	Other, specify																																																

MODULE G6 continued: SATISFACTION WITH TIME ALLOCATION

QNo.	Question	Response	Response options/Instructions
G6.02	How satisfied are you with your available time for leisure activities like visiting neighbors, watching TV, listening to the radio, seeing movies or doing sports?		<p>READ: Please give your opinion on a scale of 1 to 10.</p> <p>1 means you are not satisfied and 10 means you are very satisfied. If you are neither satisfied or dissatisfied this would be in the middle or 5 on the scale.</p>

MODULE H: WOMEN'S ANTHROPOMETRY, ANEMIA AND DIETARY DIVERSITY

Household identification (in data file, each respondent must be matched with the HH ID)

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Enumerator Instructions: Ask these questions of each woman

of reproductive age (15-49 years) in the household. Check to see if EACH women has given consent to be interviewed in Module B. If a woman has not yet given consent, return to Module B and gain her consent before proceeding. You should carry duplicate copies of this module in case there are more than 5 women of reproductive age in the household.

No.	Question	Response codes	Woman 1	Woman 2	Woman 3	Woman 4	Woman 5
H01	WOMAN'S ID CODE FROM THE HOUSEHOLD ROSTER		<div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div>	<div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div>	<div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div>	<div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div>	<div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div>
H02	In what month and year were you born?	IF MONTH IS NOT KNOWN, ENTER '98' IF YEAR IS NOT KNOWN, ENTER '9998'	<div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> Month <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> Year	<div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> Month <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> Year	<div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> Month <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> Year	<div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> Month <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> Year	<div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> Month <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> Year
H03	Please tell me how old you are. What was your age at your last birthday? RECORD AGE IN COMPLETED YEARS	IF RESPONDENT CANNOT REMEMBER HOW OLD SHE IS, ENTER '98' AND ASK QUESTION H04. IF RESPONDENT KNOWS HER AGE >> H05	<div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> Years	<div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> Years	<div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> Years	<div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> Years	<div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> Years
H04	Are you between the ages of 15 and 49 years old?	1 = Yes 2 = No >> end module 9 = Don't know >> end module					

No.	Question	Response codes	Woman 1	Woman 2	Woman 3	Woman 4	Woman 5
H05	CHECK H02, H03 AND H04 (IF APPLICABLE): IS THE RESPONDENT BETWEEN THE AGES OF 15 AND 49 YEARS? IF THE INFORMATION IN H02, H03, AND H04 CONFLICTS, DETERMINE WHICH IS MOST ACCURATE.	1 = Yes 2 = No >> end module					
WOMEN'S NUTRITIONAL STATUS							
H06	Are you currently pregnant?	1 = Yes >> skip to H09 2 = No 9=Don't know					
H07	WEIGHT IN KILOGRAMS: WEIGH THE WOMAN		<input type="text"/> <input type="text"/> <input type="text"/> . <input type="text"/> Kg	<input type="text"/> <input type="text"/> <input type="text"/> . <input type="text"/> Kg	<input type="text"/> <input type="text"/> <input type="text"/> . <input type="text"/> Kg	<input type="text"/> <input type="text"/> <input type="text"/> . <input type="text"/> Kg	<input type="text"/> <input type="text"/> <input type="text"/> . <input type="text"/> Kg
H08	HEIGHT IN CENTIMETERS: MEASURE THE WOMAN		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> . <input type="text"/> Cm	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> . <input type="text"/> Cm	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> . <input type="text"/> Cm	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> . <input type="text"/> Cm	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> . <input type="text"/> Cm
ANEMIA							
H09	IS WOMEN < 18 YEARS OLD?	1 = Yes 2 = No >> skip to H12					
H10	Are you or have you ever been married?	1 = Yes >> skip to H12 2 = No					

No.	Question	Response codes	Woman 1	Woman 2	Woman 3	Woman 4	Woman 5
H11	<p>IF AGE <18 AND NEVER MARRIED; CAREGIVER MUST GIVE CONSENT: DETERMINE WHO IS ADULT RESPONSIBLE/CAREGIVER FOR ADOLESCENT AND ASK THE FOLLOWING.</p> <p>As part of this survey, we are asking people all over the country to take an anemia test. Anemia is a serious health problem that usually results from poor nutrition, infection, or chronic disease.</p> <p>For the anemia testing, we will need a few drops of blood from a finger. The equipment used to take the blood is clean and completely safe. It has never been used before and will be thrown away after each test.</p> <p>The blood will be tested for anemia immediately, and the result will be told to you and (NAME OF ADOLESCENT) right away. The result will be kept strictly confidential and will not be shared with anyone other than members of our survey team.</p> <p>Do you have any questions?</p> <p>You can say yes to the test for (NAME OF ADOLESCENT), or you can say no. It is up to you to decide.</p> <p>Will you allow (NAME OF ADOLESCENT) to take the anemia test? CIRCLE RESPONSE, AND GET SIGNATURE/MARK IF YES</p>		<p>Yes = 1</p> <p>Sign_____</p> <p>IF NO SIGNATURE OR MARK >> SKIP TO H14</p> <p>No = 2</p> <p>IF REFUSED >> SKIP TO H14</p>	<p>Yes = 1</p> <p>Sign_____</p> <p>IF NO SIGNATURE OR MARK >> SKIP TO H14</p> <p>No = 2</p> <p>IF REFUSED >> SKIP TO H14</p>	<p>Yes = 1</p> <p>Sign_____</p> <p>IF NO SIGNATURE OR MARK >> SKIP TO H14</p> <p>No = 2</p> <p>IF REFUSED >> SKIP TO H14</p>	<p>Yes = 1</p> <p>Sign_____</p> <p>IF NO SIGNATURE OR MARK >> SKIP TO H14</p> <p>No = 2</p> <p>IF REFUSED >> SKIP TO H14</p>	<p>Yes = 1</p> <p>Sign_____</p> <p>IF NO SIGNATURE OR MARK >> SKIP TO H14</p> <p>No = 2</p> <p>IF REFUSED >> SKIP TO H14</p>

No.	Question	Response codes	Woman 1	Woman 2	Woman 3	Woman 4	Woman 5
H12	<p>As part of this survey, we are asking people all over the country to take an anemia test. Anemia is a serious health problem that usually results from poor nutrition, infection, or chronic disease. This survey will assist the government to develop programs to prevent and treat anemia.</p> <p>For the anemia testing, we will need a few drops of blood from a finger. The equipment used to take the blood is clean and completely safe. It has never been used before and will be thrown away after each test. The blood will be tested for anemia immediately, and the result will be told to you right away. The result will be kept strictly confidential and will not be shared with anyone other than members of our survey team.</p> <p>Do you have any questions?</p> <p>You can say yes to the test, or you can say no. It is up to you to decide.</p> <p>Will you take the anemia test? CIRCLE RESPONSE, AND GET SIGNATURE/MARK IF YES</p>		<p>Yes = 1</p> <p>Sign_____</p> <p>IF NO SIGNATURE OR MARK >> SKIP TO H14</p> <p>No = 2</p> <p>IF REFUSED >> SKIP TO H14</p>	<p>Yes = 1</p> <p>Sign_____</p> <p>IF NO SIGNATURE OR MARK >> SKIP TO H14</p> <p>No = 2</p> <p>IF REFUSED >> SKIP TO H14</p>	<p>Yes = 1</p> <p>Sign_____</p> <p>IF NO SIGNATURE OR MARK >> SKIP TO H14</p> <p>No = 2</p> <p>IF REFUSED >> SKIP TO H14</p>	<p>Yes = 1</p> <p>Sign_____</p> <p>IF NO SIGNATURE OR MARK >> SKIP TO H14</p> <p>No = 2</p> <p>IF REFUSED >> SKIP TO H14</p>	<p>Yes = 1</p> <p>Sign_____</p> <p>IF NO SIGNATURE OR MARK >> SKIP TO H14</p> <p>No = 2</p> <p>IF REFUSED >> SKIP TO H14</p>
H13	GRAMS PER DECILITER ADMINISTER ANEMIA TEST		<div> <div></div> <div></div> <div>.</div> <div></div> </div> <p>G/DL</p>	<div> <div></div> <div></div> <div>.</div> <div></div> </div> <p>G/DL</p>	<div> <div></div> <div></div> <div>.</div> <div></div> </div> <p>G/DL</p>	<div> <div></div> <div></div> <div>.</div> <div></div> </div> <p>G/DL</p>	<div> <div></div> <div></div> <div>.</div> <div></div> </div> <p>G/DL</p>

WOMEN'S DIETARY DIVERSITY							
<p>Please describe everything that you ate yesterday during the day or night, whether at home or outside the home.</p> <p>A) Think about when you first woke up yesterday. Did you eat anything at that time? IF YES: Please tell me everything you ate at that time. PROBE: Anything else? UNTIL RESPONDENT SAYS NOTHING ELSE, THEN CONTINUE TO PART B. IF NO, CONTINUE TO PART B.</p> <p>B) What did you do after that? Did you eat anything at that time? IF YES: Please tell me everything you ate at that time. PROBE: Anything else? UNTIL RESPONDENT SAYS NOTHING ELSE.</p> <p>REPEAT QUESTION B ABOVE UNTIL RESPONDENT SAYS SHE WENT TO SLEEP UNTIL THE NEXT DAY.</p> <p>IF RESPONDENT MENTIONS MIXED DISHES LIKE A PORRIDGE, SAUCE, OR STEW, PROBE: C) What ingredients were in that [mixed dish]? PROBE: Anything else? UNTIL RESPONDENT SAYS NOTHING ELSE.</p> <p>AS THE RESPONDENT RECALLS FOODS, UNDERLINE THE CORRESPONDING FOOD AND ENTER '1' IN THE COLUMN NEXT TO THE FOOD GROUP. IF THE FOOD IS NOT LISTED IN ANY OF THE FOOD GROUPS BELOW, WRITE THE FOOD IN THE BOX LABELED 'OTHER FOODS.' IF FOODS ARE USED IN SMALL AMOUNTS FOR SEASONING OR AS A CONDIMENT, INCLUDE THEM UNDER THE CONDIMENTS FOOD GROUP.</p> <p>ONCE THE RESPONDENT FINISHES RECALLING FOODS EATEN, READ EACH FOOD GROUP WHERE '1' WAS NOT ENTERED, ASK THE FOLLOWING QUESTION AND ENTER '1' IF RESPONDENT SAYS YES, '0' IF NO, AND '9' IF DON'T KNOW.</p> <p>Yesterday during the day or night, did you drink/eat any [food group items]?</p>							
No.	Question	Response codes	Woman 1	Woman 2	Woman 3	Woman 4	Woman 5
	OTHER FOODS: PLEASE WRITE DOWN OTHER FOODS TO THE RIGHT OF THIS BOX THAT RESPONDENT MENTIONED BUT ARE NOT IN THE LIST BELOW. THIS WILL ALLOW THE SURVEY SUPERVISOR OR OTHER KNOWLEDGEABLE INDIVIDUAL TO CLASSIFY THE FOOD LATER.		WRITE FOODS EATEN HERE:	WRITE FOODS EATEN HERE:	WRITE FOODS EATEN HERE:	WRITE FOODS EATEN HERE:	WRITE FOODS EATEN HERE:
H14	Food made from grains, such as bread, rice, noodles, porridge, or [other local grain food]	1 = Yes 2 = No 9 = Don't Know					

No.	Question	Response codes	Woman 1	Woman 2	Woman 3	Woman 4	Woman 5
H15	Pumpkin, carrots, squash, or sweet potatoes that are yellow or orange inside or [other local yellow/orange foods]	1 = Yes 2 = No 9 = Don't Know					
H16	White potatoes, white yams, manioc, cassava, [other local root crops] or any other foods made from roots	1 = Yes 2 = No 9 = Don't Know					
H17	Any dark green leafy vegetables such as [local dark green leafy vegetables]	1 = Yes 2 = No 9 = Don't Know					
H18	Ripe mangoes, ripe papayas or [other local vitamin A-rich fruits]	1 = Yes 2 = No 9 = Don't Know					
H19	Any other fruits or vegetables	1 = Yes 2 = No 9 = Don't Know					
H20	Liver, kidney, heart, or other organ meats	1 = Yes 2 = No 9 = Don't Know					
H21	Any meat, such as beef, pork, lamb, goat, chicken, or duck	1 = Yes 2 = No 9 = Don't Know					
H22	Eggs	1 = Yes 2 = No 9 = Don't Know					
H23	Fresh or dried fish, shellfish, or seafood	1 = Yes 2 = No 9 = Don't Know					
H24	Any foods made from beans, peas, lentils, nuts, or seeds [add any local names]	1 = Yes 2 = No 9 = Don't Know					

No.	Question	Response codes	Woman 1	Woman 2	Woman 3	Woman 4	Woman 5
H25	Cheese, yogurt, or other milk products	1 = Yes 2 = No 9 = Don't Know					
H26	Any oil, fats, or butter, or foods made with any of these	1 = Yes 2 = No 9 = Don't Know					
H27	Any sugary foods such as chocolates, sweets, candies, pastries, cakes, or biscuits	1 = Yes 2 = No 9 = Don't Know					
H28	Condiments for flavor, such as chilies, spices, herbs, or fish powder	1 = Yes 2 = No 9 = Don't Know					
H29	Grubs, snails, or insects	1 = Yes 2 = No 9 = Don't Know					
H30	Foods made with red palm oil, red palm nut, or red palm nut pulp sauce	1 = Yes 2 = No 9 = Don't Know					

MODULE I. CHILD ANTHROPOMETRY AND ANEMIA AND INFANT AND YOUNG CHILD FEEDING

Household identification (in data file, each respondent must be matched with the HH ID)

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Enumerator Instructions: Ask these questions of the primary caregiver of each child aged 0–59 months in the household. Check to see if EACH caregiver has given consent to be interviewed in Module B. If a caregiver has not yet given consent, return to Module B and gain caregiver consent before proceeding. You should carry duplicate copies of this module in case there are more than 5 children 0-59 months old in the household.

No.	Question	Response codes	Child 1	Child 2	Child 3	Child 4	Child 5
I01	CAREGIVER'S ID CODE FROM THE HOUSEHOLD ROSTER		<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
I02	CHILD'S ID CODE FROM THE HOUSEHOLD ROSTER		<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
I03	What is [child's name]'s sex?	0 = Male 1 = Female					
I04	<p>I would like to ask you some question about [child's name]. In what month and year was [child's name] born? What is [his/her] birthday?</p> <p>IF THE RESPONDENT DOES NOT KNOW THE EXACT BIRTHDATE ASK:</p> <p>Does [child's name] have a health/vaccination card with the birth date recorded?</p> <p>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.</p>		<input type="text"/> <input type="text"/> Day <input type="text"/> <input type="text"/> Month <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> Year	<input type="text"/> <input type="text"/> Day <input type="text"/> <input type="text"/> Month <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> Year	<input type="text"/> <input type="text"/> Day <input type="text"/> <input type="text"/> Month <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> Year	<input type="text"/> <input type="text"/> Day <input type="text"/> <input type="text"/> Month <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> Year	<input type="text"/> <input type="text"/> Day <input type="text"/> <input type="text"/> Month <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> Year
I05	How old was [child's name] at [his/her] last birthday? RECORD AGE IN COMPLETED YEARS		<input type="text"/> Years	<input type="text"/> Years	<input type="text"/> Years	<input type="text"/> Years	<input type="text"/> Years
I06	How many months old is [child's name]? RECORD AGE IN COMPLETED MONTHS		<input type="text"/> <input type="text"/> Months	<input type="text"/> <input type="text"/> Months	<input type="text"/> <input type="text"/> Months	<input type="text"/> <input type="text"/> Months	<input type="text"/> <input type="text"/> Months

No.	Question	Response codes	Child 1	Child 2	Child 3	Child 4	Child 5
I07	CHECK I04, I05, AND I06 TO VERIFY CONSISTENCY A) IS THE YEAR RECORDED IN I04 CONSISTENT WITH THE AGE IN YEARS RECORDED IN I05? B) ARE YEAR AND MONTH OF BIRTH RECORDED IN I04 CONSISTENT WITH AGE IN MONTHS RECORDED IN I06? IF THE ANSWER TO A OR B IS 'NO,' RESOLVE ANY INCONSISTENCIES. IF THE BIRTHDATE WAS RECORDED ON A HEALTH CARD, THIS MAY BE USED AS THE CORRECT DATA SOURCE.	1 = Yes 2 = No 1 = Yes 2 = No					
I08	CHECK I06. IS THE CHILD UNDER 60 MONTHS?	1 = Yes 2 = No >> end module 9 = Don't know >> end module					
I09	DOES CHILD HAVE EDEMA?	1 = Yes 2 = No					
I10	WEIGHT IN KILOGRAMS: WEIGH THE CHILD		<input type="text"/> <input type="text"/> <input type="text"/> . <input type="text"/> Kg	<input type="text"/> <input type="text"/> <input type="text"/> . <input type="text"/> Kg	<input type="text"/> <input type="text"/> <input type="text"/> . <input type="text"/> Kg	<input type="text"/> <input type="text"/> <input type="text"/> . <input type="text"/> Kg	<input type="text"/> <input type="text"/> <input type="text"/> . <input type="text"/> Kg
STUNTING							
I11	CHILDREN UNDER 24 MONTHS SHOULD BE MEASURED LYING DOWN; CHILDREN 24 MONTHS OR OLDER SHOULD BE MEASURED STANDING UP. HEIGHT IN CENTIMETERS: MEASURE THE CHILD		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> . <input type="text"/> cm	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> . <input type="text"/> cm	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> . <input type="text"/> cm	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> . <input type="text"/> cm	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> . <input type="text"/> cm

No.	Question	Response codes	Child 1	Child 2	Child 3	Child 4	Child 5
I16	Has [child's name] ever been breastfed?	1 = Yes 2 = No >> skip to I18 9 = Don't Know >> skip to I18					
I17	Was [child's name] breastfed yesterday during the day or at night?	1 = Yes >> skip to I19 2 = No 9 = Don't Know					
I18	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?	1 = Yes 2 = No 9 = Don't Know					
I19	Now I would like to ask you about some medicines and vitamins that are sometimes given to infants. Was [child's name] given any vitamin drops or other medicines as drops yesterday during the day or at night?	1 = Yes 2 = No 9 = Don't Know					
I20	Was [child's name] given [local name for oral rehydration solution] yesterday during the day or at night?	1 = Yes 2 = No 9 = Don't Know					
	<p>READ THE QUESTIONS BELOW. READ THE LIST OF LIQUIDS ONE BY ONE AND MARK YES OR NO, ACCORDINGLY.</p> <p>Next I would like to ask you about some liquids that [child's name] may have had yesterday during the day or at night.</p> <p>Did [child's name] have any [item from list]?: READ THE LIST OF LIQUIDS STARTING WITH 'PLAIN WATER.'</p>						
I21	Plain water?	1 = Yes 2 = No 9 = Don't Know					

No.	Question	Response codes	Child 1	Child 2	Child 3	Child 4	Child 5
I22	Infant formula such as [insert local examples] ?	1 = Yes 2 = No >> skip to I24 9 = Don't Know>> skip to I24					
I23	How many times yesterday during the day or at night did [child's name] consume any formula?	98 = Don't know	<div><div></div><div></div></div> Times	<div><div></div><div></div></div> Times	<div><div></div><div></div></div> Times	<div><div></div><div></div></div> Times	<div><div></div><div></div></div> Times
I24	Did [child's name] have any milk such as tinned, powdered, or fresh animal milk?	1 = Yes 2 = No >> skip to I26 9 = Don't Know >> skip to I26					
I25	How many times yesterday during the day or at night did [child's name] consume any milk?	98 = Don't know	<div><div></div><div></div></div> Times	<div><div></div><div></div></div> Times	<div><div></div><div></div></div> Times	<div><div></div><div></div></div> Times	<div><div></div><div></div></div> Times
I26	Did [child's name] have any juice or juice drinks?	1 = Yes 2 = No 9 = Don't Know					
I27	Clear broth?	1 = Yes 2 = No 9 = Don't Know					
I28	Yogurt?	1 = Yes 2 = No >> skip to I30 9 = Don't Know>> skip to I30					
I29	How many times yesterday during the day or at night did [child's name] consume any yogurt?	98 = Don't know	<div><div></div><div></div></div> Times	<div><div></div><div></div></div> Times	<div><div></div><div></div></div> Times	<div><div></div><div></div></div> Times	<div><div></div><div></div></div> Times
I30	Did [child's name] have any thin porridge?	1 = Yes 2 = No 9 = Don't Know					
I31	Any other liquids such as [list other water-based liquids available in the local setting] ?	1 = Yes 2 = No 9 = Don't Know					
I32	Any other liquids?	1 = Yes 2 = No 9 = Don't Know					

<p>Please describe everything that [child's name] ate yesterday during the day or night, whether at home or outside the home.</p> <p>A) Think about when [child's name] first woke up yesterday. Did [child's name] eat anything at that time? IF YES: Please tell me everything [child's name] ate at that time. PROBE: Anything else? UNTIL RESPONDENT SAYS NOTHING ELSE. THEN CONTINUE TO PART B). IF NO, CONTINUE TO PART B).</p> <p>B) What did [child's name] do after that? Did [child's name] eat anything at that time? IF YES: Please tell me everything [child's name] ate at that time. PROBE: Anything else? UNTIL RESPONDENT SAYS NOTHING ELSE. REPEAT QUESTION B) UNTIL THE RESPONDENT SAYS THE CHILD WENT TO SLEEP UNTIL THE NEXT DAY.</p> <p>IF RESPONDENT MENTIONS MIXED DISHES LIKE A PORRIDGE, SAUCE, OR STEW, PROBE: C) What ingredients were in that [mixed dish]? PROBE: Anything else? UNTIL RESPONDENT SAYS NOTHING ELSE</p> <p>AS THE RESPONDENT RECALLS FOODS, UNDERLINE THE CORRESPONDING FOOD AND ENTER '1' IN THE RESPONSE BOX NEXT TO THE FOOD GROUP. IF THE FOOD IS NOT LISTED IN ANY OF THE FOOD GROUPS BELOW, WRITE THE FOOD IN THE BOX LABELED 'OTHER FOODS.' IF FOODS ARE USED IN SMALL AMOUNTS FOR SEASONING OR AS A CONDIMENT, INCLUDE THEM UNDER THE CONDIMENTS FOOD GROUP.</p> <p>ONCE THE RESPONDENT FINISHES RECALLING FOODS EATEN, READ EACH FOOD GROUP WHERE '1' WAS NOT ENTERED IN THE RESPONSE BOX, ASK THE FOLLOWING QUESTION AND ENTER '1' IF RESPONDENT SAYS YES, '0' IF NO, AND '9' IF DON'T KNOW: Yesterday, during the day or night, did [child's name] drink/eat any [food group items]?</p>							
No.	Question	Response codes	Child 1	Child 2	Child 3	Child 4	Child 5
	OTHER FOODS: PLEASE WRITE DOWN OTHER FOODS (TO THE RIGHT OF THIS BOX) THAT RESPONDENT MENTIONED BUT ARE NOT IN THE LIST BELOW. THIS WILL ALLOW THE SURVEY SUPERVISOR OR OTHER KNOWLEDGEABLE INDIVIDUAL TO CLASSIFY THE FOOD LATER.		WRITE FOODS MENTIONED HERE:	WRITE FOODS MENTIONED HERE:	WRITE FOODS MENTIONED HERE:	WRITE FOODS MENTIONED HERE:	WRITE FOODS MENTIONED HERE:
I33	Food made from grains, such as bread, rice, noodles, porridge, or [other local grain food]	1 = Yes 2 = No 9 = Don't Know					
I34	Pumpkin, carrots, squash, or sweet potatoes that are yellow or orange inside or [other local yellow/orange foods]	1 = Yes 2 = No 9 = Don't Know					
I35	White potatoes, white yams, manioc, cassava, [other local root crops] or any other foods made from roots	1 = Yes 2 = No 9 = Don't Know					
I36	Any dark green leafy vegetables such as [local dark green leafy vegetables]	1 = Yes 2 = No 9 = Don't Know					
I37	Ripe mangoes, ripe papayas or [other local vitamin A-rich fruits]	1 = Yes 2 = No 9 = Don't Know					

No.	Question	Response codes	Child 1	Child 2	Child 3	Child 4	Child 5
I38	Any other fruits or vegetables	1 = Yes 2 = No 9 = Don't Know					
I39	Liver, kidney, heart, or other organ meats	1 = Yes 2 = No 9 = Don't Know					
I40	Any meat, such as beef, pork, lamb, goat, chicken, or duck	1 = Yes 2 = No 9 = Don't Know					
I41	Eggs	1 = Yes 2 = No 9 = Don't Know					
I42	Fresh or dried fish, shellfish, or seafood	1 = Yes 2 = No 9 = Don't Know					
I43	Any foods made from beans, peas, lentils, nuts, or seeds such as [local food names]	1 = Yes 2 = No 9 = Don't Know					
I44	Cheese, yogurt, or other milk products	1 = Yes 2 = No 9 = Don't Know					
I45	Any oil, fats, or butter, or foods made with any of these	1 = Yes 2 = No 9 = Don't Know					
I46	Any sugary foods such as chocolates, sweets, candies, pastries, cakes, or biscuits	1 = Yes 2 = No 9 = Don't Know					
I47	Condiments for flavor, such as chilies, spices, herbs, or fish powder	1 = Yes 2 = No 9 = Don't Know					
I48	Grubs, snails or insects	1 = Yes 2 = No 9 = Don't Know					
I49	Foods made with red palm oil, red palm nut, or red palm nut pulp sauce	1 = Yes 2 = No 9 = Don't Know					

No.	Question	Response codes	Child 1	Child 2	Child 3	Child 4	Child 5
	CHECK CATEGORIES 33-49	If all 'no' >> go to I50 If at least one 'yes' or all 'DK' >> I51					
I50	Did [child's name] eat any solid, semi-solid, or soft foods yesterday during the day or at night? IF 'YES' PROBE: What kind of solid, semi-solid, or soft foods did [child's name] eat?	1 = Yes >> go back to I33–I49 and record foods eaten. Then continue with I51. 2 = No >> end module 9 = Don't Know >> end module					
I51	How many times did [child's name] eat solid, semi-solid, or soft foods other than liquids yesterday during the day or at night?	98 = Don't Know	<div><div></div><div></div></div> Times	<div><div></div><div></div></div> Times	<div><div></div><div></div></div> Times	<div><div></div><div></div></div> Times	<div><div></div><div></div></div> Times

Annex 1: List of Recent Surveys Conducted in FTF Countries that can be used as a basis to locally adapt these modules (LSMS, Agriculture LSMS, DHS)

FTF Countries	LSMS	New Integrated Agriculture LSMS	DHS
<u>East Africa</u>			
DRC			Done 2007
East Africa Regional	n/a	n/a	n/a
Ethiopia	Done 2000, 2004 (HICES)	Part 1 will be done in September 2011 (ERSS)	Done 2000, 2005 Ongoing 2011
Kenya			Done 2003, 2008
Rwanda			Done 2000, 2005, 2007, 2010
Southern Sudan			
Tanzania	Done 1991, 1992, 1993, 1994, 2004	Part 1 was done in 2008-9 (TZNPS) Part 2 will be done 2011	Done 2003, 2004-5, 2010
Uganda		Done in 2009-10. Expected to be done annually for next five years (UNPS)	Done 2000, 2006, Ongoing 2011
<u>West Africa</u>			
Ghana	Done 1991, 1998		Done 2003, 2008
Liberia			Done 2007
Mali		In planning stage – expected 2011	Done 2001
Senegal			Done 2005, 2010
West Africa Regional	n/a	n/a	n/a
<u>South Africa</u>			
Malawi	Done 2004	Part 1 was done March 2011 (IHS3) Part 2 will be done 2013 and every five years from 2011.	Done 2000, 2004, 2010
Mozambique			Done 2003, Ongoing 2011
South Africa Regional	n/a	n/a	n/a
Zambia			Done 2001, 2007
Zimbabwe			Done 2005-6, Ongoing 2011
<u>Asia</u>			
Bangladesh	Done 2000, 2005 (HIES)		Done 2000, 2004, 2007, Ongoing 2011
Cambodia			Done 2000, 2005, 2010
Nepal	Done 1996, 2003		Done 2001, 2006, 2011
RDMA	n/a	n/a	n/a
Tajikistan	Done 1993, 2003, 2009		Planned 2012
<u>LAC</u>			
Haiti			Done 2000, 2005-6, Ongoing 2011
Guatemala	Done 2000		
Honduras			Done 2005-6, Ongoing 2011