Federal Republic of Nigeria

National Bureau of Statistics (NBS)

GENERAL HOUSEHOLD SURVEY - PANEL (GHS-PANEL)

Wave 5 (2023/2024)

Post-Harvest Visit

SUPERVISOR MANUAL

JANUARY 2024

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Introduction

The General Household Survey Panel (GHS-Panel) is a longitudinal survey in Nigeria that (i) provides critical information for production of a wide range of socio-economic and demographic indicators, including for benchmarking and monitoring of SDGs, (ii) collects data on household income-generating activities (agricultural and nonagricultural activities), as well as household expenditure and consumption, to enable the link to other facets of household behavior and characteristics (iii) provides statistical evidence and measure the impact on households of current and anticipated government policies. It is the only nationally representative panel survey in Nigeria that allows reporting and analysis across the poverty and agriculture space, and to date, four waves of the have been implemented and all the data are publicly available (2010/11, 2012/13, 2015/16, 2018/19). The post-planting visit of wave 5 was conducted between July and September 2023. This is now the Post-Harvest visit, and it will run from January to April 2024.

The ability to follow the same households over a number of years makes the GHS-Panel a powerful tool for studying and understanding household welfare over time, which has been used extensively to investigate key policy questions that could only be addressed with longitudinal data. This capability was particularly useful during the COVID-19 pandemic when the COVID-19 National Longitudinal Phone Survey (NLPS) was established to measure impacts of the pandemic on Nigerian households. The information collected in the GHS-Panel just over a year prior (2018/19) to the onset of the pandemic provided a wealth of background information to the NLPS. In addition, the GHS-Panel allowed for more robust sample selection and weighting adjustments which reduced biases that can plague phone surveys. In **Phase 1 of the NLPS**, 12 rounds of monthly phone interviews with more than 1700 households were conducted from April 2020 to April 2021. **Phase 2 of the NLPS** commenced in November 2021 with bi-monthly phone interviews to continue monitoring in real-time how the Nigerian households are coping with national and global crises and their effects on the welfare and livelihoods of the households.

Focused on the goal of improving agricultural statistics, the World Bank, through funding from the Bill and Melinda Gates Foundation (BMGF), has been supporting seven countries in Sub-Saharan Africa in strengthening the production of household-level data on agriculture. The over-arching objective of the LSMS-ISA program is to improve our understanding of agriculture in Sub-Saharan Africa – specifically, its role in poverty reduction and how innovation and efficiency can be fostered in the sector. This goal will be achieved by developing and implementing an innovative model for collecting agricultural data in the region.

OBJECTIVES

- To allow welfare levels to be produced at the state level using small area estimation techniques resulting in state-level poverty figures
- To create opportunities to conduct more comprehensive analysis of poverty indicators and socio-economic characteristics
- To support the development and implementation of a Computer Assisted Personal Interview (CAPI) application for the paperless collection of GHS-P
- To develop an innovating model for collecting agricultural data
- To build capacity and develop sustainable systems for producing accurate and timely information on agricultural households in Nigeria.
- To actively disseminate agriculture statistics

Sample Design

The sample for the GHS-P W5 Post Harvest Visit consists of the households that were successfully interviewed during the GHS-P W5 Post-Planting Visit, a total of 4,805 households (510 EAs). The survey will cover all 36 states and the Federal Capital Territory (FCT). Both urban and rural enumeration areas (EAs) will be canvassed.

Training for Fieldwork

- **Two levels of training will be conducted**
    - 1st level training at the NBS Headquarters, Abuja (TOT)
    - 2nd level training at Ibadan Business School (TOE)

1st level training for trainers (TOT)

- Participants to be trained will include:
    - 42 trainers
    - 28 Data editors
    - 4 Data assistants
    - 6 CAPI Staff: (3 CAPI Managers, 2 CAPI HQ, 1 CAPI Admin)
- Training will last for eight (8) days

2nd level training will take place at Ibadan Business School (TOE)

- Participants to be trained will include:
    - Zonal Controllers
    - State officers
    - Supervisors
    - Interviewers
    - Measurers
    - Field staff will be trained for data collection and CAPI
- Training will last for thirteen (13) days

Field Procedures (Interview Protocols)

FIELD SUPERVISION

The supervisor will manage all initial interactions with the community include meeting with the community leader or chief. The supervisor will also assist the interviewers with locating the assigned households and obtaining cooperation and consent from the households. Supervisors will be in touch with the interviewers regularly to observe them while conducting the interviews and ensure that it was properly done while still carrying out data collection on community questionnaire. The supervisor should take note of any issues observed during the course of an interview and discuss them with the team so the issue can be rectified. Any serious issues with an interviewer should be reported to the State Officer and HQ so appropriate action can be taken.

MONITORING OF FIELDWORK

To ensure that good quality data is collected, a monitoring exercise will be mounted. One monitor will be assigned to each state. There will be 2 levels of monitoring. The first level, which is field monitoring will be carried out by coordinators and monitors. The second level will be done remotely from NBS HQ and World Bank team in Washington, DC.

The monitors will ensure proper compliance with the laid down procedures as contained in the manual, effect necessary corrections and tackle any problems that may arise. The monitoring exercise will be arranged such that the first level would take off during the commencement of the fieldwork, and the third one not later than a week to the end of the data collection exercise. In between these two, the technical team will embark on another round of monitoring throughout the country. While the state officer will monitor in his/her own state, the zonal controller will mount it in at least 2 states (the zonal headquarters state and one other state of the same zone).

The first-round monitoring by State Officers/Zonal Controllers/Coordinators will last for 6 days. Following this, the second-round monitoring which will be done by the technical team/coordinators that will visit the states twice during data collection. Each visit will last for 5 days. Finally, the third round of monitoring by State Officers/Zonal Controllers/Coordinators exercise will last for 4 days. Monitoring instruments will be developed and discussed during training of trainers.

The field monitors will ensure proper compliance with the laid down procedures as contained in the manual, effect necessary corrections and tackle any problems that may arise. The field monitors will conduct the first monitoring exercise with the kick-off of the fieldwork; they will accompany the field staff as they begin data collection in their first EA. The second field monitoring exercise will happy halfway through the data collection, which will be about week 3 or 4. Each monitoring exercise will last for 5 days.

Monitoring instruments will be developed and discussed during training of trainers.

While the state officer will monitor in his/her own state, the zonal controller will mount it in at least 2 states (the zonal headquarters state and one other state of the same zone).

REMOTE MONITORING OF FIELDWORK

Besides the in-person monitoring of quality of the data collection by the monitors, there will also be remote monitoring by NBS ICT team and the World Bank. Each day, the World Bank team shall download the data from the server, run error checks on them, and communicate the results of the error checks to NBS ICT team. NBS ICT team shall in-turn send these communications to the field teams to take the required actions.

COORDINATION

Directorate members of staff of NBS will coordinate the survey. Activities to be coordinated will include zonal Training, fieldwork, remote monitoring, fieldwork monitoring, finance, etc. Coordination shall last throughout the duration of the survey.

The table below shows the different activities and their respective timelines for the project:

S/No	Activity	Duration/ Period
1	Training of Trainers	Dec 4 – Dec 12
2	Training of Enumerators	Jan 8 – Jan 20
3	Fieldwork – Post-Harvest	Jan 29 – March 10
4	1st Monitoring (HQs Monitors/ Coordinators)	Jan 29 – Feb 2
5	2nd Monitoring (Zonal Controllers)	Feb 19 – Feb 23
6	Tracking Exercise (HQs Monitors)	Apr 8 – Apr 21
7	Data Processing and Analysis	May – Aug 2024

Role and Responsibilities of the Supervisor

Successful interviewing is an art and not a mechanical process and each interview is a new source of information to be made interesting and exciting. Although the art of interviewing develops with practice, there are basic principles e.g., on how to build rapport, conducting interviews etc., which are followed. It is essential for enumerators to develop the correct attitude in carrying out interviews. Some of the essential and necessary attributes of a good enumerator or enumerator are: *politeness, patience* and *perseverance*. These terms are defined in more detail in subsequent paragraphs.

Your primary responsibility is to manage the enumerator by ensuring the successful completion and quality of data collected in a given time period for the fieldwork, document problems in the field and solutions taken to resolve these problems. Specifically, your tasks include:

1. Introduce the survey and enumerators in the communities and households where the survey is administered.
2. Monitor and attend some interviews and make comments on the enumerator's performance.
3. Meet frequently with each member of the group to discuss, improve, and organize work.
4. Help enumerators to solve problems they encounter in dealing with respondents who are not responsive to questions or refuse to be interviewed.
5. Manage the team’s work schedule, including tracking questionnaires completed in the field.
6. Carry out the community survey in every Enumeration Area or community.
7. Communicate with NBS State, Regional and Headquarters staff regarding field issues, as necessary.
8. Ensure that all his/her team members have synchronized before starting fieldwork each day
9. Ensure that all completed questionnaires are sent to the server on a regular basis
10. Coordinate activities between enumerators and monitors and data editors

The survey will have field teams comprised of yourself, with two to four enumerators. You are responsible for the completion of work assigned to your team by the data editor by assisting each member of the team in carrying out his or her job. You will provide feedback to the NBS management team at all stages of the work.

In addition, you are charged with the responsibility of helping the enumerators identify households that have been assigned to them, resolving any problems with reluctant households, observing interviews and making checks by visiting the households after the interview to verify some of the data.

CHARACTERISTICS OF A GOOD SUPERVISOR

As a supervisor in GHS-Panel, your leadership and attention to issues plays a big role in the quality of the data produced and the ultimate success of this project. As a leader, you are responsible for managing the field enumerators, as well as the primary connection between the field and NBS State, Regional and Headquarters staff. To help you in this role, several recommendations for how to undertake this leadership role and rules for professional behaviour in the field are provided. As you take on this role, remember that you are working on an assignment for NBS. You must observe the following rules at all times:

- Be courteous towards everyone (the survey respondents and their friends, the enumerators, other members of the team and anyone else involved). ***YOUR BEHAVIOR*** can have a significant influence on the opinions of people in the areas covered by the survey as to the value of the whole project.
- Avoid disturbing or upsetting anyone by ***YOUR BEHAVIOR***.
- Mediate problems fairly between members of your team without favouritism.
- Be properly dressed, so that the respondent will be inclined to trust you, as a reliable and responsible person.
- Exercise patience and tact when observing interviews or carrying out short re-interviews to avoid antagonizing the respondents or leading them to give answers that are not accurate and always treat everyone with respect, your team as well.
- Avoid involving yourself in politics and religious discussions in any case. Symbols related to a political party or religion should be avoided as much as it is possible. The project covers a large part of the country which exercises different norms and customs. ***Without compromising your freedom of speech and dress, maintain professionalism at all times.***
- ***<u>Never ever</u>*** discuss the answers given by one household with members of another household or with any other person except the team supervisor and the project management team. The management team has promised the Government, the village leaders and the households that no data that directly identifies them or links them to any response will be shared: this information will be held in strict confidentiality and all team members must conduct themselves according to this code.

MANAGING FIELDWORK

As the supervisor, you have three primary areas of leadership, which would ensure the success of the fieldwork: establishing good relationships with communities and panel households, supervising enumerators, and resolving problems as they occur in the field. Below we examine each of these areas in turn.

Establishing Good Relationships with Communities and Panel Households

One of your most important responsibilities as a supervisor is to communicate the importance of the survey to local leaders and sampled households. On arrival at the EA, the first thing you and the enumerator should do is arrange a meeting with the local authorities to clarify the purpose and importance of the survey. The contents of the meeting should include:

1) Introduction of the enumerators to the local authorities.

2) Explanation of the following specific issues:

a) The NBS is conducting the GHS-Panel: This survey aims to produce an in-depth assessment of the actual status of living conditions of all segments of the population. It is of great significance to provide the information needed to form the basis of policy development in order to improve and upgrade the living conditions of all Nigerians across all sectors.

b) The data collected from the survey will be used for the analysis of current important socio-economic issues of the nation such as: living standard disparities; poverty rates; social services for people's daily needs; labor and employment; lack of employment among youth; agricultural production among others.

c) All information and data collected from the households is absolutely confidential and is to be used for research purposes only. It will not be used for tax imposition or for other purposes.

d) Ask the village leaders to encourage the survey households in their area to cooperate with the enumerators as they provide information to them.

You must request assistance from the local authorities in order to create the conditions that will enable the enumerators to complete their work efficiently.

Supervising Enumerators

In supervising enumerators, you are responsible for observing and monitoring interviews, re-interviewing selected households, coordinating with NBS state, regional and Headquarters staff, and managing problems in the field. Each of these tasks is described below.

Observing and Monitoring Interviews

Each week, you should make unannounced visits to each enumerator. The day that you visit each enumerator should change every week so that you are not visiting the same enumerator on the same day of each week. Those enumerators who you believe are in need of the most supervision should be visited more often. Any problems that you encounter with the enumerators or the administration of the questionnaires should be reported immediately to your zonal supervisor.

In the time spent in each EA, you have to go with each enumerator to at least 2 households to evaluate the enumerator’s interviewing method. The main purpose of these evaluations is to help the enumerator to do a better job. You should provide comments to the enumerator that will help them improve their interviewing method.

When attending a household interview, you should introduce yourself to the household and explain your responsibility to the family and collect data. You should not participate in the interview or suggest things to the enumerator during the interview, but rather let the enumerator complete the interview with the household. You should not comment on the enumerator’s performance in the presence of household members. You should instruct the enumerator in advance that if there are any difficulties in the upcoming interview, the enumerator may only ask for clarification after the interview is completed.

You should pay attention to difficult questions or concepts that the enumerators have difficulty in presenting clearly or household members have difficulty in understanding. You should also make note of those modules that the enumerator administers well.

Immediately upon completion of the interview, you should meet and discuss the interview with the enumerator. This is done in order to draw lessons from the experience together, and to address weaknesses and shortcomings in data collection in order to guarantee good quality.

During the interview, you must also pay attention to the respondents. By observing and assessing the process of how survey household members respond to the questions, you will be able to help in the assessment of the questions. It is possible that some of the questions are not clearly understood by some respondents and so their responses may not be appropriate. You should focus on the following factors:

1) Was the wording used in the questionnaire appropriate?

2) Were any concepts posed to the respondent ambiguous?

3) Were there any questions left unanswered or to which evasive answers were given because they dealt with private matters or sensitive issues?

Attention should be paid to these aspects and any other problems that arise during the interview so that you will be in a position to (a) help enumerators resolve the problems, and (b) bring them to the attention of the zone supervisor for general synthesis and guidance for all interview teams.

MANAGING COMMON PROBLEMS ENCOUNTERED IN THE FIELD

Respondents unavailable

Each part in the questionnaire is directly linked to specific household members. If during the interview, the required respondent is absent, the enumerator should arrange a time to return to the household when the respondent can be present. **The enumerator must not collect information from other household members or neighbours for this absent respondent.** After the enumerator has returned to the household several times without being able to contact the specific respondent, some other household member may respond for the absent respondent. You must closely monitor and check these cases.

Refusal from household

Enumerators may face some cases of complete refusal to participate:

1) Household refuses to answer a particular part of the questionnaire.

2) Household refuses to answer the entire questionnaire.

In order to avoid refusals, the enumerator must be good at presentation, clearly stating the purposes and demands of the survey before putting specific questions to the household.

The following are the main reasons leading to refusal:

a) *The respondent thinks that information on the income and income sources of his or her household is to be used as the basis for tax collection or income regulation.*

Explain to the household that the statistical information and data collected through the GHS Panel will be kept confidential. The data collected and aggregated from the household will be used primarily for research, and to prepare national economic development policies. No data that identifies the household will be used in any way nor given to any other entity or government organization.

The data are used to assess the current status of people's living standards. Analyses of the data will help the government have a clear basis for developing programs and projects to improve and raise people's living standards.

b) *Often, households do not want to waste time answering the survey.* To avoid taking up too much time or making multiple visits, the enumerator should develop good interview plans, producing specific timetables for each household. If necessary, they can contact and work with the household at any time at the convenience of the survey household members (including noon, evening and Sunday). In the case that the enumerator has tried to explain and convince the household, but they remain hesitant and worried, you should further attempt to persuade the household to participate, probing as to the reasons why the household will not participate.

Computer-Assisted Personal Interview (CAPI): Survey Solutions

CAPI is an interviewing tool or technique in which the interviewer uses a computer—instead of paper and pen—to answer the questions during the interview. Survey Solutions is a CAPI software developed by the World Bank to assist governments, statistical offices and non-governmental organizations in conducting complex surveys with dynamic structures using tablet devices. Survey Solutions has two parts: The Designer and Interviewer. In the Designer, the administrator creates a questionnaire; design skips and specify quality controls. The Interviewer application is where the survey interviews are conducted in the field and completed interviews are sent to the survey server. Multiple communications will take place between the interviewers and their supervisors in the Interviewer. More on this in the Synchronization Section.

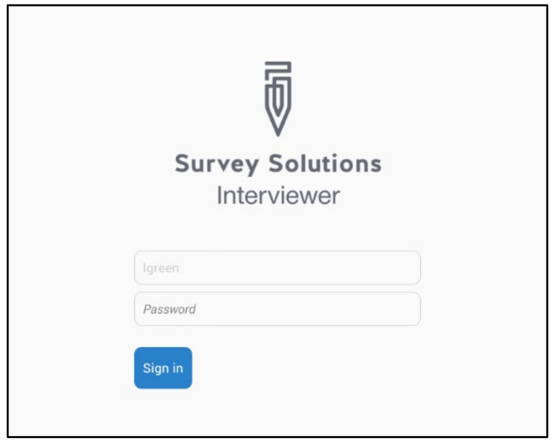
GETTING STARTED IN SURVEY SOLUTIONS INTERVIEWER

Survey Solutions Interviewer has been installed on the tablets for these surveys (Baseline and HFV), otherwise, you will need to download and install the application on your device. To get started, simply find the Survey Solutions Interviewer icon on your home screen or in the apps page of the Android device. Tap (equivalent of click on a computer) this icon to start Survey Solutions Interviewer. Once you open the Interviewer application, you will see a login screen.

LOGIN/LOGOUT

On the login page (shown in the figure on the right below), use your unique login and password to log in to see all your interviews. The login and password prevents others, particularly people outside of the survey, from accessing the sensitive data recorded on the device. At the end of the day, or whenever you are not using the tablet for an extended period, you should click on the menu button in the upper left-hand corner of the screen and select Sign out. This will make it so that no one can see the data recorded on the tablet.

To start work again, you should enter your unique Login and Password to continue collecting, editing or submitting data for the assignments on your account.



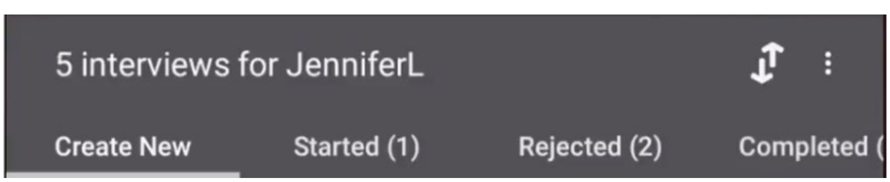
SYNCHRONIZATION: RECEIVING NEW INTERVIEWS AND SENDING COMPLETED ONES

The Interviewer application is used for sending and receiving new interviews in Survey Solutions. This process is through Synchronization. Tapping the **Synchronization** button (shown in the fifure below) at the upper right of your screen initiates communication between your tablet (device) and the survey server (called **Supervisor**). Synchronizing ("Synching") will send completed interviews to the survey server and will download new assignments and all rejected interviews. It also removes all assignments that have been assigned to another interviewer off your tablet. Upon completion of synchronization, the number of completed interviews uploaded, number of interviews deleted, number of rejected interviews returned, and the number of new assignments downloaded are clearly displayed in a status box.

Note: *Please note that the whole synchronization process requires a form of wireless network access. If you are unable to synchronize or synchronization is unsuccessful, please follow the instructions given in the error message or contact your field supervisor for further assistance.*

DASHBOARD: MANAGING WORKLOAD

The Interviewer dashboard offers a functional overview of the interviewer's assignments and their status. At the top of the dashboard, you will find four possible statuses: *Create New*, *Started*, *Rejected* and *Completed*. That is, on the dashboard, the interviewer can see how many interviews assigned to him/her, how many have been started, completed or even rejected (by the supervisor after submitting the interview) to be reviewed by the



interviewer (see the figure below).

Each status on the dashboard is called a tab. To navigate between the different tabs, the interviewer can either tap on the tabs on top of the bar or swipe left or right, depending on desired movements. To help differentiate between the tabs, each tab is color coded as in the table below.

Dashboard Tabs:	Create New	Started	Rejected	Completed
Color Coding:	Gray	Blue	Red/Amber	Green

CREATE NEW INTERVIEWS (GRAY TAB)

Lists all assignments that you need to start. Each assignment has a unique number and title of the questionnaire assigned by Supervisor/Headquarters. To open a new interview, simply tap on “START NEW INTERVIEW”, a blue rectangular bubble, to open a new interview for that assignment.

STARTED INTERVIEWS (BLUE TAB)

Contains interviews that you have started, but not marked as completed. To resume an assignment or interview, navigate to the “Started” tab on the dashboard and find the assignment you would like to resume. Tap on this assignment to expand it and tap the blue “OPEN” bubble to open it. All your previous work will appear in the assignment.

Note: *Survey Solutions automatically saves all work throughout the interview*

COMPLETED INTERVIEWS (GREEN TAB)

Contains interviews that you have marked as completed. Each completed interview is listed under the Completed tab until the interviewer synchronizes to upload it. To open a completed assignment, navigate to the “Completed” tab on the dashboard, find the assignment you wish to open. Tap once to expand the assignment card and tap the green “REOPEN” bubble to open it. All your previous work will appear in the assignment.

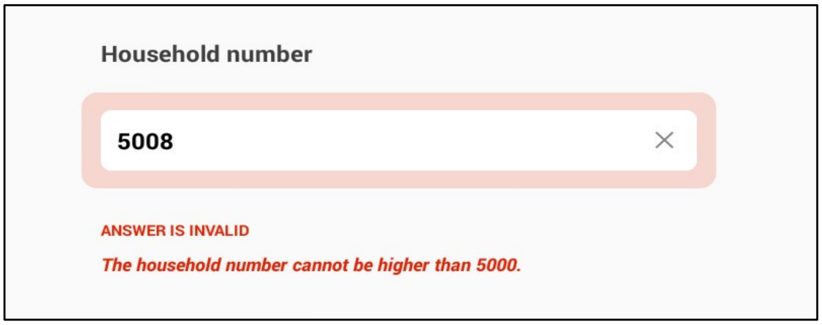
REJECTED INTERVIEWS (RED/AMBER TAB)

Contains assignments that you have uploaded (through synchronization), and supervisors have reviewed, found issues, and returned to you for corrections or clarifications. To open a rejected assignment, navigate to the “Rejected” tab on the dashboard, find the assignment you would like to open and tap the red/amber “VIEWISSUES” bubble to open it.

INSIDE AN INTERVIEW

ERROR AND WARNING MESSAGES

HOW TO KNOW IF YOU HAVE MADE A MISTAKE



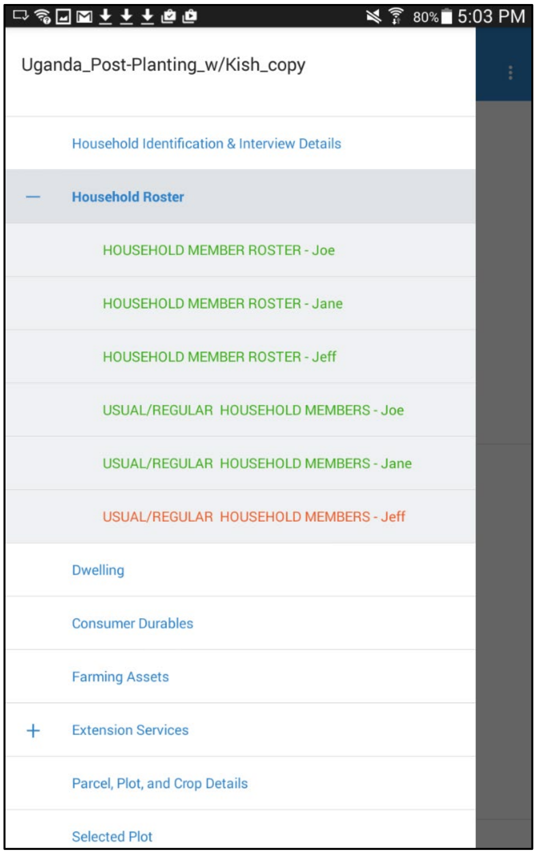
After an answer is recorded, the Interviewer application automatically assesses whether the answer is consistent with other answers in the questionnaire or plausible based on what is known about the survey population. If an answer is inconsistent or implausible, that answer is considered invalid. If an answer is invalid, the tablet will vibrate and the questions will be outlined in red (The tablet will also vibrate if the feature is enabled). An error message will appear to describe the problem (as shown above). **You should try to correct all errors as soon as they arise.**

Please note that an invalid answer does not necessarily mean that the answer is incorrect. If an invalid answer is indeed a wrong answer, check your work and correct the issue. Sometimes, you will need to probe the respondent further to correct the invalid answer. If the invalid answer is the correct answer, then please leave an explanatory comment for your supervisor and headquarter staff. (Please see the Comments section on how to leave comments for your supervisor.

CHECKING WHETHER ALL QUESTIONS HAVE BEEN ANSWERED

You should always try to answer all the questions. There are several options on how to check if you have answered all the questions in the questionnaire.

A section will turn **green** when all questions have been answered and none have invalid answers. **Blue** means that there are unanswered questions. **Red** indicates that one or more questions in the answer have an invalid answer. **Ensure that the section is green before you move onto the next section.**



Navigate to the Complete Screen using the navigation pane. Once on that screen, the number of unanswered and invalid questions are displayed. You can identify the unanswered questions by looking for blue sections in the navigation pane.

CHECKING THAT ALL ANSWERS ARE VALID

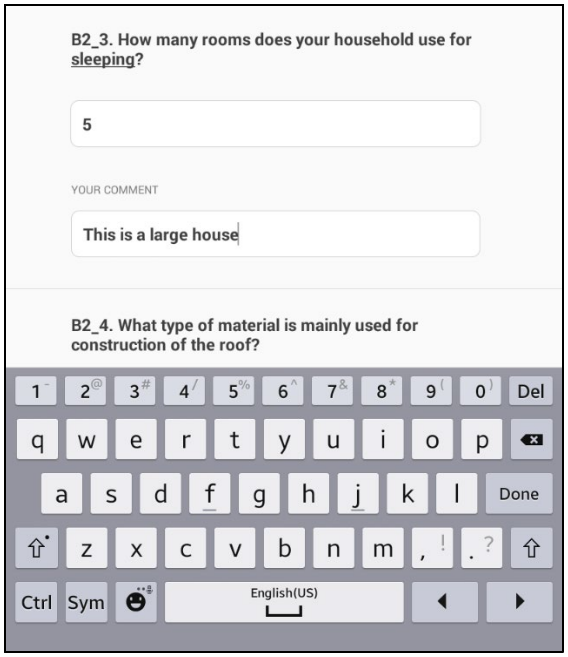
In addition to showing you the number of questions that are unanswered, the complete screen will also show you the number of questions that have errors. You can navigate to errors flagged by pressing on it in the list. **You should correct as many answers as you can before marking the interview as complete.**

LEAVING COMMENTS THE FOR SUPERVISOR/DATA EDITOR

Comments can be left on any question. They may be useful to explain answers that you have confirmed with the respondent but that may appear strange or wrong to anyone that will be checking the data from your interview. To leave a comment, press for a few seconds on the question you would like to leave a comment for. After a few seconds, a comment field will appear, into which you can type any arbitrary long comment.

Alternatively, your supervisor or data editor can also leave comments on questions for you. These comments will likely be questions about the answers you have recorded. The comments will appear next to commented questions. To find the comments, simply navigate to the question with comments.

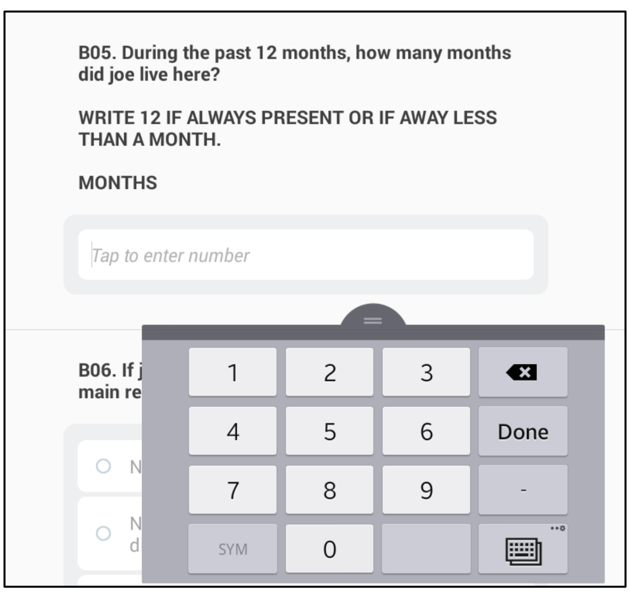
Your supervisor/data editor can also leave a comment for the whole questionnaire. Any comment left on the whole questionnaire will appear on the card for that household in the Dashboard.



QUESTION TYPES

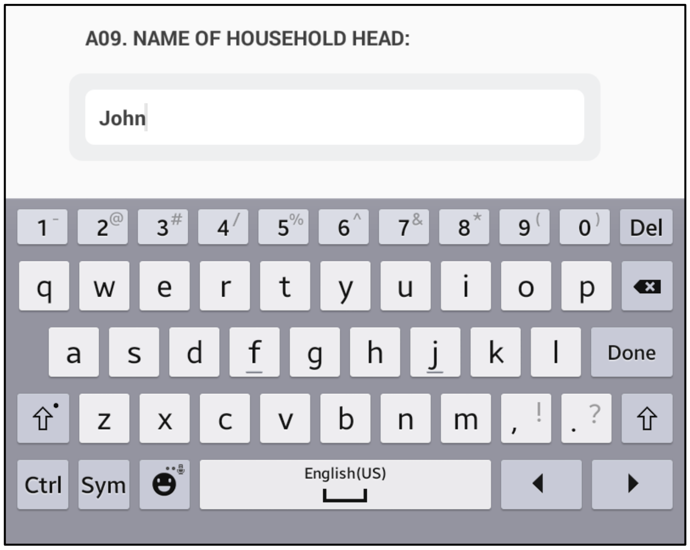
The questionnaire will have several different types of questions: numeric, text, single-select, multiple select, list, and date. As an interviewer, you must know how to answer each of them. To help you with that text, each question type is briefly explained below with visual aids.

NUMERIC QUESTIONS



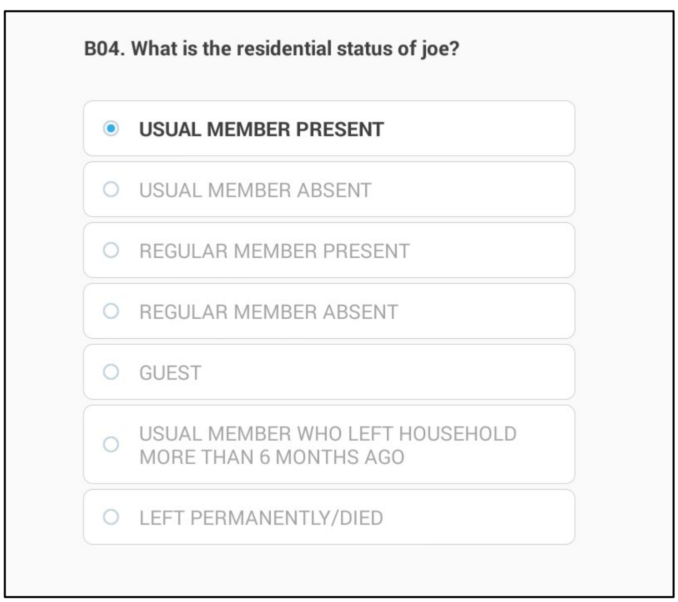
Questions that take a numeric response have a field for an open numeric answer. When that field is tapped, the numeric keyboard will appear so you can enter the numeric answer. Use the decimal button to enter a decimal number as an answer. For example, 2.5.

TEXT



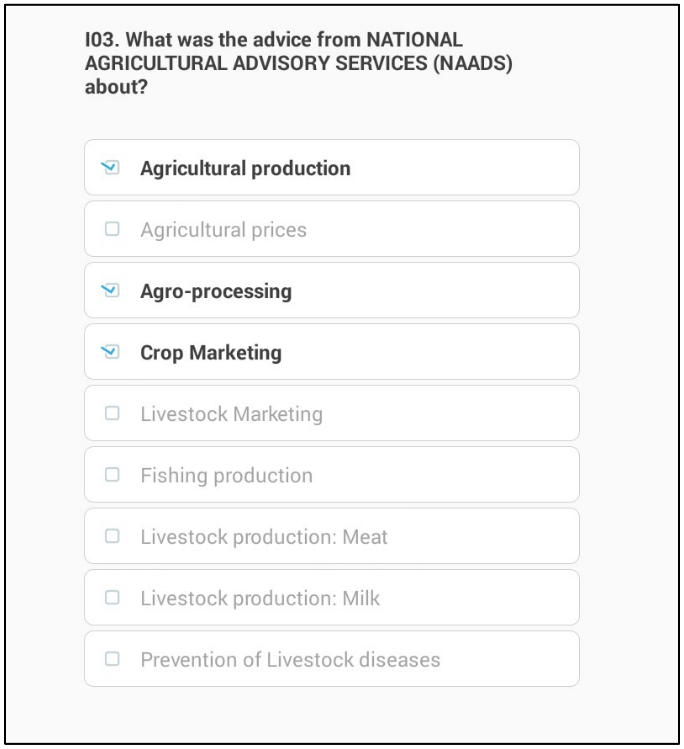
Text questions have a field for an open text response. When that field is tapped, the text keyboard appears so that the interviewer can enter a text answer.

SINGLE SELECT



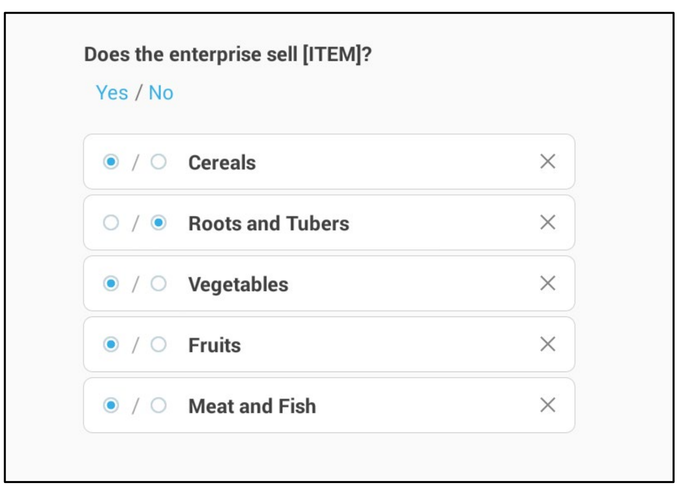
Single-select categorical questions have answer options with round buttons. This type of question allows you to select only one option as an answer. To answer this type of question, you should select the button next to the answer that you want to choose.

MULTIPLE SELECT



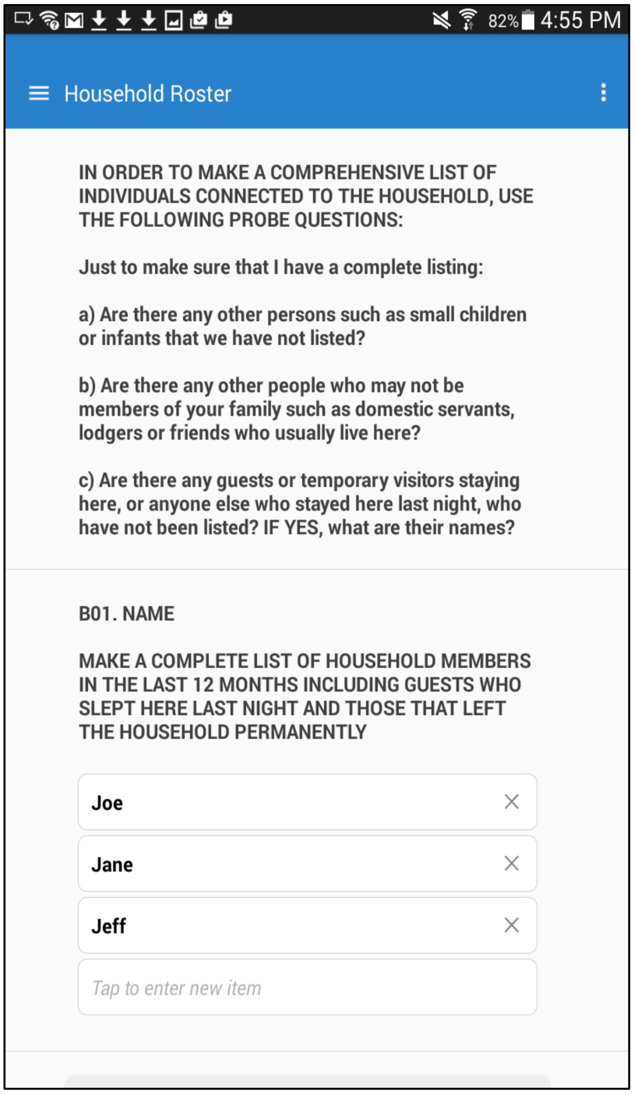
Multi-select questions have answer options with check boxes. This question allows you to select many options as an answer. To answer this type of question, you should select the check box next to the answer that you want to choose. Follow the interviewer instructions to know how many options you can select. If there are no instructions, then select all the options corresponding to what the respondent answers.

MULTIPLE SELECT, YES/NO QUESTIONS



Multi-select categorical questions in yes/no mode have two radio buttons for each item—the left one that denotes “Yes” and the right one that denotes “No”. To answer this type of question, the interviewer taps the radio button associated with Yes or No for every item to answer the question.

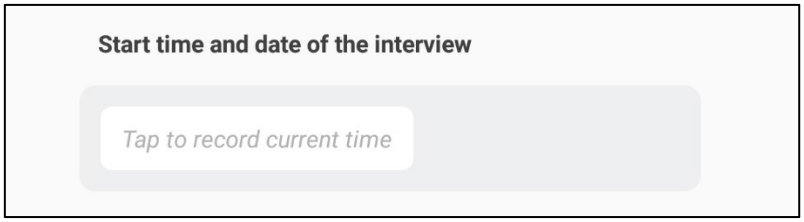
LIST



Tap on the empty text box and use the keyboard to input an answer. Additional, elements can be added to the list until the maximum allowable number of items is reached.

To delete elements from the list, tap on the X mark. **Be careful:** Tapping on the X will delete data if the elements of a list question are linked to a roster (e.g., names of household members, each of which has their own row in the household demographics roster).

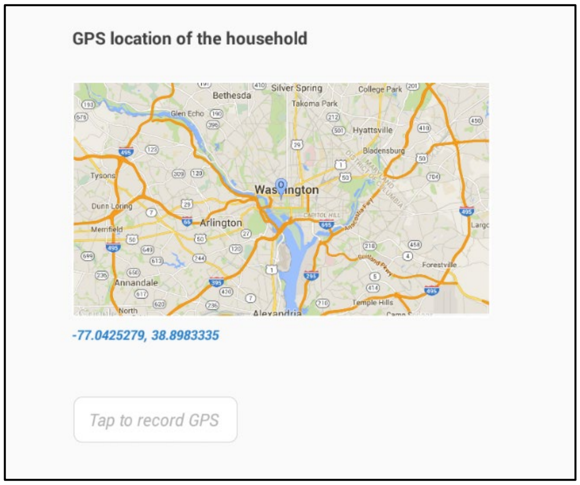
DATE: CURRENT TIME



Tap once on the “Tap to record current time” button. Then, the current time on the tablet will automatically be recorded and displayed above the button. If you would like to record the time again, tap on the button again.

GPS

First, tap on the “record GPS” button. Then, the tablet automatically records the GPS coordinates. The GPS location is displayed immediately below the question text, showing the longitude, latitude, accuracy, and altitude.



If GPS reading is not accurate enough, you may tap on the “record GPS” textbox again. Doing so will replace the old GPS reading with the new GPS reading. You can continue in this fashion until you obtain and adequately precise GPS reading.

Administering the Community Questionnaire

INTRODUCTION

The main purpose of this questionnaire is to discover and link some community activities to the households' welfare within the related settlement(s). A community questionnaire must be completed for all the enumeration areas where the survey is conducted.

To obtain information for the community questionnaire, it is vital that you establish a good working relationship with community leaders and other community members. The behaviour of the enumerator in the EA would also be key to maintaining a good relationship with the community leaders.

When you first enter a rural EA, you must first present yourself to the local group village headman and to the headmen of the villages in the EA to explain why you and the enumerators are going to be working in the area. In urban locations, identifying a local leader is more challenging. Make inquiries as to who may be considered as a local leader when you first come to an urban location; this may be a local business, religious, community policing or political leader.

Do not be secretive about the work being done. Explain what it is you are doing to all community members who ask about your activities. You should be respectful, courteous and patient with all community members. The quality of the work you and the enumerators are to do to a large degree, depends on the level of cooperation you receive from the members of the communities in which you would be working. If the general community attitude towards your job is negative, you would likely experience problems as you attempt to conduct your work. Do all you can to cultivate a courteous relationship with the community as a whole. While you should not be secretive about the work being done, you must respect the confidentiality and privacy of the respondents when administering the questionnaire. This means you are not to divulge any information shared by a household you visit with anyone outside the household, even if the person identifies themselves as a family member or friend.

COMMUNITY

Although the household survey selected households in this area on the basis of EAs. **Do not use the EA in conducting this community survey.**

Rather, you should use **a village or group of villages in rural areas that are found within the EA** to define the community for this questionnaire. In urban areas, **use an urban location that is within the EA selected** for the survey. The village(s) or urban location chosen should have boundaries which most residents recognize. Do not worry if the village(s) or urban location you choose does not cover the entire EA or if portions of its territory extend outside the EA. However, the village(s) or urban location in which you administer this questionnaire **should be representative of the EA as a whole.**

You will administer the questionnaire to a group of several knowledgeable residents of the village(s) or urban location, such as the village/community head and spouse, headmaster of the local school, agricultural field assistant, religious leaders, businessmen/women, health workers, or simply long-term knowledgeable residents. choose informants who have lived in the community for a number of years. A minimum of 5 respondents should make up the group that completes this questionnaire with you. The group should be as diverse as possible with respect to sex, age, religion, and ethnicity, so that it is representative of the population in the community.

The group should respond to the questions here through consensus.

COVER

PRE-FILL QUESTIONS: These set of questions have been prefilled on the device and the supervisor should select the applicable list to where the interview is been conducted.

These prefilled questions contain the COMMUNITY IDENTIFICATION information, which include the following:

1. **COMMUNITY IDENTIFICATION**: This is a 5-digit unique code that identifies the community where the interview is being conducted.

2. **COMMUNITY NAME:** The name of community where this questionnaire is administered should be clearly written out. This is prefilled and the community where the supervisor is conducting the interview should be selected from the list of community options.

3. **ZONE:** Information is provided for **Name** and **Code** of the geographical zone in which the mentioned community can be found. There are six identifiable zones with codes (North Central (1); North East (2); North West (3); South East (4); South South (5) and South West (6).

4. **STATE:** The enumerator needs to provide the **Name** and **Code** for the state in which this community can be found in relation to the above zone accordingly.

5. **LGA:** The **Name** and **Code** of the Local Government Area (LGA) in which the community is located.

6. **SECTOR:** The sector can either be urban (1) or rural (2).

7. **EA:** The Enumeration Area (EA) is one of the selected Panel Survey EAs and the **code** corresponding with the EA where the interview is being conducted.

8. **NAME OF FIELD SUPERVISOR**: Your name and your code should be selected from the list displayed on the screen.

Other Cover information
Some of the cover information that are not prefilled are:

9. **Ward**: The ward is a political demarcation in which the community falls, and the supervisor is must type the name of the ward.

10. **START TIME OF INTERVIEW**: The start time of interview requires the supervisor to tap the time button and it automatically fills up together with start time, it picks from system i.e., the system date and time need to be set to current.

11. **GPS LOCATION OF COMMMUNITY INTERVIEW:** Tap on “Tap to record GPS” on this interface. Click on allow and wait for few minutes and the GPS location of the position will be selected and supervisor is expected to tap in open location i.e., not under a shade.

SECTION C1: RESPONDENT CHARACTERISTICS

SELECTION OF RESPONDENTS FOR COMMUNITY QUESTIONNAIRE INTERVIEW

Now swipe up from the bottom of this interface until you get to an instruction where it asks for the list of members for the community questionnaire administration. Note that these set of questions are not prefilled but must be asked and filled by the supervisor.

1. ***Tap on the cell "Tap to enter item" to enter the names of the individuals responding to the community survey.*** Names of at least five persons from the community should be written here, starting with the leader of the group from the community. To add another person, another cell will open when first member is entered and tap on done from the keypad. Once all the names of the members have been captured, tap on each member details to provide the characteristics of the members.

2. The response for sex would be provided here; male or female is to be provided i.e. only a single response is required to be entered here.

3. Ask for the age of each informant and record. Only age in completed years to be recorded.

4. We want to know the position held in the community by each of the informants from the listed options. Follow the same approach as above to select the position of each member from the listed options. Up to 2 positions can be selected for each informant.

5. Record how long each informant has lived in the community. If the informant was living outside the community for several years, those years should not be included when adding-up the years. Tap and type the number in the form as done for age.

6. We want to know the highest educational level completed by each of the informants from the options provided in this question. This would be the level at which an examination was completed with passing grade or a certificate was received.

Question 2-6 should be answered for all informants of the community until all members turn to green by going to main menu and picking each informant bubbles.

SECTION C2: LABOUR

The purpose of this section is to collect information on the use of agricultural labour in the community. In the context of this survey, we seek to know whether individuals in the village hire labourers to work on their plots and the specific crop farming activities that hired labour perform. Distinction is made between labour hires by male and female farmers in the community. Emphasis is also placed on the daily wages typically received by men, women, and children. Reponses to this section should be given by the focus group members.

1m. The supervisor should find out whether MALE FARMERS in the community hire labourers to work on their plots/farms. DO NOT READ OPTIONS. Select the appropriate response.

1f. Ask if FEMALE FARMERS in the community hire labourers to work on their plots/farms. DO NOT READ OPTIONS. Select the appropriate response

4m. This seeks to know whether the workers hired by MALE FARMERS in the community come from inside the community, outside the community, or both. Select the appropriate response.

2bm. Ask the informants for the main crop cultivated by MALE farmers in the community. This crop should be the one cultivated by majority of male farmers in the community.

5m. Supervisor should find out whether MALE farmers in the community hire MEN to perform ACTIVITY, select Yes or No.

6m. Seeks to know how much a MAN is typically paid per day to perform ACTIVITY on the plots of MALE FARMERS.

7m. Ask if MALE FARMERS in the community hire WOMEN to perform ACTIVITY, select Yes or No.

8m. Ask for the daily wage typically paid to a WOMAN to perform ACTIVITY on the plots of MALE FARMERS.

9m. You should find out whether MALE FARMERS in the community hire children (under 15 years) to perform ACTIVITY, select Yes or No.

10m. Seeks to know how much a CHILD is typically paid per day to perform ACTIVITY on the plots of MALE farmers.

4f – 10bf. The information captured in these questions are the same as those captured in questions 4m – 10bf. above, these set of questions pertains only to FEMALE FARMERS.

SECTION C3: SOCIAL NORMS

The objective of this section is to collect information on the social norms in the community. These are the shared standard of rules, beliefs, attitudes, and behaviors that are accepted by the community, and govern the behaviour of community members. In particular, we seek to understand the typical behaviors, beliefs and expectations around women's employment and freedom of movement in the community. Also, we collect data on the availability, usage and barriers to the utilization of child care centers in the community. Reponses in this section should be based on the consensus of opinions among the focus group members.

1. Seeks to know which person between the husband and wife in a typical family in the community has the final decision-making authority about whether or not the wife should work for pay or profit. READ ALL OPTIONS, and select the most appropriate response.

NOTE – Questions 2 to 4 ask about behaviours that are allowed for women in the community.

2. Seeks to know if women in the community can visit their parents/relatives by themselves or they need to be accompanied by their spouse or someone else. READ ALL OPTIONS. Note that this question only pertains to visits to family members who live within or outside the city/community.

3. Seeks to know if women in the community can go to the markets, banks, commercial centers, places of work alone, or do they need to be accompanied by their spouse or someone else. READ ALL OPTIONS.

4. Seeks to know if women in the community have the freedom to go outside the city or community alone, or do they need to be accompanied by their spouse or someone else. READ ALL OPTIONS. Note that this question specifically refers to movements outside the city or community for whatever reasons.

NOTE – Questions 5 to 9 are centered on obtaining the viewpoints and beliefs of the focus group members regarding what is considered right and proper, rather than the current practices within the community.

5. Ask if it is okay for women to work outside of their homes. Select Yes if they think it is proper for women to work in paid employment outside their homes, otherwise select No.p

6. Seek to know if it is okay for the women to work if they do their jobs from home instead of going to an office outside their homes. Select Yes or No.

7. Ask if it is okay for women to work even if her husband does not agree with her decision to work. Select Yes if it they believe women should be free to work without their husband's permission, otherwise select No.

8. Seek to know if they think the only time women should work is if their partner does not work. Select Yes if they believe women should be free to work only on the condition that their partners' do not work, otherwise select No.

NOTE – Questions 9 to 15 pertain to beliefs and expectations regarding the behaviours of community members.

9. Ask if it is usual for women in this community to return home **alone after 5pm** in the evening. Select Yes or No.

10. Seek to know the main reason why women in the community do not return home alone after 5pm in the evening. DO NOT READ OPTIONS. This question is asked only if Q9=NO.

11. Ask if it is usual for women in the community to work outside the home if their partners work. Select Yes if it is normal for women in the community to work outside the home in paid jobs even though their partners are employed.

12. Seek to know the main reason why it is unusual for women in the community to work outside the home if their partners work.

13. Ask if the community has a child care center or kindergarten. Select Yes or No.

14. Ask if the families in this community make use of the community child care center. Select Yes or No.

15. Seek to know all the reasons that prevent families in this community from utilizing the community child care center. DO NOT READ OPTIONS. Select all that apply.

16. This question seeks to know the beliefs and expectations of other people in the community. Ask how likely it is for family members or friends to think or speak badly about married women who return home after 5pm in the evening because of work. READ ALL OPTIONS, select the most appropriate response.

SECTION C4: COMMUNITY CHANGES

This section contains a single question that seeks to establish changes that have occurred in the community over the past 3 years. Emphasis is placed on access to specific social amenities. Answer option NOT APPLICABLE should be selected if the amenity is not available or applicable to the community in general.

SECTION C5: COMMUNITY EVENTS

The objective of this section is to identify key events that happened in the community since 2021 (three years ago) that affected the livelihoods of people in the community positively or negatively. The section is also interested in the year in which the event occurred, as well as the proportion of the people in the community that were affected by the specific event. Examples of events that can affect people' lives negatively are epidemic diseases, crop failure, natural disaster, sharp price fluctuations, or the loss of key social services. On the other hand, examples of events that can improve the well-being of people positively include building of new schools or medical facilities, new employment opportunities, the construction of new roads etc.

The interviewer should ask the group to describe an important event that has taken place in the community since the last THREE years, including the one that has just occurred this year. We are specifically interested in the events that have changed the well-being of the people in that community, whether it is for better or worse now. The answer options have both good and bad events, and the interviewer is to ensure that the right option is selected from the list of options.

1. Ask the group to indicate which of the listed events have taken place in their community since 2021, and to specify any other events that are not listed. Select Yes if the EVENT has taken place in the community since 2021, otherwise select No. Probe for ALL events.
2. The interviewer should ask the group what year the EVENT occurred in the community since 2021.
3. The objective of this question is to find out the proportion of community members that were affected by the occurrence of the event mentioned. Help the group to calculate the percentage. For example, if half of the population in the community were affected by the event, then you enter 50 under percentage. If the event affected everyone in the community, then you enter 100.

SECTION C6: COMMUNITY NEEDS, ACTIONS AND ACHIEVEMENTS

In as much as the government and other development partners implement projects and programs that facilitate the development of a community and the citizenry, the community for which that project is intended for should first of all have a need for this project. The objective of this section is to ascertain the needs and actions of the community in the last 3 years. Specifically, the section is interested in knowing whether the community has held discussions about certain key developmental needs of the community, including deliberating on construction of infrastructures such as road, health facility, piped water, school, etc. The section is also interested in the involvement of government and organizational groups, participation of the members of the community, as well as the leadership of the community in these deliberations.

1. This question makes reference to the past 3 years (since 2021) and intends to know whether the community has deliberated on some development projects and programs that are vital for the community's development. The enumerator should ask if anyone in the community has discussed or initiated a discussion on the **need** for any of the development projects listed over the last 3 years. Select Yes or No

2. The emphasis of this question is to know the group, individual or agency that first brought the idea of a need for PROJECT/PROGRAM in the community. The interviewer should choose from the list of options, the main group that originated that idea or initiated the discussion of PROJECT/PROGRAM.

3. The interviewer should find out if discussions have been held in the community about PROJECT/PROGRAM, when the first group in Q2 brought the idea within the last 3 years. Select Yes or No.

4. We are interested in who in the community (or outside the community) have ever participated in the discussions held about PROJECT/PROGRAM. The interviewer should find out who among the listed groups participated in the discussions. Select ALL that apply from the list of options, list up to 5.

SECTION C7: CONTACT INFORMATION

This section collects up to date contact information for household members and reference persons, to facilitate future contacts with the participants.

2. Ask informants of the focus group to provide phone numbers they can be reached on for future call backs. Each person should provide at least one phone number they have access to.

2b. Ask informants to provide a physical home address. Please be careful on collecting all the details provided by the informants. If possible, include landmarks in the address description

3. The question is trying to find out who in the community would still have access to the informant if they were to leave the community. Record the name of the informant's contact person.

4. Enter the relationship of the informant's contact person to the informant.

5. Ask for the contact person's phone number.

6. If the informant has another contact person that would still have access to them if they left the community, select YES.

7. Enter the name of the additional contact person.

8. Enter the relationship of the additional contact person to informant.

9. Enter additional contact person's phone number.

SECTION C8: FOOD PRICES

Information on food prices is collected from a single market or location. These sources refer to the main market/location where the community transacts business. This part of the community questionnaire should be filled at the market or location where the information will be obtained. It ***SHOULD NOT*** be asked to the respondents (focus group) selected for the community survey. You can only ask them for the location of the market or shop so you can go there and administer this section of the questionnaire. If these items are in the market or shop, you should ask for its price and specify an appropriate unit.

0a. Refers to the main source from which the information is obtained. It is the main market/shop where households in the community transact business compared to any other market/shop. You should specify whether this information is collected from the marketplace or shops/stalls. *The CAPI program will list all three options so you can choose only one.*

0b. You should specify the name of the location where the food price data is being collected. *On the CAPI device, tap the space beneath the Location and it will give you the option to type the name of the location where the price information is being collected.*

0c. Provide a brief description of the location where the price data is being collected. *As in the previous, tap the space beneath the Description of Location on the CAPI to type a brief description of the location so it will easily be located.* Enter as much information as possible for anyone else to easily locate the market/shop if necessary.

0d. We want the date and time when the price data collection started. The day, month, and year will automatically be entered once you tap on the box beneath question.

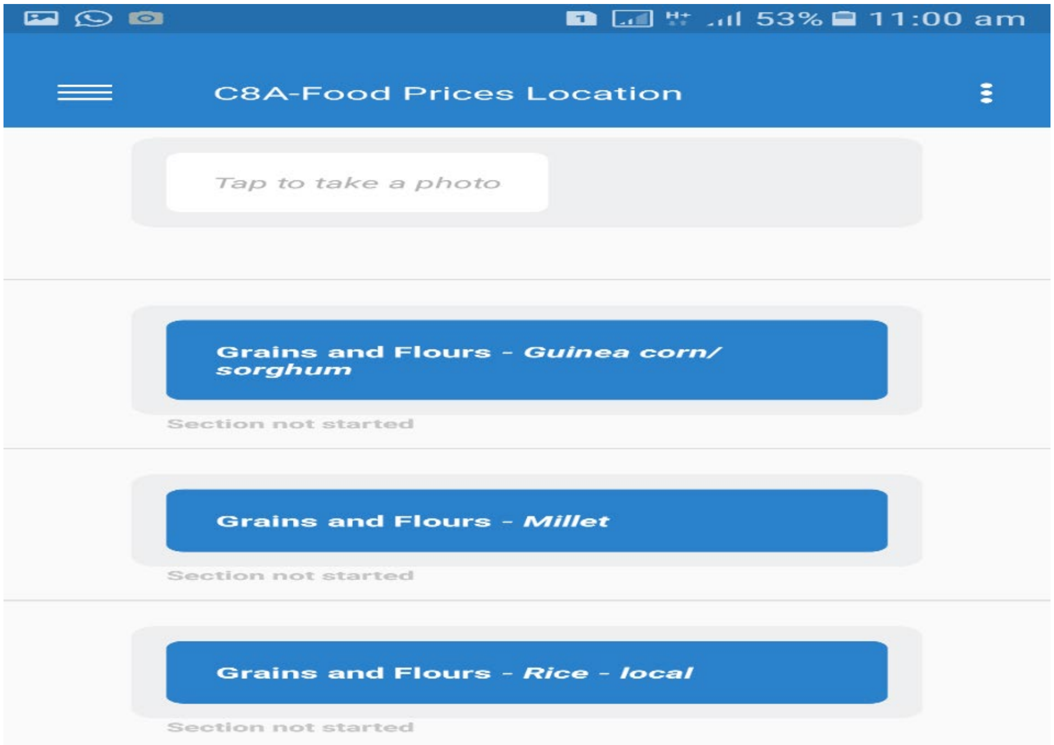
0e. This question concerns the GPS coordinates of the location where the price data was collected. It is *NOT* the location where the focus group interview was conducted. *These coordinates will automatically be picked by the CAPI machine once you have tapped Tap to record GPS.*

0f. For this question, take a picture of the market where the price data is being collected. After tapping the box beneath the instruction, select "Take photo", and then position the camera in such a way that it focuses on a greater part of the market or the shop, and then take the picture. Please DO NOT select from gallery.

1. For each displayed food item, please indicate if the item is available in the market or not. It is important that you walk through the entire market to ensure that a given food item is available in the market or not before choosing an answer option for the food item. You must answer YES or NO for each displayed food item. All items with a YES response will pop up a bubble, and you must tap to open each bubble and answer the rest of the questions for each specific item.

2. For each available food item in the market, indicate the UNIT for ONE quantity. Do not consider more than one quantity. For some of the non-standard units, it will ask for the SIZE. Please indicate the appropriate size for the selected UNIT in 7a.

3. For the selected UNIT and SIZE (where applicable), record the price for ONE quantity. Ensure you collect the prevailing market price of the item.


53% 11:00 am
C8A-Food Prices Location
Tap to take a photo
Grains and Flours - Guinea corn/ sorghum
Section not started
Grains and Flours - Millet
Section not started
Grains and Flours - Rice - local
Section not started


52% 11:12 am
C8A-FOOD PRICES LOCATION /
Grains and Flours - Guinea corn/ sorghum
1. Is Guinea corn/sorghum available in this market?
Yes
No
2. PLEASE USE A QUANTITY OF ONE (1) FOR Guinea corn/sorghum AND THE UNIT OF MEASURE YOU ARE USING.
Kilograms (Kg)
Grams (g)
Litres (l)
Centilitres (cl)
Bin/basket

SECTION 4B: ANTHROPOMETRY

Description: Child anthropometry is the assessment of nutritional status of children who are LESS THAN 60 MONTHS. The key indicators include underweight, stunting and wasting which are measured by obtaining the height or length and weight of a child along with age in months. A careful measure of the height/length of a child and how to read numbers from the measuring tape is critical to obtaining accurate results. Likewise, operating a scale and reading numbers from the display should be practiced both in class and on actual children.

It is important that measurers are aware of "difficult" situations such as how to deal with physically disabled children (children with deformation that may interfere with the measurements), how to deal with sick and crying children, how to deal with children that resist being undressed for weighing and what to do with children (especially girls) with elaborate hairstyles (for example braids).

Respondent: The primary guardian of the child should respond to this module.

Instruction: Shoes, socks, clothes and any hair ornament or braids that may interfere with the weight and/or height/length measurements should be removed before taking the measures. **Each measurement should be carried out three times, and all three results for weight and three results for height/length should be recorded**.

Measurers: Taking anthropometric measurements of children is the main responsibility of the team measurer and requires that he or she follows the procedures specified in this manual and that no steps in the procedures are omitted. Measurers may be assisted by another trained team member however it should be emphasized that the measurer will hold the overall responsibility for determining final measurements and making sure they have been properly recorded on the under-five questionnaire. The measurer is also responsible for carrying and taking care of the equipment used for anthropometric measurements and reporting to the supervisor immediately if any of the equipment is malfunctioning.

INTERVIEWER: PLEASE SELECT THE HOUSEHOLD MEMBER WHO IS WITH [NAME] AT THE TIME OF THE MEASUREMENT. There should be an adult household member with the child during the measurements. Select from the household roster, the adult household member who is with the child.

INTERVIEWER: PLEASE CONFIRM YOU ARE MEASURING [NAME]. Confirm that you are measuring the child's whose name appears on the screen.

3. Select YES, if NAME was measured for weight and skip to S4BQ5; otherwise select NO and continue.

4. Select the reason that best describes why the child was not measured. "NOT AT HOME DURING SURVEY PERIOD" should only be selected after multiple attempts were made to reach the child in the household's dwelling while the team was in the area.

   Ask the respondent to confirm the age of the child and select "YES, CORRECT" if accurate. If this not accurate, select "NO, INCORRECT", then follow instructions on the CAPI and return to the Household Flap to make the necessary changes to the child's date.

4a. Confirm the age in months of the child with the parent/caretaker.

4b. Ask for the day of the month the child was born. If the child was born December 25, then record 25.

5. Select YES, if the child can stand on the scale on their own. If the child must be carried by an adult standing on the scale, select NO.

8. If the child was measured for length/height, select YES, and skip to S4bQ10.

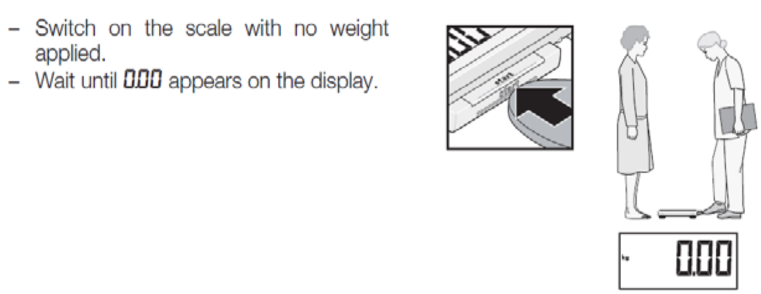
4. Select the reason that the child was not measured for length/height. See above for further instructions.

WEIGHING THE CHILD

Explain to parents/caretakers that the child needs to remove outer clothing to obtain an accurate weight. A wet diaper, or shoes and jeans, can weigh more than 0.5 kg. Babies should be weighed naked; wrap them in a blanket to keep them warm until weighing. When using the **2 in** 1 or tared weighing described below, the adult can be weighed holding a blanket, which he/she can then wrap around the naked baby during measurement. Older children should remove all but minimal clothing, such as their underclothes. If it is too cold to undress a child or if the child resists being undressed and becomes agitated, please weigh the clothed child, but PUT A NOTE IN COMMENTS that the child could not be undressed to the minimum and take a note of the circumstances.

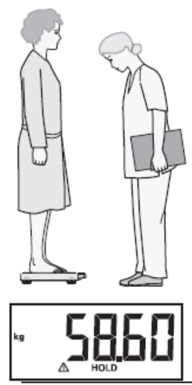
<u>Weighing a child that is less than 2 years old (tared weighing)</u>

The **2 in 1** function enables the body weight of infants and young children to be determined. The child is held in the arms of the mother/caretaker (or another adult if necessary).

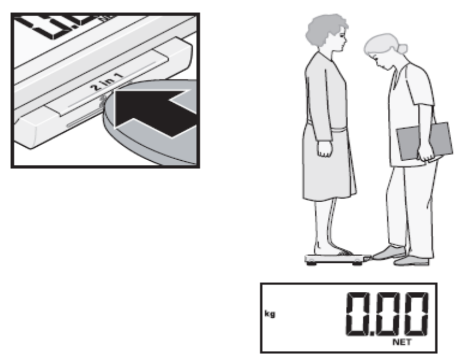


Make sure 000 appears on the scale before the child/mother steps onto the scale. Once on the scale, the child/mother should stand in the middle and stay very still.

- Ask an adult to step onto the scale.
  The adult's weight is displayed.



- Press the **2 in 1** key.
  The adult's weight is stored.
  0.00 and the word **NET** appear on the display.



- Ask the adult to hold the first baby while standing on the scale and to try not to move.
- Wait until the weight display and the message **HOLD** are no longer flashing.
- Record the baby's weight.
- Ask the adult to step off the scale with the baby.
  The baby's weight remains displayed. The adult's weight remains stored. A new measurement is automatically taken as soon as any weight is placed on the scale again.
- Take measurements for other babies in the same way with the same adult. You do not need to reactivate the 2 in 1 function or switch the scale off and on again between measurements.

After each child's weight has been taken, the measurer reads out the value on the display of the scale and the assistant repeats back the value. If the measurer confirms this is correct the assistant records the value. The measurer should check the weight that has been recorded after the weight measurement of each child has been completed. Remember to go through this process 3 times and record the weights each time.

Weighing a child that is 2 years or older.

If the child is 2 years or older and willing to stand still, weigh the child alone.

- Explain to the child that they will need to step on the scale alone and stand very still. Communicate with the child in a sensitive, non-frightening way.
- **Measurer:** Switch on the scale with no weight applied.
- Wait until the display shows **0.0** before asking the child to step on the scale.
- Ask the child to stand in the middle of the scale, feet slightly apart and to remain still until the weight appears on the display. Do not hold or support the child as this will interfere with the measurement.
- Once the value is stable for about 3 seconds, the display is retained. This avoids the display jumping around as a result of the child's movements.
- If the child jumps on the scale or will not stand still, you will need to use the tared weighing procedure instead (please see above).
- Read out loud the child's weight from the display.
- **Assistant**: Repeat the weight that has just been called out.
- **Measurer:** Confirm if this is the correct weight. If it is correct then the assistant will record the weight on the questionnaire.
- **Assistant**: If measurer confirms, record weight.
- **Measurer:** Check the weight recorded to confirm that it matches the weight that was on the display.
- The child can then leave the scale. Repeat two more times and record each weight.

MEASURING THE CHILD

Measuring a Child's height: Summary of Procedures for when a child is over 2 years of age (see Figure I)

(1) **Measurer or assistant:** Place the measuring board on a hard flat surface against a wall, table, tree, staircase, etc. Make sure the board is stable. If the only level surface available to place the board does not have a steady structure against where to lean it, and there are no sturdy pieces of furniture that can be moved behind it, have an adult stand behind the board and provide the support for it not to tip over.

(2) **Measurer or assistant:** Ask the mother/caretaker to remove the child's shoes and socks. Also ask, if necessary, the mother to unbraid any hair that would interfere with the height measurement and add to the child's height. Then ask her/him to walk the child to the board and to kneel in front of the child.

(3) **Assistant:** Kneel with both knees on the child's right side (Arrow 2).

(4) **Measurer:** Kneel on your right knee only, for maximum mobility, on the child's left side (Arrow 3).

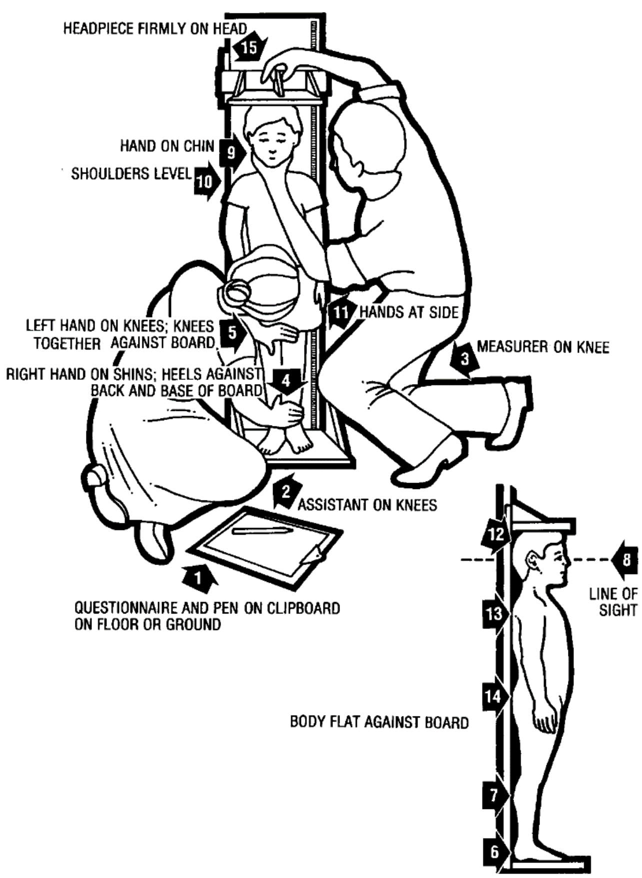
(5) **Assistant:** Place the child's feet flat and together in the centre of and against the back and base of the board. Place your right hand just above the child's ankles on the shins (Arrow 4), your left hand on the child's knees (Arrow 5), and push against the board. Make sure the child's legs are straight and the heels and calves are against the board (Arrows 6 and 7). Tell the measurer when you have completed positioning the feet and legs.

(6) **Measurer:** Tell the child to look straight ahead at the mother if she is in front of the child. Make sure the child's line of sight is level with the ground (Arrow 8). Place your open left hand on the child's chin. Gradually close your hand (Arrow 9). Do not pinch the jaw. Do not cover the child's mouth or ears. Make sure the shoulders are level (Arrow 10), the hands are at the child's side (Arrow 11), and the head, shoulder blades, and buttocks are against the board (Arrows 12, 13 and 14). With your right hand, lower the headpiece on top of the child's head. Make sure you push through the child's hair (Arrow 15).

(7) **Measurer and assistant:** Check the child's position (Arrows 6-14). Repeat any steps as necessary.

(8) **Measurer:** When the child's position is correct, read and call out the measurement to the nearest 0.1 centimetre. Remove the headpiece from the child's head, your left hand from the child's chin and support the child during the recording.

FIGURE 1 MEASURING A CHILD'S HEIGHT



(9) **Assistant:** Immediately record the measurement and show it to the measurer. Alternatively, the assistant could call out the measurement and have the measurer confirm by repeating back.

(10) **Measurer:** Check the recorded measurement on the questionnaire for accuracy and legibility. Instruct the assistant to cancel and correct any errors.

(11) **Repeat two more times and record the height.**

Measuring a Child's length: Summary of Procedures for when a child is under 2 years of age (see Figure II)

(1) **Measurer or assistant:** Place the measuring board on a hard flat surface, such as the ground, floor or a steady table.

(2) **Assistant:** Kneel with both knees behind the base of the board, if it is on the ground or floor (Arrow 2).

(3) **Measurer:** Kneel on the child's right side so that you can hold the footpiece with your right hand (Arrow 3).

(4) **Measurer and assistant:** With the mother's/caretaker's help, lay the child on the board by doing the following:

Assistant: Support the back of the child's head with your hands and gradually lower the child onto the board.

Measurer: Support the child at the trunk of the body.

(5) **Measurer or assistant:** Ask the mother/caretaker to kneel on the opposite side of the board facing the measurer to help keep the child calm.

(6) **Assistant:** Cup your hands over the child's ears (Arrow 4). With your arms comfortably straight (Arrow 5), place the child's head against the base of the board so that the child is looking straight up. The child's line of sight should be perpendicular to the ground (Arrow 6). Your head should be straight over the child's head. Look directly into the child's eyes.

(7) **Measurer:** Make sure the child is lying flat and in the centre of the board (Arrow 7). Place your left hand on the child's shins (above the ankles) or on the knees (Arrow 8). Press them firmly against the board. With your right hand, place the footpiece firmly against the child's heels (Arrow 9).

(8) **Measurer and assistant:** Check the child's position (Arrows 4-9). Repeat any steps as necessary.

(9) **Measurer:** When the child's position is correct, read and call out the measurement to the nearest 0.1 centimetre. Remove the footpiece, release your left hand from the child's shins or knees and support the child during the recording.

(10) **Assistant:** Immediately release the child's head, record the measurement and show it to the measurer. Alternatively, the assistant could call out the measurement and have the measurer confirm by repeating back.

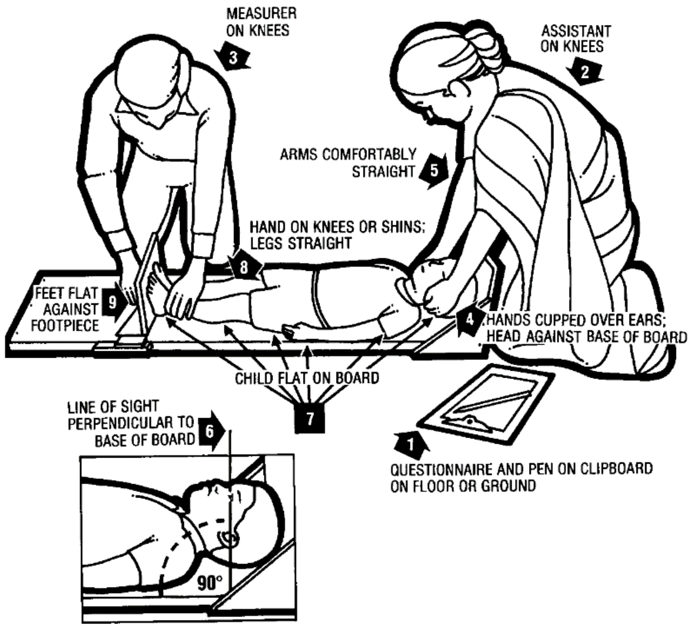
(11) **Measurer:** Check the recorded measurement on the questionnaire for accuracy and legibility. Instruct the assistant to cancel and correct any errors.

(12) **Repeat two more times and record the child's length each time.**

NOTE:

If the interviewer is not confident in the precision of the child's age (under age 2), please take measurement as described above. If the child's length is measured to 85 cm or more, you must instead measure the child's height.

FIGURE 2 MEASURING A CHILD'S LENGTH



52. Weigh the child and record the WEIGHT of the CHILD in kilograms.

53a. Measure the height/length of the child and record in centimeters. Children under 2 years of age must be measured lying down (length) and older children should be measured standing (height). Remember to include decimal points if applicable.

53b. Select the option that describes how the child was actually measured.

WAS THERE ANYTHING THAT ADDED TO [NAME]'S WEIGHT IN MEASUREMENT TODAY? (SUCH AS LIGHT CLOTHES THAT YOU COULDN'T REMOVE, HEAVY BRAIDS ETC). If you had to weigh the child with clothes on or they had anything on that could not be taken off at that time, select YES.

WAS THERE ANYTHING THAT ADDED TO [NAME]'S LENGTH/ HEIGHT TODAY? (SUCH AS THICK BRAIDS, ORNAMENTS ETC). If the child had on anything that added or increased the child's length/height while taking the measurement, select YES.

DO YOU HAVE ANY COMMENTS ON THE ANTHROPOMETRICS SECTION FOR [NAME]? Select YES, if you have any comments that will allow anyone reviewing the data to have clarity on discrepancies.

WHAT IS YOUR COMMENT? Leave comments pertaining to any irregularities that occurred while you measured the child. For example, if you had to measure the length of a child over 2 years, instead of measuring their height, you can explain that here. Also explain any disruptions, such as clothing on a child or braids when weighing them.

COMPLETE

Description: The "section" Complete is a Survey Solutions generated section that allows you to verify and submit the interview. BEFORE submitting the interview, first VERIFY that you have completed all sections and questions that needed to be completed and that there are no errors that can be fixed. Under the header QUESTION STATUS, you find three numbers in different colors that help you do that.

On the left, in blue you find the total number of questions that have been answered in the interview file. You will see that the number differs between interviews, and depends on how many members, consumption items, plots, etc. a household had.

In the MIDDLE, in BLACK you see the number of UNANSWERED questions. At the end of an interview the number should normally be 0, meaning you have answered all questions. There are however circumstances where it is OK to submit interview files with missing questions, for example if the respondent refused half way through the interview. To FIND the unanswered questions, click on the navigation menu on the left and look for sections that are marked in BLUE, they are the sections that have unanswered questions or subsections. After you have answered all questions on one section, the section will turn green and the questions will not be counted as unanswered in the Complete screen.

On the RIGHT, in RED you see the count of questions with outstanding ERROR(s). BEFORE submitting and interview file, MAKE SURE you have **ADDRESSED ALL ERRORS**, by looking at the error message and the answer(s) given, making sure the answer(s) have been recorded correctly, and checking with the respondent that the answer(s) given are correct. If the error still persists after going through the steps, you MUST LEAVE a **COMMENT** to confirm and/or explain more details about the answer. After having addressed all outstanding questions with errors, they should either not display an error message or have a comment.

You can FIND questions with outstanding errors in two ways: First, they are listed under the heading ENTITIES WITH ERRORS. Clicking at each item will take you to the question with an error. Second, you can click on the navigation menu on the left and look for sections that are marked in RED. Whenever a section or subsection contains at least one questions with an error message the section or subsection will turn RED in the navigation menu and in the header.

You can report any irregularities with the interview in the field NOTE FOR SUPERVISOR. This is optional. Report anything that might be of interest to the supervisor and data editor, e.g., that the interview was conducted late in the evening, or that the respondent was not very cooperative.

AFTER you have verified that ALL required questions are answered and have addressed all errors you can SUBMIT the interview file by marking it as COMPLETE. You do this by clicking at the COMPLETE button. After having clicked, Survey Solutions will take you back to the dashboard and the file will be listed in the COMPLETE tab. NOTE that this complete button is DIFFERENT to the complete STATUS in the Section Result of Interview. To submit ANY interview file, you have to click on the complete button, including interviews that were refused, unable to track, etc.