



Federal Republic of Nigeria  
National Bureau of Statistics (NBS)

# GENERAL HOUSEHOLD SURVEY - PANEL (GHS-PANEL)

Wave 5 (2023/2024)  
Post-Harvest Visit

## INTERVIEWER 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 Sustainable Development Goals (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 March 2024.

The ability to follow the same households over several 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 through the Living Standards Measurement Study-Integrated Surveys on Agriculture (LSMS-ISA) program. 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. 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**
  - 1<sup>st</sup> level training at the NBS Headquarters, Abuja (TOT)
  - 2<sup>nd</sup> level training at Ibadan Business School (TOE)
- **1<sup>st</sup> 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
- **2<sup>nd</sup> 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 13 days

## FIELD PROCEDURES (INTERVIEW PROTOCOLS)

### FIELD SUPERVISION

The supervisor will manage all initial interactions with the community including 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 FIELD WORK

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 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 be 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 the 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 – Mar 10
4	1 <sup>st</sup> Monitoring (HQs Monitors/ Coordinators)	Jan 29 – Feb 2
5	2 <sup>nd</sup> Monitoring (HQs Monitors/ Coordinators)	Feb 19 – Feb 23
6	Tracking exercise	Apr 8 – Apr 21
6	Data Processing and Analysis	May – August 2024

## CONDUCTING AN INTERVIEW

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 to be 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 are: *politeness*, *patience* and *perseverance*. These terms are defined in more detail in subsequent paragraphs.

## HOW TO READ THE QUESTIONS

Each question should be read clearly and exactly as presented in the questionnaire. You should make sure that the way the question is read preserves the sense of the English question, rather than a word-by-word translation. If you have questions about how to phrase a question, you should ask your supervisor and refer to your notes from the training where the phrasing of questions in local language will be discussed in detail. After reading the question, time should be allowed for the respondent to answer. If it appears

the respondent did not hear the question, it should be read again, and time allowed for a response. In cases where there must be translation, the question should be translated as literally as possible.

### **Upper- and Lower-Case Texts (Capital letters and Small letters)**

Text written in upper case (capital) letters are instructions to the interviewer and should not be read to the respondent. Other text that you will see written with upper case letters are lists and codes. These also should NOT be read to the respondent. Text written in lower case (small) letters SHOULD be read directly to the respondent.

## **ESTABLISHING RAPPORT WITH THE RESPONDENT**

The enumerator and the respondent are strangers to each other and one of the main tasks is to establish a good rapport. The first impression a respondent has of you is formed through your appearance. The way you dress, your voice (tone), gender and age may determine whether your interview is successful or not. The enumerator's demographic characteristics i.e. gender and age play a role, in combination with similar respondent characteristics and the survey topic. Several refusals in a row might affect an enumerator's ability to approach the next household. So, the respondent and enumerator interaction determine the decision of the respondent to cooperate or refuse. Dress neatly and simply. A positive attitude enhances the chances of gaining cooperation from respondents. The enumerator should assess each situation and tailor his or her approach based on prior information, perhaps obtained at the initial contact.

Always carry your official NBS identification card with you so the respondent knows you are coming from NBS and will be comfortable that you are authorized.

## **APPROACHING THE DWELLING**

Use a direction that appears to be well used as an entrance. Do not straddle fences or any other property boundaries. Ask locals or neighbours your way to the next dwelling unit when in doubt. Try not to arrive at the selected household at an inconvenient time of the day, such as mealtimes, or too late or too early in the morning. Try to arrive when the respondents will not be too busy to answer questions.

### **Make a good first impression!**

Always do your best to make the respondent feel at ease on your first visit. With a few well-chosen words you can put the respondent in the right frame of mind for the interview. Open the interview with a smile and greetings and then proceed with your introduction as specified on your questionnaire. A good introduction of yourself, the organization you are representing, the purpose of your visit and what sort of demands you are going to place on the respondent should all be briefly articulated to the respondent. You must be well-versed in the local traditional forms of greetings (especially in rural settings). Avoid mumbling and waffling. By the end of this training session, it is hoped that these equally important aspects would have been covered fully.

Make sure that the respondents do not confuse you with others who might be visiting households for other reasons; for instance, malaria campaign.

If the respondents refuse to be interviewed, note the reasons on the questionnaire and inform your team leader who will take an appropriate decision. In such a circumstance, remain calm and polite at all times. Prior to declaring a household a total refusal, the enumerator must have applied the three Ps which stand for *Politeness, Patience, and Perseverance*.

- *Politeness* is best expressed as the practical application of good manners. The goal of politeness is to make all parties relaxed and comfortable with one another. It is a cultural phenomenon and therefore what is considered polite in one culture can sometimes be quite

rude in another culture. Politeness must therefore seek to establish a positive relationship between parties.

- *Patience* is the state of enduring under difficult circumstances which can mean perseverance in the face of delay or provocation without acting in annoyance in a negative way, especially when faced with difficulties.
- *Perseverance* is the maintenance of effort despite difficulties encountered, it implies steadfastness, unremitting continuance in spite of problems or challenges faced.

### **Always adopt a positive approach**

Never be apologetic and do not use words like, "Are you too busy?" "Would you spare a few minutes?" or "Would you mind answering some questions?" Such questions obviously invite refusals before you start. "I would like to ask you a few questions" or "I would like to talk to you for a few minutes" Such statements may mislead the respondent to think that your mission is unimportant and invite refusal. You can proceed as follows:

*"Hello, I am (Name) from the National Bureau of Statistics (NBS) and I am here to collect data on General Household Survey (GHS). All the data collected in the Survey is strictly confidential and will be published in aggregated form where personal information of the individual such as names and addresses will not be recognized."*

Note again that, a positive attitude increases the chances of gaining cooperation from respondents.

- It is essential that you stress the confidentiality of all responses. You should never mention other interviews or show completed questionnaires to other enumerators or supervisors in front of a respondent or any other person.
- Avoid the presence of persons other than members of the household during the interview.

The presence of third parties during the interview may prevent you from getting honest and frank responses from the respondent. It also violates the rule of confidentiality. It is necessary that the interview is conducted as privately as is possible. A tactful attempt should be made to excuse third parties.

### **Answer any questions from the respondent straightforwardly!**

The respondent may ask a few questions before agreeing to be interviewed. Be direct and pleasant and display your knowledge and understanding of all aspects of the questionnaire and the survey.

## **TIPS ON CONDUCTING THE INTERVIEW**

Be neutral throughout the interview. People are generally polite and may give answers they think you want to hear. Never allow the respondent to think that s(he) has given a right or wrong answer by an expression on your face or tone of your voice. Never appear to approve or disapprove of any of the respondent's answers. Refer any questions raised by the respondent to the end of the interview. Note that questions are carefully worded to be neutral and do not suggest that one answer is more likely or preferable to another. Failing to read the complete question may destroy that neutrality. If an ambiguous answer is given, try to probe in a neutral way by asking like this: *"Can you explain a little more, I did not quite get you, could you please repeat what you said again?"*

- a. *Never ever suggest answers to the respondents.* For example, *"I suppose you mean that -----, is that right?"* Rather probe, that is, asking questions in such a manner that the respondent comes up with the relevant answer.
- b. *Do not change the wording or sequence of questions.* The wording and sequence of the questions must be maintained. If the question has been misunderstood, repeat it slowly and clearly. If it is not



clear, you may reword the question but without altering the meaning of the original question. When translating the question to the respondent's language, be sure to follow the same rule.

- c. *Handle hesitant respondents tactfully.* A respondent may simply say, "*I don't know*", or may give an irrelevant answer or may act bored or detached or may contradict themselves or even refuse to answer a question. Try to instill interest in the respondent by spending a few moments talking about things unrelated to the interview. In doing so, please avoid engaging in potentially controversial topics or subjects such as politics, football, religion, etc. Confine your conversation to neutral topics such as the weather, agriculture and livestock, comments on the garden, etc. Do not interrupt the respondent or show any signs of impatience (*remember the 3 Ps*) when the respondent is giving irrelevant or elaborate answers. Listen to what she or he has to say and try to steer her or him back to the original question. Listening is an essential part of a two-way communication.
- d. *Do not form expectations.* You must not form expectations as to what is supposed to be the agricultural activities of the households. Also remember that differences between you and the respondent can influence the interviewee.
- e. *Do not hurry the interview.* Hurrying the interview may lead to errors in recording responses. You may also not get the correct and accurate answers from the respondent as he or she might not have fully understood or digested your question(s).

## LANGUAGE OF INTERVIEW

The questionnaire for the GHS-P is only available in English. It is therefore imperative, that each team works out translations that fit the local dialects and culture where possible. It is very important not to change the meaning of the questions when you rephrase or interpret them. These additional translations should be done during the training and before the commencement of fieldwork. State teams should discuss the questionnaire as a group to agree on appropriate translation of each question into the local language.

## 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; designs skips and specifies 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 this survey 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 prevent 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

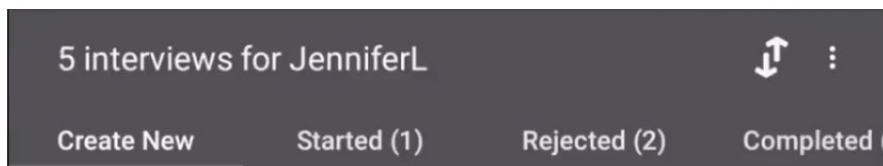
The Interviewer application is used for sending and receiving new interviews in Survey Solutions. This process is through Synchronization. Tapping the **Synchronization** button (shown in the figure below) at the upper right of your screen initiates communication between your tablet (device) and the 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).



**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

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.

<b>Dashboard Tabs:</b>	Create New	Started	Rejected	Completed
<b>Colour Coding:</b>	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 “VIEW ISSUES” bubble to open it.

## INSIDE AN INTERVIEW

## ERROR AND WARNING MESSAGES

## HOW TO KNOW IF YOU HAVE MADE A MISTAKE

### Household number

5008



ANSWER IS INVALID

*The household number cannot be higher than 5000.*

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.**

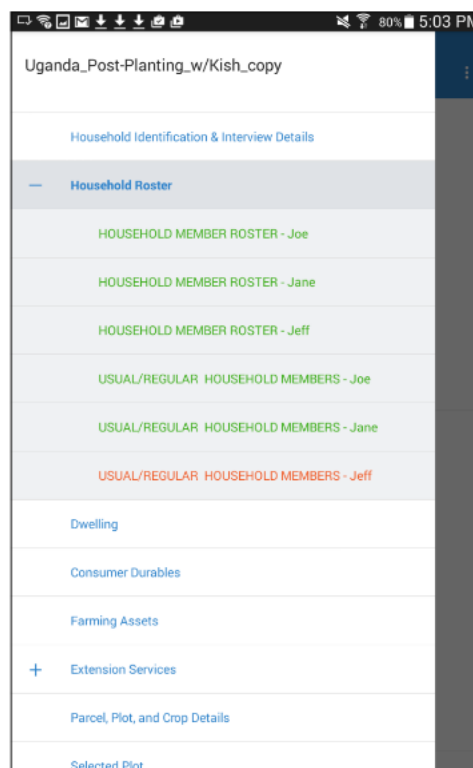
Please note that an invalid answer does not necessarily mean that the answer is incorrect. If an invalid answer is indeed a wrong answer, check your work and correct the issue. Sometimes, you will need to probe the respondent further to correct the invalid answer. If the invalid answer is the correct 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.



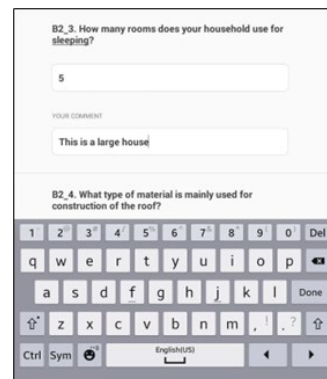
## CHECKING THAT ALL ANSWERS ARE VALID

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 FOR THE 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.



B04. What is the residential status of joe?

☒ USUAL MEMBER PRESENT

☐ USUAL MEMBER ABSENT

☐ REGULAR MEMBER PRESENT

☐ REGULAR MEMBER ABSENT

☐ GUEST

☐ USUAL MEMBER WHO LEFT HOUSEHOLD MORE THAN 6 MONTHS AGO

☐ LEFT PERMANENTLY/DIED

## 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.

I03. What was the advice from NATIONAL AGRICULTURAL ADVISORY SERVICES (NAADS) about?

☒ Agricultural production

☐ Agricultural prices

☒ Agro-processing

☒ Crop Marketing

☐ Livestock Marketing

☐ Fishing production

☐ Livestock production: Meat

☐ Livestock production: Milk

☐ Prevention of Livestock diseases

## MULTIPLE SELECT, YES/NO QUESTIONS

Does the enterprise sell [ITEM]?

Yes / No

☒ / ☐ Cereals

☐ / ☒ Roots and Tubers

☒ / ☐ Vegetables

☒ / ☐ Fruits

☒ / ☐ Meat and Fish

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. Additionally, 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).

Household Roster

IN ORDER TO MAKE A COMPREHENSIVE LIST OF INDIVIDUALS CONNECTED TO THE HOUSEHOLD, USE THE FOLLOWING PROBE QUESTIONS:

Just to make sure that I have a complete listing:

a) Are there any other persons such as small children or infants that we have not listed?

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

c) Are there any guests or temporary visitors staying here, or anyone else who stayed here last night, who have not been listed? IF YES, what are their names?

B01. NAME

MAKE A COMPLETE LIST OF HOUSEHOLD MEMBERS IN THE LAST 12 MONTHS INCLUDING GUESTS WHO SLEPT HERE LAST NIGHT AND THOSE THAT LEFT THE HOUSEHOLD PERMANENTLY

Joe

Jane

Jeff

Tap to enter new item

## DATE: CURRENT TIME

Start time and date of the interview

Tap to record 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.

GPS location of the household

Tap to record GPS

GPS location of the household



-77.0425276, 38.8983335

Tap to record GPS

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 an adequately precise GPS reading.

# THE QUESTIONNAIRE

## DEFINITIONS

By the **PAST 7 DAYS** we mean the 7 days prior to the day of the interview. For example, if the interview takes place on Wednesday, consider the time between the morning of Wednesday one week earlier until the evening of Tuesday, the day before the interview.

By the **PAST 30 DAYS** we mean the month prior to the day of the interview. For example, if the interview takes place on 20<sup>th</sup> August, consider any item bought or paid for between the morning of 20<sup>th</sup> July until the evening of 19<sup>th</sup> August, the day before the interview.

By the **PAST 3 MONTHS** we mean the period from the same day of the month three months ago until the day before the interview. For example, if the interview takes place on 20<sup>th</sup> August 2018, consider the period between the morning of 20<sup>th</sup> May 2018 until the evening of 19<sup>th</sup> August 2018, the day before the interview.

By the **PAST 6 MONTHS** we mean the period from the same day of the month six months ago until the day before the interview. For example, if the interview takes place on 20<sup>th</sup> August 2018, consider the period between the morning of 20<sup>th</sup> February 2018 until the evening of 19<sup>th</sup> August 2018, the day before the interview.

By the **PAST 12 MONTHS** we mean the period from the same day and month one year ago until the day before the interview. For example, if the interview takes place on 20<sup>th</sup> August 2018, consider the period between the morning of 20<sup>th</sup> August 2017 until the evening of 19<sup>th</sup> August 2018, the day before the interview.

With the **AGRICULTURAL SEASON 2023/24** we mean the time from when the household started preparing their plots before the rainy season. Depending on the part of Nigeria this time should be around April 2023 and February 2024.

By **HOUSEHOLD** we mean a group of people who USUALLY SLEEP in the same dwelling and taking their MEALS TOGETHER, and either have been part of the household for at least 6 of the 12 months preceding the interview or are currently members and are expected to still be household members 6 months after the interview.

A **PLOT** is a continuous piece of land on which a unique crop or a mixture of crops is grown, under a uniform, consistent crop management system. It MUST be a continuous piece of land and MUST NOT be split by a river or a path of more than one metre in width. Plot boundaries are defined according to the crops grown and the operator.

## SECTION: Cover

**Description:** The section is composed of identification information of the household as well as interviewer questions about the tracking status, and the consent to conduct the interview.

**Instructions:** The Cover is the first “section” in the questionnaire that you will see after creating an interview file for your assignment. It serves as a control step for you to verify that you have selected the correct assignment for the household. You do not have to fill in anything. ONCE you have cross-checked that you have selected the correct assignment, click START. If you have not selected the correct household, click on the 3 dots on the top right and go back to the dashboard.



<b>LGA</b>	The name of the local government area
<b>EA NAME</b>	The name of the enumeration area
<b>HEAD NAME</b>	The name of the household head recorded during the previous visit.
<b>HHID</b>	The unique household identifier.
<b>STATE</b>	The state where the household is located
<b>SECTOR</b>	Is the household located in an urban or rural area
<b>EA ID</b>	The code of the enumeration area
<b>LOCALITY</b>	Name of the village or town
<b>PHONE</b>	The phone number of the head of household previously provided. If not available, the number will show as 0000 000 0000.
<b>MOBILE OF ALTERNATE CONTACT</b>	The mobile number of another member of the household or reference person
<b>ADDRESS</b>	The address or location of the household in the area. This should help you to find the rough area where the household lives. You will have to ask around for using the name of the head.
<b>WAS THIS HOUSEHOLD TRACKED DURING W4 OR W5</b>	If this household was tracked either during Wave 4 or post-planting of Wave 5.
<b>COORDINATES OF DWELLING FROM WAVE 5 PP</b>	The coordinates of the household's dwelling as recorded in wave 5 Post-Planting Visit.
<b>PP INTERVIEWER</b>	The staff that interviewed the household during wave 5 post-planting
<b>IS THIS HH PARTICIPATING IN THE MIXED MODE STUDY?</b>	If this household has been pre-selected to participate in the mixed-mode study.

## SECTION S: Start

2. Select NO if you have been unable to identify the household, i.e. you could not find the house and nobody in the area has heard of the household head's name or the names of any other persons in the household. Before you select it, MAKE SURE that you are in the correct area, that you have asked local leaders and knowledgeable persons, and that you have tried looking for the household using the names from the household member roster/flap. When you are certain you are unable to identify the household, proceed to complete RESULTS OF INTERVIEW section and inform your supervisor that you were not able to locate the household. They will communicate with headquarters and let you know what next steps to take. If NO is selected, you will be asked to complete the Tracking and Result of Interview sections.
3. This question is activated with 'YES' response to SSQ2. If the household has moved away from the original location to somewhere OUTSIDE the locality/community, i.e. away from the village or part of town to a location that would require you to get motorized transport, select YES, MOVED FAR FROM ORIGINAL DWELLING. The section TRACKING will open and require you to collect tracking information. If the household has moved WITHIN the locality, i.e. somewhere close to the original location, select YES, MOVED CLOSE TO ORIGINAL DWELLING, and record the new address/description of the location. Select NO, IN ORIGINAL DWELLING if the household is in the same dwelling from the previous visit.

- 3a.** Only applicable when Q3=YES, MOVED CLOSE TO ORIGINAL DWELLING). Select YES if the HH moved WITHIN the current EA. This means you will NOT be required to travel a long distance to reach the household's current dwelling or travelling to the dwelling will not impact the team's schedule.

Enter the household's new address in the EA.

- 3b.** When the interviewer has located the household's dwelling, either in a new location or in the same location from the last visit, enter the number of visits each time you show up at the dwelling. Start with '1' as the first visit.

**Record the GPS** in front of the household's dwelling. You have to be OUTSIDE the dwelling to capture GPS. MAKE SURE that LOCATION is turned ON in the shortcut menu of the tablet. Repeat if the tablet does not record the coordinates. If the tablet continues to not capture GPS, check in Settings/Location Services that the Mode is set to USE GPS ONLY, and that Access to my location is ON.

If you have any notes that are relevant to visiting the household, enter in the place provided. Notes can include persons you spoke to and information they gave you, when you attempted to meet with a household member.

- 5.** Select NO if after **at least 5 independent attempts** to visit the household you have never encountered an ELIGIBLE respondent to be interviewed, despite the household not having moved away. ONLY select once you have tried making appointments using the household's phone number collected from the neighbors, and or have left a note. ONLY SELECT AS A LAST RESORT. Eligible respondent is an adult household member that is knowledgeable about the economic circumstances of the household. If you selected NO, complete the RESULTS OF INTERVIEW section. If YES is selected, read out the CONSENT STATEMENT.

**ENUMERATOR READ OUT:** *Thank you for taking the time to talk to me today. Hello, I am (name) and I am working for the National Bureau of Statistics (NBS) and am here for the General Household Survey. This survey is being conducted throughout the nation to get a better understanding of the wellbeing and livelihoods of households like yours in Nigeria. With this information, the government and other organizations can enact programs to help households in need throughout the country.*

*Your household has been selected for the study by chance. The answers that you give us will be completely confidential and will not be linked to you and your household. Therefore, nobody – in this community, in the government, or any other organization – will know what you tell us.*

*Before we begin, we would like to ask for your explicit oral informed consent. Please note that you are under no obligation to answer any or all of our questions, although it would help us very much if you did. If you do not understand anything, or would like to ask a question, please feel free to do so at any point.*

*If you agree to this interview, you can still choose not to answer any question during the interview, or to terminate the interview at any time. You can also call 080-239-60304 or 080-682-15123 (Mr. Elutade) if you would like further information or have questions. The interview will take approximately 2 to 4 hours.*

*Do you agree to participate?*

- 6.** Select YES if they have accepted to be interviewed. If the household refused, try to CONVINCE them. Do NOT FORCE them to participate. Ask your supervisor or state officer to help you talk to the household. It is very important that we interview the selected households. ONLY SELECT 'NO' AS A LAST RESORT. If NO is selected, complete the RESULTS OF INTERVIEW section.
- 7.** Record the name of the household member that gave consent to be interviewed for the survey.
- 8.** The name of the household head as it was entered in the previous visit will appear on your screen; confirm if it is correct.

- 8a. If it is not correct, select the option that explains why the name of the household head is not correct. If the spelling is incorrect, select **“INCORRECT SPELLING RECORDED AT PREVIOUS VISIT.”** If there is a new head of household, select **“HEAD OF HOUSEHOLD CHANGED FROM PREVIOUS VISIT”**. Proceed to enter the correct full name of the head of household.
- AG5. Select YES, if at least one member of the household was engaged in any fishing activities or the household hired any labour to carry out any fish farming activities in the **LAST 12 MONTHS**.

## SECTION T: Tracking

**Description:** This section opens if the household has moved away from the location currently recorded in CAPI to a place that is not easily reached. In this case the household needs to be tracked, and you need to provide as good as possible information about the new whereabouts of the household and contact information. The information will be used by your colleagues to find the household in the new location. Attrition of the panel households is expected, and it is recognized that, if not addressed, this attrition will increase over time. Some of the common reasons for the attrition of households are:

- Household moves from its original location and failure to track the household to the new location
- Household members move to another household thus altering the composition of household originally sampled
- Household refuses to continue to participate
- Death of household member(s)

In the GHS-Panel, efforts will be made to prevent attrition that could potentially arise through households moving from one location to another. These efforts will include:

- Collecting tracking information when interviewers visit households during the survey and discover that they have moved. Household relocation could be presented as one of two possible scenarios:
  - All members of the household moved together from the original dwelling to a new location
  - All members of the household did not move to the same new location (i.e. household moved and split)
- Tracking of households to their new location
- Reintegration of tracked households into the sample for the next visit

## WHEN TO ADMINISTER THE TRACKING QUESTIONNAIRE

There are a number of scenarios that could be encountered which could be clear indications that the household has moved from its original location. These are:

1. The dwelling that was occupied by the household in the previous survey is now vacant.
2. The dwelling is now occupied by a completely different household.
3. The dwelling previously housing the household no longer exists (i.e. demolished, converted to a business, etc.)

In any of these circumstances, the interviewer should report to the supervisor that it appears that the household has moved. The interviewer, under the guidance of the supervisor should make every possible effort to confirm that the household has moved. These efforts will include enquiring from:

- Neighbors, community members or the leadership of the community – in that order in the case where the dwelling previously occupied by the household no longer exists
- The new occupant of the household, in cases where the dwelling is occupied by a completely new household. If information is not available from the occupant of the dwelling, then persons identified in the categories above should be approached.

The information received about the relocation of the household should ideally be confirmed from alternate sources in the community.

### **GUIDING PRINCIPLES**

1. If most of the household members have moved away from their original dwelling, but if at least one adult household member (15 years and older) lives at its original dwelling, the questionnaire should be administered to the household with the adult household member who still lives at its original dwelling regardless of whether it includes the head or not.
2. If the household has moved to a nearby location, efforts should be made to find the household and the questionnaire should be administered, **ONLY** if it does not disrupt the fieldwork schedule. If the household was located, in section “[S] START” on the CAPI, you should respond “YES, MOVED CLOSE TO THE ORIGINAL DWELLING” in Q3. If you can reach the household to interview within the allotted time for the current EA, you should respond “YES” in Q3a and proceed with the interview.
- 3.

<b>Scenario</b>	<b>Instruction</b>
The household found in the original dwelling	Interview the household
At least one household member (15 years or older) still lives in the original dwelling	Interview this member and include new members of his/her household
The household moved from the original dwelling, but all members moved close to the original dwelling: Household split into different groups with different members	Interview the part of the household that includes the head.
The household moved from the original dwelling, but the members moved close to the original dwelling: The head died and the HH split into different groups with different members	Interview the part of the household that includes the spouse. If no spouse, interview the part of the household with the most members.
The household moved from the original dwelling, and some members moved close to the original dwelling, but others moved far away.	Interview the part of the household that moved close to the original dwelling, regardless of whether it includes the head or not.

If the monitor, supervisor and enumerator are satisfied that the household has moved far or split and moved far, then:

1. This should be indicated by providing the appropriate response in Q3 on the CAPI in section “[S] START”. In Q3 the response should be “YES, MOVED FAR FROM ORIGINAL DWELLING”.
2. The tracking form, section “[T] TRACKING” in CAPI”, will automatically be enabled and must be completed according to protocols described in the next section.

### **THE TRACKING FORM**

**Respondent:** Any number of neighbours, relatives, friends, colleagues, community leaders or knowledgeable person who can provide information on the new whereabouts and contact details for the household. You might have to talk to different persons in the locality to obtain all information. It is VERY IMPORTANT to obtain as much good information as possible to facilitate the tracking of the household in the new locality.

0a. Record name of the informant.

0aa. Select the informant’s relationship to the household.

- 0b. Select YES if the informant lives close to the household's original dwelling.
- 0c. Record address or location of the informant. Provide details that will make it easy to locate the location of the informant again if required.
- 0d./0e. Record phone number(s) at which the informant can be reached.
- 1a/1b. Select the MONTH and YEAR when the household moved away from the old locality. Estimate if necessary. Select DON'T KNOW if it cannot be established at all the time they moved.
- 2. Select YES if the household is not expected to move back to the old locality, and NO if the household is expected to move back to the original dwelling within the next 12 months.
- 3a/3b. If the household is expected to return, select the MONTH and YEAR they are expected back in their dwelling. Select DON'T KNOW if it cannot be established.
- 4. If all household members have moved together to the new location, select YES. If the household has split (not all moving to the same location), then select NO. If only one person has moved to a different location from the rest of the household members, select NO. If you are unable to determine whether all members moved to the same location, select DON'T KNOW.
- 5. Select YES if the informant knows where the household moved to, even if the informant does not have an exact address for them, but has some information on their whereabouts, select YES.
- 6a. If the informant does not know where the household moved to, ask if anyone else in the village or surrounding area knows where the household moved to.
- 6b. Record the name of the second informant.
- 6c. Select from the list, the second informant's relationship to the household.
- 6d. Record address or location of the second informant.
- 6e./6f. Record phone number(s) at which the second informant can be reached.
- 6g. Select YES, if the second informant has successfully been contacted.
- 6h. Ask the second informant if he/she knows where the household has moved to.
- 6i. Select YES, if the informant(s) know(s) any phone number(s) at which the household can be reached.
- 6j./6k. Record the phone number(s) at which the household can be reached.
- 7. List the name of the village, town, part of town or locality of ALL the places where members of the household have moved to. If the household has moved together, you only have to list one location. If they have moved to different locations, list them ALL.

## LOCATIONS

One sub section for each new location of the original household.

- 9. Select the state of LOCATION by typing the first few letters and select of the filtered options. Select OUTSIDE NIGERIA if the household has moved abroad.
- 9a. Select YES if the informant knows which LGA the household has moved to.
- 10. Select the LGA. The list of answer options is filtered by the state selected in question 9.
- 10a. Write the name of the village/town/neighborhood

11. Write an as detailed as possible description of the new locality of the household, including if available, their address, street name, part of village, landmarks or reference points, names of persons who can be contacted. You can write ANYTHING that helps in finding the household in the new location.
12. If the informant knows which household members have moved to the new location, select YES.
14. Select all household members who have moved to the location. Only select those who the informant is sure have moved there. Do not select if unsure. Leave unselected if they don't know.
- 15./16. Record phone numbers of the household members or other persons at the new locality through which household members can be reached. If you cannot get the number for anyone at the new locality record the phone number of anyone who knows about the new location of the household.
- 16a./16b. Add any note which may help to locate or reach the household.

### UNACCOUNTED INDIVIDUALS

One sub-section for each MEMBER of the household whose location has yet to be identified (unaccounted individuals). This is used to collect information on any informants who may know the location of the unaccounted individuals. The CAPI will automatically list all the household members whose location has not yet been identified, i.e. not selected in Q14 for any locations.

17. Ask the informant(s) if they know the location of MEMBER. If YES, return to Q7 and enter as a new location, record "YES" in Q12 and select MEMBER in Q14. If the location is already listed in Q7, select the location, record "YES" in Q12 and select MEMBER in Q14.
18. Select YES, if there is any other informant who may know the location of MEMBER.
19. Record name of the potential informant.
- 19a. Select from the list, the new informant's relationship to NAME.
20. Record address or location of the potential informant.
- 21./22. Record phone number(s) at which the potential informant may be reached.

Once you record the information of the potential informant (Q19-Q22), contact this potential informant to gather information on the location of MEMBER. If MEMBER is in a new location, add the location in Q7, record "YES" in Q12 and select MEMBER in Q14. If the location is already listed in Q7, select the location, record "YES" in Q12 and select MEMBER in Q14.

## SECTION 1.1: Household Flap

**Description:** This section serves to make a full list of all current household members and account for the household members pre-filled during Wave 5 Post-Planting Visit.

**Respondent:** This person should preferably be the HEAD OF THE HOUSEHOLD. If the head is absent, then a responsible and knowledgeable adult, preferably the spouse of the household head should be interviewed. This person must be a member of the household and must be capable of providing all the necessary information on each household member. You may have to ask a few questions to be able to identify a suitable respondent. The respondent may be helped by other members for this section.

**Definition:** In this survey, a HOUSEHOLD will be defined as a group of people who USUALLY SLEEP in the same dwelling and take their MEALS TOGETHER, and either have been part of the household for at least 6 of the 12 months preceding the interview or are currently members and are expected to still be household members 6 months after the interview.

At the beginning of the interview, it is IMPORTANT that the RESPONDENT UNDERSTANDS who we consider a household member and those who are not. FAMILY and HOUSEHOLD ARE NOT NECESSARILY THE SAME. The household may include NON-RELATIVES such as live-in workers. If you change respondents during the interview, MAKE SURE they understand who you are talking about when you say household. MAKE SURE ALL conditions hold.

INCLUDE:

- Persons that are identified as head but did not spend 6 of the past 12 months in the household
- New-borns, persons that have just married or moved into the household, e.g. adopted children, new live-in worker
- Students and seasonal workers who did not spend 6 of the past 12 months in the household and did NOT live as part of another household
- Persons who have been hospitalized and did not spend 6 of the past 12 months in the household but were part of the household before the hospitalization and will return to the household.
- Children of the head or spouse regardless of age, newly adopted children, new live-in worker who are expected to still be household members 6 months after the interview

EXCLUDE:

- Guests, even if relatives, who are staying for a few days, weeks, or months (under 6), normally live in another household and are expected to return to a different household after a while
- Family members that maybe stay in the same dwelling or compound, but do not normally eat with the household

*EXAMPLE 1: In a FAMILY, you come to interview the household of Ajo, who is married to two wives, each with 2 children, who all live in the same compound. The oldest son of the first wife, Bema is already married and he and his wife normally cook and eat separately. Ajo has adopted the children of his brother after he passed away 2 months ago. With the household lives Dayo who works for and eats with the household, but is not a relative. Include: Ajo, his wives and children, except Bema, the adopted children and Dayo. Exclude Bema and his wife. MAKE SURE AJO UNDERSTANDS WHO YOU ARE TALKING ABOUT WHEN YOU SAY HOUSEHOLD, IT IS DIFFERENT TO HIS FAMILY.*

*EXAMPLE 2: Ahmed has two wives – Halima and Aysha. Halima has two sons – Mukthar and Saad. Saad has just gotten married, and he lives with his wife, Rahima, in the same compound as his family, but he and Rahima cook their own meals in their home. Aysha has a daughter, Fatima, who is in boarding school and a son, Ali, who is a day student in JSS2. Ahmed's father and mother live with them in the family house and share their meals. There are two maids – Layla, who comes in the mornings and leaves in the evenings and Zainab, who has own room in family house on the first floor. Aysha's sister, Rekiya is visiting during the interview period, but will return home to her family in two weeks.*

- Persons that are members of Ahmed's household: Ahmed, his two wives – **Halim** and **Aysha**; Halima's son, **Mukthar**; Aysha's daughter, **Fatima** and her son, **Ali**; **Ahmed's father and mother**; and the maid **Zainab**.
- Persons that are not members Ahmed's household: Saad and Rahima are not included because even though they live in the family compound, they prepare their own separate meals.

- Although Fatima is away in boarding school, she is still considered part of the household because she is away in school and she is not a member of another household.
- Layla does not usually sleep in the family house, so she is not included.
- Rekiya is visiting and will return to her own home, so she is not included.
- MAKE SURE AHMED UNDERSTANDS WHO YOU ARE TALKING ABOUT WHEN YOU SAY HOUSEHOLD, IT IS DIFFERENT TO HIS FAMILY.

**Instructions:** *The section will be pre-filled with household members identified and recorded in the Wave 5 post planting visit (or from the latest round of the phone survey).* The aim of the section is to create a COMPLETE LIST of all CURRENT household members AND to account for all the PRE-FILLED members, i.e. recorded if they are still household members and if their details are correct. You will do this in 3 steps:

1. For all PRE-FILLED members, ask if they are still household members (S1.1Q4) and if their details are correct (S1.1Q4a) in the MEMBER FLAP sub sections.
2. Identify CURRENT household members that were not on the list of pre-filled members and record their names in question 1.
3. ONCE you have listed ALL members that were not on the list yet, you fill in their details in the MEMBER ROSTER sub section.

## Household Flap

The question will be prefilled with all the names of household members that were identified during Wave 5 Post Planting visit or the latest phone survey round. Record the NAMES of ALL household members that are not already on the list. Before recording new members, DOUBLE CHECK that they are not already on the list but are spelled differently. You can delete names of NEWLY ADDED members (e.g. if you accidentally recorded a person who does not meet the member condition), but you CANNOT delete PRE-FILLED MEMBERS. Answer question 4 NO, if a person is no longer a household member. Once this section is completed, you MUST have ALL CURRENT household member listed, and you MAY have PRE-FILLED MEMBERS in the list that are no longer household member. They will be filtered out in all other sections. You must give a UNIQUE name to every household member. Record FIRST NAME and SURNAME, and if this is not enough to distinguish members, then a called name and/or Sr./Jr. can be added to distinguish persons.

4. The question is only open for PRE-FILLED members. Record if MEMBER is CURRENTLY a member of the household, i.e. normally eats and sleeps with the household. There are different reasons why MEMBER may no longer be a member of the household: MEMBER may have moved to another household for various reasons, may be absent for a long time for various reasons, might have passed away, or has been recorded by accident in any of the previous visits. Select NO if the name of the individual that appears is NOT CURRENTLY a household member.
- 4a. The PRE-FILLED information (NAME, SEX and AGE) for that member will be listed at the top of the screen. Review that information with the respondent to see if the information is correct. Select YES if name, sex and age of MEMBER are correct. You DO NOT have to update the name for typos but add names e.g. nick names if it was not easy to identify MEMBER. MAKE SURE you are talking about the same person when making updates.

If some of the pre-filled information is not correct, indicate what information is incorrect. If multiple items are incorrect, select all that are incorrect.

GENDER IS INCORRECT – the wrong sex was recorded for MEMBER

AGE IS INCORRECT – the wrong age was recorded for MEMBER

RELATIONSHIP IS INCORRECT – MEMBER's recorded relationship to the head of the household is incorrect.



NAME IS INCORRECT - name of MEMBER may be wrong or misspelled

1. If the prefilled NAME of MEMBER is incorrect, then type the correct name of MEMBER. Please follow the same naming convention indicated above, thus, include first name, surname and nicknames where applicable.
2. Record the SEX of MEMBER. Do NOT try to guess the sex of the household member from the name provided to you. This can lead to mistakes. Even in cases where you think that the name would most likely be a male's or a female's name, let the respondent CONFIRM the sex. This question is for newly listed members.
3. Record the relationship of MEMBER to the HOUSEHOLD HEAD. If the respondent is not the head of the household, make sure that you record the relationship of MEMBER to the household head, NOT the relationship to the respondent.

HEAD - The member who makes key decisions in the household and whose authority is acknowledged by other members. NOTE the key decision maker may not necessarily be the oldest member.

SPOUSE - formally married or partner by mutual consent

OWN CHILD - biological child of head (can be from another spouse)

STEP CHILD - biological child of spouse from a previous union/marriage

ADOPTED CHILD - children that are not biological children of either head or spouse

GRANDCHILD – biological children of the head's children

BROTHER/SISTER - person with at least one parent shared with the head

NIECE/NEPHEW – a daughter/son of a brother/sister to the head

BROTHER/SISTER-IN-LAW - formally married or partner by mutual consent of the brother or sister of the spouse

SON/DAUGHTER-IN-LAW – the wife or husband of the head of household's son or daughter

PARENT – father or mother of the head

PARENT-IN-LAW - parent of the spouse

DOMESTIC HELP (RESIDENT) - person that works for the household (e.g. servant, guard, cook, baby-sitter, etc.) and eats and lives with the household

OTHER RELATION (SPECIFY) – person who is related to the head but whose relation is not specified in any category above should be indicated here and specify the type of relationship to the head

OTHER NON-RELATION (SPECIFY) – person who is not related to the head and not specified in any non-relation category above should be specified here

- 3a. If there is a NEW head of household, this means he/she is not the same head of household from Wave 5 post-planting visit, then this question will be asked for ALL household members.

- 6 Record the AGE of MEMBER in COMPLETED YEARS. Record FIRST what the respondent remembers better. Age in COMPLETED YEARS is the age at the time of the LAST birthday. *EXAMPLE: If MEMBER will turn 30 2 days AFTER the interview, the age at the LAST birthday was 29, so you have to record 29.* For infants that are not yet one year old, record 0.

If the respondent does not know, ESTIMATE with the respondent using key events:

1. Ask of any historical event (national or local) which occurred around the time of birth or childhood.
2. Ask how old respondent was when that event occurred or how many years elapsed before his/her birth.

3. Then use the information obtained to calculate the age. For example, if MEMBER was 15 when Nigeria obtained independence, record 1960-15=1945 as year of birth in Q7.
  4. Only if you cannot estimate the age using key events, estimate on physical appearance.
8. Select YES, if MEMBER has a National Population Birth Certificate, and ask if you can see it. It must have the National Population Commission's logo and a stamp on it to be a certified birth certificate. This question will only appear for new household members or members who did not provide this information during the Post-Planting Visit.
  9. If you were able to observe MEMBER's birth certificate, select YES. Otherwise, select the option that best describes the outcome of S1Q8.
  10. For children under the age of 7, you will be asked to record the MONTH in which MEMBER was born. Use different events to solicit the month, especially if the respondent cannot remember the month of birth.
  11. If MEMBER has the certificate and it is shown to you, use it to record the year of birth. If birth certificate is not shown, ask for the YEAR when MEMBER was born. Year must match the recorded age recorded in S1Q6. Double check with the respondent if they do not match. Record whichever the respondent REMEMBERS BETTER, cross-check the calculated value of Survey Solutions with the respondent and fill the self-reported age.
  12. Select YES, if MEMBER has been issued a national identity number or has a national identity card. If MEMBER has a number but not the card select YES.
  13. If MEMBER does not have a NIN or national identity card, but has applied to obtain either one, select YES.
  - 13a. If MEMBER is aware of the National Digital ID or the NIMC APP select YES. Show the respondent the image included CAPI.
  - 13b. This question is only applicable to persons who have received a NIN and eligible to apply for the digital ID. A Digital Identity (ID) refers to information used by computer systems to represent external bodies, including a person, organization, application, or device. The Federal Government of Nigeria through NIMC started issuing National Digital IDs to Nigerian citizens and residents in the third quarter of 2023. Select YES if MEMBER has a National Digital ID or the NIMC APP.
  14. Select Yes if MEMBER has a plan to move out from this household in the NEXT 6 MONTHS. Even if MEMBER does not have the financial means to move or has not made concrete plans but believes they will move out of the dwelling in 6 months, select YES.
  15. This question wants to know the total number of months MEMBER has been living outside of the household since the date of the Wave 5 Post-Planting Visit (prefilled). If the person was living outside for less than a month (e.g. two weeks, three weeks), record ZERO.
  - 15a. This question is asked for those who have lived outside the household for at least 1 month. If MEMBER has been living outside the household's dwelling, but still in the same community or vicinity, select NO.

## ATTRITION

This sub-section is only asked of former household members.

- 39.** Only asked if [NAME] is no longer a household member, that means in S1.1Q4, NO was selected for this person. Select the most relevant reason why [NAME] moved out of the household if there is more than one. DO NOT READ OUT OPTIONS. Select STAYED WITH ORIGINAL HOUSEHOLD if you are interviewing a split household in a new location for all the members that stayed in the original household. NEVER BEEN A MEMBER / RECORDED WRONGLY IN WAVE 5 OR PHONE SURVEY for people who are not recognized by the household (make sure they do not have another name that is listed).
- Note:** DO NOT reword the question by asking why they moved to their current location. It is possible that MEMBER may be currently living in a place that is different from where they first moved to when they left the household, and the reasons why they moved may be different.
- 39a.** This question is activated if certain options in S1.1Q39 are selected. If [NAME] had to move to a place outside of the current town or city, because of the reason mentioned in S1.1Q39, select YES.
- 39b.** Select the last completed level of education level for [NAME] at the time they were leaving the household. Do NOT consider levels attended that were not completed.
- EXAMPLES: (i) Someone who dropped out of school in P6, has only completed P5, so P5 must be selected. (ii) Someone who completed all exams for P4, but did not pass the exams and would need to repeat P4 to continue their education, would have P3 as their highest completed level.
- 39c.** If respondent knows what [NAME]’s current highest level of completed education is, select it from the list.
- 40a&b.** Select the month and year when [NAME] left the household. This question will not open, if MEMBER left household because of death or because they were never a member of household, or their name was recorded wrongly during the last visit.
- 39d.** This question wants to know what type of activity or role [NAME] occupied at the time they were leaving the household. Select the one that best describes this activity. This question will open for former members who were at least 15 years old at the time of leaving the household.
- 39e.** Select the activity or role that best describes what [NAME] is currently doing.
- 39f.** The question wants to know the nature of employment in [NAME]’s current main job.
- 39g.** If any household member has received a gift or assistance – monetary or in-kind from [NAME] in the PAST 12 MONTHS, select YES. Otherwise select NO and continue to S1.1Q39j.
- 39h.** Ask the respondent to calculate the TOTAL value in monetary terms of the assistance/gift received from [NAME]. In-kind assistance should be converted to monetary value and added to the total.
- 39i.** Select the description that fits what the money [NAME] sent was used for. Multiple selections are allowed. This is only for the money received; it does not include the in-kind assistance use. Make selections in order of importance.
- 39j.** If any member of the household has sent money to [NAME] in the LAST 12 MONTHS, select YES; otherwise, select NO and continue to S1.1Q40a.
- 39k.** This question wants to know the intended uses of the money that was sent to [NAME]. This means the reason the money was sent to [NAME], NOT how [NAME] eventually spent the money.
- 40c&d** Opens up for former household members who have passed away. Record the month and year when they passed.

- 45. The question wants to know how [NAME] obtained the money required to move themselves and any property they have, to their current residence. If there are several options, ask for the one that provided the highest amount of financing toward the move.
- 41. Indicate whether [NAME] currently resides in NIGERIA or OUTSIDE NIGERIA.
- 44. Enter the number of months that [NAME] has been living abroad.
- 42b. If NIGERIA was selected in S1.1Q41, then select the STATE. Select state by typing the first letter of the state name and then selecting it from the dropdown.
- 42a. When the state [NAME] resides in, has been accurately selected, then select the LGA from the list. The list of LGAs is filtered by the state selected in S1.1Q42b.
- 42aa. If the respondent knows the village or the town or the address of where [NAME] is currently residing, select YES, otherwise select NO and continue to S1.1Q42e. If the respondent knows at least one of these locations, you MUST select YES here. If the respondent says they know where [NAME] first moved to, but they don't know where they are now, then select NO.
- 42c. With a YES response to S1.1Q42aa, enter the name of the village or town [NAME] is living in.
- 42d. If the address is known, then enter the address here.
- 42e. Select YES if there is a phone number that [NAME] has access to.
- 42f&g. Enter the phone number(s) that [NAME] has access to.
- 42h. This question is activated if the respondent does not know the town or village or address where [NAME] currently resides, or if there is no known phone number to reach [NAME]. The respondent could know of somebody else who can provide this information. It could be a member of the household or somebody outside the household. Select YES, if the respondent knows somebody who can provide information on [NAME]'s whereabouts; otherwise, select NO.
- 42i&j. Enter the name and address of the informant.
- 42k&l. Enter the phone number(s) informant can be reached on. Start with the most plausible phone number.

## SECTION 1.2: Member Details

**Description:** This section asks demographic details for CURRENT household members. This section will only appear for new household members or members whose information was not captured during the Post-Planting Visit.

**Respondent:** The head or another knowledgeable adult household member. The respondent may be helped by other members.

- 16. Select the PRESENT marital status of MEMBER. This question will open for MEMBERS that are 12 years or older. Also, if the RELATIONSHIP of MEMBER to the HEAD is SPOUSE, then this question will not open for such a MEMBER.  
 MARRIED (MONOGAMOUS): includes all types of marriages e.g. civil, traditional and common law to only one person.  
 MARRIED (POLYGAMOUS): includes all types of marriages e.g. civil, traditional and common law to more than one person. A woman whose husband is married to multiple women should have a marital status of MONOGAMOUS.

INFORMAL/LOOSE UNION: refers to a relationship contracted by two adults living together without civil or traditional recognition. Such people may report that they are married, PROBE carefully and sensitively to find out the actual marriage contract.

DIVORCED: if a marriage has been **legally** dissolved

SEPARATED: if a man and woman used to co-habit as spouses or partners but have now gone separate ways. There is no legal dissolution of the marriage.

WIDOWED: spouse has died

NEVER MARRIED: single and has never been married nor lived in a union.

17. Record the age at which MEMBER got married the first time. If the respondent does not know, calculate based on the age of spouse or MEMBER at marriage. This question is only asked for members that are married.
18. This question is activated if MARRIED (monogamous/polygamous) or in a loose/informal union is selected in S1.2Q16. Select YES, if MEMBER's spouse or partner currently lives in the same household. If NO is selected, continue to S1.2Q21.
19. Select ALL spouses of MEMBER who currently live in the household. The members in the answer list are filtered by relevant age and sex. If person does not appear in the list, make sure they are listed and check age and sex for the person. Up to 4 spouses can be selected.
- 19a-d For each spouse, ask for the year the marriage officially started.
20. This question is activated for married (polygamous) and informal/loose union response in S1.2Q16. Select YES if MEMBER has any spouse that is currently not a member of the household.
21. Record the number of spouses or partners MEMBER has that are not a part of the household.
- 22a&b. The question is only asked for NEWLY ADDED MEMBERS. Record the MONTH and YEAR when MEMBER joined the household. If MEMBER joined and left several times, record the most recent time they joined.
23. Select the reason why MEMBER joined the household since Wave 5 post-planting visit. Check with the respondent and select the most appropriate response.

ADOPTED CHILD – legal or informal adoption

RETURNED FROM INSTITUTION – individual was in a medical institution

SHARED ACCOMODATION – renting or sharing space with household member

MISTAKENLY NOT REPORTED OR FORGOTTEN LAST VISIT – not captured in last visit even though the person was a household member then in error or overlooked

24. Select MEMBER's religion. If MEMBER is dual-practicing, select the one MEMBER most identifies with. The question is only asked for the household head and the head's spouse.
25. Select YES ONLY if the BIOLOGICAL father of MEMBER lives in the household. If NO, continue to S1.2Q27.

*BIOLOGICAL PARENT* is one who has conceived (biological mother) or sired (biological father), rather than adopted a child and whose genes are therefore transmitted to the child.

26. Only asked if the biological father is a household member. Select the father from the displayed list. The answer options are filtered by sex and age. If the person does not appear as an option, ensure that the person is recorded as a member and has the correct age and sex filled in.
27. Only asked if the biological father is not a household member. Select YES ONLY if the BIOLOGICAL father of MEMBER is alive.

- 28.** Only asked if MEMBER's biological father is not a household member. Select the HIGHEST educational level, MEMBER's biological father COMPLETED. Do NOT consider levels attended that were not completed.

EXAMPLES: (i) Someone who dropped out of school in P6, has only completed P5, so P5 must be selected. (ii) Someone who completed all exams for P4, but did not pass the exams and would have to repeat P4, would have P3 as their highest completed level.

*NONE*: never completed any type of education, qur'anic school or adult education.

*PRE-NURSERY*: before entering nursery school; ages 2 to 3 years old

*N1 – 2*: Nursery 1 to 2

*P1-6* - Primary School 1 to 6

*JS1-3* - Junior Secondary School 1 to 3

*SS1-3* - Senior Secondary School 1 to 3

*LOWER 6* - old education system, equivalent of primary school 3

*UPPER 6* - old education system, equivalent of primary school 6, after lower 6

*TEACHER TRAINING*: training school for teachers

*VOCATIONAL/TECHNICAL* - certificate obtained after going through craft training e.g. mechanic, tailoring etc.

*MODERN SCHOOL* – post-primary school intended for students who could not gain admission to secondary or technical schools.

*NCE* - National Certificate of Education is a certificate obtained after completion of three years in college of education

*POLY/PROF* - Polytechnic or professional degree obtained from polytechnic university

*OND/ND* – Ordinary National Diploma/National Diploma – 2-year course can be used to get admission into a HND programme

*HND* – Higher National Diploma – 2-year degree programme offered at a polytechnic

*HIGHER DEGREE* – 1<sup>st</sup> Degree, HND2, Master's degree, Doctorate (PhD) or Post-Doctorate obtained from 4-year university

*QUARANIC* - only select if the ONLY form of education

*INTEGRATED QUARANIC* - Qur'anic school that has been integrated into the formal education system of Nigeria covering the basic curriculum mandated by the government. Select if the ONLY formal education

*ADULT EDUCATION* - any form of other adult education, only select if the ONLY formal education

*BASIC LITERACY PROGRAM* – It is equivalent to primary 1-3 of the formal system, providing reading, writing, numeracy, and skills for adults and youths who did not have the opportunity for formal education. Basic literacy lasts between 6-9 months.

*POST LITERACY I & II* – It is equivalent to primary 4-6 of the formal system; is a non-formal education that is organized for graduands of basic literacy who want to acquire more knowledge and for those who dropped out of the formal school between primary 1 and primary 3. The concept of post-literacy assumes that new literates quickly relapse into illiteracy if they do not have any meaningful way of using their skills. The post-literacy stage usually lasts for 2-3 years (2 years for post-literacy 1 and 3 years for post-literacy 2).

- 29.** Only asked if the biological father is not a household member. Select the sector that best describes the industry MEMBER's biological father is or was working in. If biological father has worked in more than one industry, select the most recent one. If he is or was working in two different industries at the same time, select the MAIN one (i.e the one he spends/spent the most time working on). EXAMPLE: Select AGRICULTURE if the father is a farmer or works on other farms as a laborer.

- 29b. Only asked if the biological father is not a household member. Select the applicable response.
- 30.- 34b. See questions 25-29b.
35. Select YES if MEMBER was BORN in Nigeria. NOTE, this is not asking if MEMBER is a Nigerian citizen. If YES, skip to S1.2Q37.
36. Select country name from the list of countries. Only asked if MEMBER was not born in Nigeria (S1.2Q35=NO).
37. Record the number of years MEMBER has lived in the current state. If stay has been less than 1 year, record '0'. If since birth, record 999.
38. This question is activated if MEMBER has not lived in current state since birth and was born in Nigeria. Select state name from the list of states. Continue to the next household MEMBER until the roster has been exhausted.

## SECTION 2: Education

**Description:** The objective of this section is to measure the level of education or formal schooling of all household members. The key educational indicators that are of interest are enrolment and dropout rates, and expenditures. Dropouts are persons of primary or secondary school age that used to attend school but left the school system without completing their education. Additional educational indicators include the highest grade completed and the type of school attended (private or public). This section also collects information on literacy levels.

**Respondents:** Ideally, all household members aged 3 years and older should respond. Proxy answers are allowed as parents/guardians can answer for their children who are under 12 years old. In cases where it is not possible for an individual to respond, the head of household or the spouse of the head of household should respond on behalf of household members who are not available for the interview.

**Some terms:** In this section, the term “school” includes pre-school, primary, secondary and post-secondary schooling, as well as any other intermediate levels of schooling in the *formal school system*. It also includes technical or vocational training beyond the primary-school level, such as long-term courses in mechanics or secretarial work.

Schools implementing non-formal education are also included here. Ensure that respondents understand what is meant by ‘non-formal education’. A non-formal education includes religious schools, such as Quranic schools, that do not teach a full, standard school curriculum. If a school teaches religious courses but also includes the standard curriculum – such as many Catholic schools – it would be coded as a standard school. Some Quranic schools also offer standard curriculum and will therefore be considered a standard school.

Pre-school is listed for children, who are 3-5 years old, hence not yet at grade 1. Pre-school is also an option for children who do not attend grade 1 at age 5 but do attend some form of organized learning or early childhood education programme, whether or not such a programme is considered part of the school system. The definition of organized early learning programme **does not** refer to programme offering only babysitting or child-minding.

2. DO NOT read out the question. Select YES if the MEMBER is responding by him/herself and NO if the information is being provided by a proxy.
3. DO NOT read out the question. If response is given by proxy, select the respondent who is answering on behalf of MEMBER. MEMBER is filtered from the list of answer options.

4. The response to this question is "YES" if the respondent can BOTH read and write in ENGLISH. If the respondent can read but cannot write, or write but cannot read, or can neither read nor write, then the correct response is "NO".
5. The response to this question is "YES" if the respondent can BOTH read and write in any Nigerian language, not including English. If the respondent can read but cannot write, or write but cannot read, or can neither read nor write in any Nigerian language that does not include English, then the correct response is "NO".
- 5a. This question wants to identify the Nigerian language(s) the respondent or reference person can read and write in. This dropdown list contains only local languages that are spoken in Nigeria. Multiple languages can be selected. Multiple selections allowed.
6. This question wants to know if MEMBER has received any form of education at an institution. Attendance does not mean that any level was completed. It should also be noted that the term "school" includes Quaranic schools. Also note, that pre-schools are included in this definition, as the question is asked for all members 3 years or older. If YES is selected skip to S2Q8, otherwise continue to the next question.
7. This question is for individual members that have never attended school, this means NO was selected in S2Q7. Only the MAIN reason for MEMBER not having ever attended school is required. "DON'T KNOW" response should be recorded under 'Other Specify'. Continue to the next section.

**QUESTIONS 8 to 26: These questions are for persons that have attended school in the past or are currently attending school.**

8. Record the age in completed years at which the MEMBER first attended school.
9. This is the highest level of education that was SUCCESSFULLY completed by the individual. Refer to S1Q28 for the description of levels of education in the country.
10. Qualification means certification at the respective level. That is, the respondent has passed all necessary qualifying examinations and coursework at that level.

Definition of Qualification Codes:

*NONE*: The respondent has not been certified to have completed any level.

*FSLC*: First School Leaving Certificate is attained after spending six (6) years in primary school.

*MSLC*: Modern School Leaving Certificate is attained after spending six (6) years in the primary school and three years of Modern school.

*JSS*: Junior Secondary School is a certificate obtained after completion of the first three (3) years in secondary school.

*SSS (O' Level)*: Senior Secondary School is a certificate obtained after completion of six (6) years in secondary school.

*A Level*: Advance Level is a certificate obtained after two (2) years completion of higher secondary school (HSC).

*VOC/COMM.*: Vocational/Commercial is a diploma obtained after going through artisan/art craft training e.g. Mechanic, Tailoring etc.

*VOC/COMM.*: Vocational/Commercial is a certificate obtained after going through artisan/art craft training e.g. Mechanic, Tailoring etc.

*NCE/OND/Nursing* consists of:



1. *NCE/OND*: (NCE) National Certificate of Education is a certificate obtained after completion of three (3) years in college of education.
2. *(OND)* Ordinary National Diploma is the certificate obtained after completion of first two (2) years in the Polytechnic.
3. *Nursing*: This is a certificate obtained after spending three (3) years in the school of nursing.

*BA/BSc./HND*: Bachelor of Arts/Bachelor of Science/Higher National Diploma are obtained after three (3), four (4), five (5) or six (6) years of university or polytechnic education.

*Technical or Professional Diploma*: It refers to a Diploma Certificate obtained from any polytechnic or university.

*Masters*: Refers to any Masters degree. It is the second degree obtained in the university after Bachelors (first degree). Examples include Master of Science (MSc), Masters of Business Administration (MBA).

*Doctorate*: Refers to PhD: Doctor of Philosophy is the third level degree obtainable in the university after Masters.

*Other*: If respondent has other qualifications not listed above, SELECT this option and specify the qualification

11. Select YES, if MEMBER is currently attending school during the 2023/2024 SCHOOL YEAR. This means that MEMBER is registered in school for the present school year and is attending classes. If the household is interviewed on a holiday or weekend, select YES, if the MEMBER attended school the last time school was in session.
12. Even if MEMBER is not presently attending but is/was registered in school for the 2023/2024 school year, select YES. If NO is selected skip to S2Q14.
- 12a. The question wants to know the YEAR and MONTH when MEMBER last attended school. The year must fall within the current school year of 2023/2024.
- 12b. Only the MAIN reason MEMBER is not currently attending school should be selected if respondent has more than one reason. 'The education provided is not useful for child's life' means that the lessons MEMBER is receiving in school is not considered to be of any value to the child or the household.
13. Enter the level MEMBER is currently registered in at the school.
- 13a. This question wants to know the type of body that operates the school that MEMBER is attending or attended during the 2023/2024 SCHOOL YEAR. A school in Nigeria can be run by the federal government, state, local government, an NGO or some religious body.
- 13b. This question is asked only for MEMBERS who are between age 4 to 6 and are currently in school. Ask the respondent to tell you which months in the last 12 months, MEMBER attended school. These months should not include anything outside of normal school time or lessons the child was attending in the school, but it can include "summer school". If MEMBER attended only one week of school in the month, that month should be INCLUDED.
- 13c. This question is asked only for MEMBERS who are between age 4 to 6 and are currently in school. Ask for the MAIN/OFFICIAL language spoken in MEMBER's school during the current (2023/2024) academic year. Select from the list of languages, or "OTHER" if the language does not appear on the list and enter the language.
14. If MEMBER attended school during the 2022/2023 school year, select YES and skip to S2Q19.

- 14a. This is a single response question, so only the MAIN reason should be given. This is for the 2022/2023 school year only. For persons that are elderly or who do not consider further education necessary, "HAD ENOUGH/COMPLETED SCHOOLING" can be selected. Skip to S2Q23.
- 15. The question wants to know what level MEMBER was enrolled in during the 2022/2023 school year. It does not matter if MEMBER did not complete the level.
- 16. This question wants to know the type of body that operated the school that MEMBER attended during the 2022/2023 SCHOOL YEAR. A school in Nigeria can be run by the federal government, state, local government, an NGO or some religious body.
- 17. This question wants to know how MEMBER travelled to school during the 2022/2023 school year. Some individuals might mainly walk to school; others might use the bus or some commercial means of transportation. This is a single response question, so the MAIN method is required. The method is considered "main" if that is the method used for most/all of the journey on most days. If MEMBER was resident in the school during the 2022/23 school year, then select 'BOARDING'.
- 18. Using the form of travel selected in S2Q17, the question wants to know, on average, how long it took MEMBER to travel between the dwelling and school. This is the time usually taken on a typical day. Select the range of minutes it takes to go TO school and BACK from in total. DO NOT include the time spent in the school or the time spent waiting for transportation.
- 21. If the person that was chiefly responsible for paying for MEMBER's school-related expenses for the 2022/2023 year is a household member, select YES, otherwise select NO and continue to S2Q21b.
- 21a. This question opens if YES is selected in S2Q21. Select the name of the household member from the roster list. The MAIN person only should be selected. Remind the respondent that this is for the 2022/2023 school year, NOT the current school year.
- 21b. For MEMBER's whose 2022/2023 school year expenses were covered by a person who is not a household member, ask for the person's relationship to MEMBER. It is the role that the person plays in MEMBER's life that is requested, not the other way around. If the person that covered the school expenses is MEMBER's child, then 'OTHER RELATIVE' should be selected.
- 22. The question wants to know if MEMBER received any monetary or in-kind support from a non-household member. READ OUT the options and select the ones that apply. A stipend is a fixed sum of money paid periodically for services or to cover expenses.
- 22a. Enter the TOTAL amount MEMBER received as scholarship in the 2022/2023 school year, this could have been in the form of a stipend or a cash transfer. If scholarships were received from several sources, the sum of the amounts received from the different sources must be calculated and the total entered. Only scholarships that were received/paid in the 2022/2023 school year can be counted. If MEMBER was awarded a scholarship, but it was not received in the 2022/2023 school year it should not be included here.
- 22b. Select the source of the scholarship provided to MEMBER during the 2022/2023 school year. If there was more than one source for MEMBER's scholarship, ask for the MAIN ONE, that is the one that supplied the greatest amount.

### **Educational expenses during the 2022/2023 SCHOOL YEAR**

**INTERVIEWER, PLEASE READ:** Now I want to ask you about the educational expenses for [NAME] during the 2022/2023 school year.

IT IS VERY IMPORTANT THAT THE INTERVIEWER PROBES TO GET RESPONSES FOR EACH INDIVIDUAL ITEM. IF, HOWEVER, UPON PROBING IF THE RESPONDENT CANNOT DIVIDE SCHOOL EXPENSES INTO VARIOUS CATEGORIES, THEN SELECT "TOTAL" AND RECORD THE TOTAL EDUCATION EXPENDITURE FOR THE MEMBER IN QUESTION 23bt. OTHERWISE, SELECT "BREAKDOWN" AND PROVIDE A RESPONSE FOR EACH CATEGORY.

23. This set of questions is intended to determine education expenses for each household member that was in school during the 2022/2023 SCHOOL YEAR. These expenditures may be in cash or kind and include all amounts for the 2022/2023 SCHOOL YEAR. In-kind gifts should be given a monetary value and the amount included. When the individual is unsure of the amount, you should probe and, if possible, ask for an approximate value and enter appropriately. In most cases, the authorities of the school will send the parent/guardian a fee schedule, so you can ask for it and copy out the expenses under each category. But make sure that this fee schedule is for the entire academic session up to the end of the school year and not for one school term for all expenses from 23a-23r. The amount should be recorded in absolute value, that means rounded up to nearest whole value.
24. This question seeks to know whether MEMBER has repeated any class during Primary or Secondary school. Note that this question does not refer to the current school year, but to anytime during MEMBER's school life in the levels/grades specified.
25. If MEMBER has ever repeated a class, then record here the class which the MEMBER repeated. If MEMBER has repeated several times, then the last class repeated should be selected.
26. There may be several reasons MEMBER repeated a class. However, this question is asking for the MAIN reason MEMBER repeated the class. Note that there are two options related to illness. The first one – 'ILLNESS' refers to illness or injury suffered by MEMBER. The second one – 'ILLNESS OR INJURY OF OTHER HH MEMBER' refers to illness or injury suffered by somebody else in the household, which influenced MEMBER's schooling. Be sure to pay attention when selecting.
27. This question seeks to know the number of times MEMBER has repeated the CLASS reported S2Q25.

## SECTION 2B: Early Child Development

**Description:** This section consists of 20 core items that cover four domains: *early literacy skills, early numeracy skills, executive functioning, and socioemotional development*. The early literacy domain items aim to collect information on the child's knowledge of the alphabet, expressive vocabulary, and listening comprehension. The early numeracy section of the questionnaire includes items focused on verbal counting, mental addition, number identification, spatial sense, and measurement vocabulary. Finally, the items measuring executive functioning and social-emotional competencies include questions about the child's self-regulation, social cognition and competence, and emotional well-being. ALL children between the age of 4 and 6 years will be selected for this section.

**Respondent:** This section should be administered to the child's primary caregiver who responds on behalf of a child in the 4-6 age bracket. The respondent must be somebody who spends a considerable amount of time with the child and is knowledgeable about the child's learning and developmental abilities.

**Instructions:** This is an indirect method of assessment of the child's development level, so the caregiver's responses are to be accepted without question. All questions in this section require only either a YES or NO response. For the most part, the respondent will be able to do that without hesitation if they spend a good amount of time with the child. In some cases, they will respond by explaining what the child has done in the past. Or they might not understand your question and will ask for clarity. In circumstances

where the respondent does not respond with a definite YES or NO, please use these instructions to confirm which response they are attempting to give.

- Sometimes in response to a question, a caregiver will say that it depends on type, length, duration, or other characteristics. In these cases, simply prompting “In general” will usually get a YES/No answer.
- If the child can do it when someone helps him/her, then you should probe to understand if the child can also do it alone. If the child can **ONLY DO IT WITH HELP**, you should record ‘NO’. If the child can also do it alone, then you should record ‘YES’.
- Sometimes the caregiver will say that the child does something in some cases and doesn’t in other. In those cases, ask if the child is able to **do it most of the time (for a “Yes” response)** or only **sometimes (for a “No” response)**.
- Other cases of “Sometimes”, is when the child does it only in specific contexts or specific persons. You should record ‘YES’ if the respondent says that the child can do it only in specific contexts, for example:
  - “She can do it when my husband or I ask her, but not when other adults ask her.”
  - “I have never seen her doing that, but her teacher at preschool said that she is already doing it at school.”
- Sometimes the caregiver doesn’t know, because she has never seen her do it, or never asked the child to do something. In that case, code Don’t Know.
- **What to do if caregiver does not understand question?**
  - Repeat the question again as it is written.
  - If, after repeating the question, the respondent still has difficulties understanding it, please clarify again.
  - When the respondent asks for one term to be clarified, you should refer to the ‘Question-by-question specifications’ (see below)
  - If a definition is not provided, you should ask the respondent to answer the question according to whatever the question means to him/her.
  - If the respondent is still unsure, code “DON’T KNOW”

1. *Can [NAME] name at least ten letters?* The purpose of this question is to test the child’s alphabet knowledge. Knowledge of letters can be shown in multiple ways: such as reciting the alphabet, spelling their name aloud, or identifying a letter when pointed at. Letter knowledge can be in multiple scripts used in the household (e.g., if a child can name 7 letters in Arabic, and say A, B, C, in English, the parent/caregiver should answer “Yes”). The child does not need to know all the letters in the same language, but the child needs to know at least **10 DIFFERENT LETTERS**. If a child can spell “A-b-i-m-b-o-l-a”, this is only 6 letters because the letters ‘a’ and ‘b’ are repeated. The child will need to be able to identify 4 other letters either in English or in another language.
2. *Can [NAME] read four simple words?* The purpose of this question is to test the child’s early reading ability. For a parent/caregiver to answer “YES”, the child should be able to read at least four words aloud or indicate the word knowledge by correctly pointing to a word in a sentence when asked. If the child can demonstrate word knowledge by pointing at the words when called out, select YES. The length and language of the word does not matter.
3. *Can [NAME] follow text in a correct direction even if s/he cannot read?* This item tests the child’s understanding of how print/books work. A child does not need to be able to read for a caregiver to answer “Yes.” The child should be able to correctly identify where on a page to begin reading (the top-left most word in English and many other languages) and where to continue (on the next word). To answer “Yes”, the child does not need to be able to identify individual words, but just

know the general flow of text on a page. Note that most languages read from right to left and from top to bottom; Arabic, however, reads from right to left.

4. *Can [NAME] write at least three letters?* The purpose of this question is to test the child's fine motor skills and early ability to write. If the child can legibly write at least three letters, the parent/caregiver should respond "YES" to this question. Letters do not need to be written perfectly (e.g., some may be reversed), but they must be clear enough to be read AND must be at least 3 letters. If the child can only scribble, then the response should be coded as "NO." Look at the examples below. The first word starts with a backward 'B' and then e-d, the child is trying to spell b-e-d, and it is legible enough to see that, so "YES" can be selected. The second writing is just scribbling, because nothing is legible, so "NO" would be selected for that.



5. *Can [NAME] write a simple word, besides his/her name?* The purpose of this question is to test the child's fine motor skills and early ability to write a word other than his/her name. The parent/caregiver should respond "YES" to this question if the child is able to write at least one word other than his/her name in any language used in the household. The word does not have to be written perfectly (e.g., some letters may be reversed) but should be legible. If the child can only write his/her name, even if it is not a simple name to write, then this question should be answered "NO." Simple words are words with one or two syllables e.g. ball (one syllable), baby (two syllables).
6. *Can [NAME] count from 1 to 10?* The purpose of this question is to test the child's knowledge of numbers 1 to 10. If the child can count from 1 to 10 in the correct order, without skipping or repeating numbers, the parent/caregiver should respond "YES" to this question. The child may occasionally make mistakes when counting from 1 to 10, but if the child is capable of counting correctly, the parent/caregiver should still respond as "Yes." The child does not need to be able to count specific objects, but the child should be able to say the numbers 1 to 10, even if making occasional mistakes. For example if the child can say: 1, 2, 4, 5, 3, 7, 6, 9, 10, and 8, then the response should be "YES". If the child can say: 2, 4, 6, 8, 10, then the response is "NO". If NO response, skip to S2BQ8.
7. *Can [NAME] count from 1 to 20?* This question is activated with a YES response to S2BQ6. The purpose of this question is to test the child's knowledge of numbers from 1 to 20. The discussion in S2BQ6 is applicable to this question for numbers 1-20.
8. *Does [NAME] know the difference between tall and short using two animal examples, for example that a tiger is taller than a cat?* The purpose of this question is to test the child's early math skills in understanding differences in height. The parent/caregiver should respond "YES" to this question if the child is able to compare two given examples and correctly identify the taller and the shorter animal. The selected animals should be familiar to the child's context, for instance kangaroo, penguin, and polar bear are not native to Nigeria so they will not be understood by most children. The selected animals should also have very distinct characteristics which differentiate each one from the other. For instance, horses and cows are bad examples for measuring these skills because they look very similar and the child can easily get confused between them, while goats and donkeys, for instance, are different enough to be considered good

examples for this question. So in place of a tiger, donkey can be used, and in place of a cat, goat can be used. Just be sure to use animals that are familiar to the community you are in.

9. *Does [NAME] know the difference between heavy and light using two animal examples, for example that an elephant is heavier than a pig?* The purpose of this question is to test the child's early math skills in understanding differences in weight. The parent/caregiver should respond "YES" to this question if the child is able to correctly identify the heavier and the lighter animal between two given examples. As discussed in S2BQ8, the animals should be familiar to the child's context and should have very distinct characteristics which differentiate each one from the other. A goat/ram can be compared with a rat/cat.
10. *Does [NAME] know the difference between yesterday, today, and tomorrow?* The purpose of this question is to test the child's sense of time across the past/present/future. The parent/caregiver should answer "YES" to this question if the child can correctly identify what has happened already, what is happening now, and what will happen in the future. For example, if the children can say what they ate yesterday compared to today, or whether they went to school today but will not go tomorrow. This question does not aim to test memory, but rather the child's ability to understand the difference between past, present, and future actions. This is not a word knowledge assessment, that means it not if the child knows the words, but rather if they understand the concepts behind the words. If the parent/caregiver says the child understands the difference between 'yesterday' and 'today', but does not understand 'tomorrow', then 'NO' should be selected. The child MUST understand ALL three for a 'YES' to be selected.
11. *Does [NAME] know that a one-digit number is larger than another one-digit number, for example that 4 is more than 2?* The purpose of this question is to test the child's early math skills in correctly identifying the larger of two one-digit numbers. The parent/caregiver should answer "YES" to this question if the child is able to tell which number is larger for non-consecutive combinations, rather than only consecutive combinations. For instance, if the child can say "1 is smaller than 2" and "2 is smaller than 3" but gets confused and cannot identify which number is bigger between 2 and 8, the answer to this question should be "NO". If the child knows that 5 is greater than 2, but is unsure if 10 (two-digit number) is greater than 2, the response should be "YES".
12. *Can [NAME] pay attention when doing an activity?* The purpose of this question is to test the child's ability to maintain attention while doing an activity. The question attempts to capture if the child can engage in an activity on her/his own, for at least a few minutes, without giving up or repeatedly asking for help. If the child gets distracted easily and gives up faster than other children of the same age, then the parent/caregiver should answer "NO". However, if in general, the child can maintain attention for at least a few minutes on some (but not all) activities, then the parent/caregiver should answer "YES". If the child usually requires help to do an activity, then parent/caregiver should answer "NO".
13. *When asked to do several things, does [NAME] remember all the instructions?* The purpose of this question is to test the child's memory and attention. If the parent/caregiver says that the child remembers MOST of the instructions or can remember all the instructions *most of the time*, then "YES" should be the answer. However, if the child can only remember *some* of the instructions or *often* forgets or gets distracted, then "NO" should be selected.
14. *Is [NAME] able to plan ahead?* The purpose of this question is to test the child's ability to think about the future and avoid temptations. If the parent/caregiver indicates that the child has usually shown the ability to plan ahead and stick to his/her plans, but not always, the response should be "YES." Behaviors that demonstrate this ability are, for instance, cleaning the room before playing

with friends or saving something for later (e.g., saving a piece of sweet/snack to eat later). If the child is usually able to carry out activities in a step-by-step process without getting distracted, the response should be “YES”.

15. *Does [NAME] stop an activity when told to do so?* The purpose of this question is to test the child’s self-regulation and ability to resist impulsive behavior. That is, the child’s capacity to monitor her/his behavior, follow instructions, and resist impulses. If the child usually stops a behavior, at least for a few minutes, when asked to by the parent/caregiver, then the answer is “YES”. If the child usually does not listen until the parent/caregiver repeats the instructions several times, then “NO” should be selected. If the child will only stop the activity when a parent or caregiver tells them to but will not do so for any other adult, then “YES” should be selected.
16. *Does [NAME] keep working at something until s/he is finished?* The purpose of this question is to test the child’s persistence and executive functioning. If the child usually completes the tasks (e.g., coloring, building something, etc.) without giving up, the answer should be coded as “YES”. However, if the child usually interrupts the activities started, then the answer should be “NO”. If the respondent says it depends on the activity, but the child usually finishes them, then the answer is “YES”. If a child will complete a task only with help, then the “NO” should be selected.
17. *Does [NAME] get along with other children s/he plays with?* The purpose of this question is to test the child’s sociability and ability to get along with others. The child usually plays with other children without quarrelling or running away to play alone. If the child usually avoids playing with other children, or **frequently** gets into fights with them, “NO” should be selected. However, if the child **occasionally** gets in quarrels or fights like the other children of the same age, then the answer should be “YES”. If the child has not interacted with other children outside of the household, then “DON’T KNOW” should be selected.
18. *Does [NAME] adjust easily to transitions, for example, adjusting to a new caregiver or adapting to having a new baby at home?* The purpose of this question is to test whether the child is comfortable with new situations or in new environments. If the child usually adjusts to minor changes (e.g. removal of a toy or leaving school at the end of the day) and major changes (e.g., going to school for the first time) like other children of the same age, the answer should be coded as “YES.” If the child often struggles with changes (e.g., by crying for a long time) more than their peers, then “NO” should be selected.
19. *Does [NAME] accept responsibility for his/her actions?* The purpose of this question is to test the child’s ability to understand the consequences of his/her actions and social responsibility. If the child misbehaves but usually does not try to hide his/her mistakes and accepts responsibility for his/her actions, then the response to this question should be “YES”. On other hand, if the child frequently lies and tries to avoid getting caught for his/her misbehaviors, then the answer should be “NO”. If the child only accepts responsibility after they have been caught, then the answer is “NO”.
20. *Does [NAME] settle down after periods of exciting activity?* The purpose of this question is to test the child’s ability to control their emotions while transitioning from one activity to another. If the child often has more trouble calming down at night or at naptime or sitting down to eat after playing, then the response should be “NO”. However, if the child usually does not have trouble in returning to a calm state after being excited, then “YES” should be selected. If it takes the child a longer time to settle down and stay calm after an activity, when compared to children his/her own age, then “NO” should be selected.
21. *Which languages does [NAME] speak at home?* Sometimes the language a child speaks at school or in the community is different from the one they speak at home. Ask the caregiver what

languages are spoken by the child AT HOME. Select from the list provided or “OTHER” if the language is not listed. If the caregiver says the child does not speak, select “CHILD DOES NOT SPEAK ANY LANGUAGE”.

22. *Do you have children’s books or story books for [NAME] at home?* (excluding textbooks for school)? This question wants to know if the child has storybooks or picture books. This includes ebooks (available on a computer) but excludes all schoolbooks, as well as other books for adults that are present in the household. Select YES, if the child has any story or picture books at home.
23. This question is activated with a “YES” response to S2BQ22. Enter the number of children’s books or storybooks the child has at home. Be sure to remind the caregiver to include in the count, books that are not part of the school’s requirements or curriculum or books belonging to adult members of the household.

## SECTION 2C: Childcare

**Description:** Childcare, as the name implies, is the care or nurturing of children during early childhood years. This section is asked for ALL children in the household who are 7 years old or younger. The objective of the section is to collect information on households’ use and/or access to childcare services.

**Respondent:** The respondent must be an adult household member who is either directly responsible for the child or is the most knowledgeable adult.

- 1a. CAPI will select CHILD, if he/she is 7 years old and below .
- 1b. Select the household member from the roster that is responding to the questions on behalf of CHILD.
2. If decisions regarding CHILD’s welfare and wellbeing are made only by persons who are members of the household, select *“All the persons that make decisions for CHILD are household members”*. If the decisions are made by both members of the household and persons who are not members of the household, then select *“Some of the persons that make decisions for CHILD are household members”*. You can select *“Some of the persons that make decisions for CHILD are household members”*, even if the non-household member does not make decisions for CHILD all the time. If they make an input some of the time, this option is still valid. If the person that makes ALL decisions for CHILD’s welfare/wellbeing is not a member of the household, then select *“None of the persons that make decisions for child are household members”* and skip to S2CQ3b.
3. If *“All the persons that make decisions for CHILD are household members”* or *“Some of the persons that make decisions for CHILD are household members”* is selected in S2CQ2, then ask to know who the household members are.
- 3b. This question is activated if *“Some of the persons that make decisions for CHILD are household members”* or *“None of the persons that make decisions for child are household members”* was selected in S2CQ2. Ask for the non-household member’s relationship to CHILD.
- 4a. If CHILD is cared for in the household’s dwelling during the mornings, select *“THIS DWELLING”*. If it is done in the home/dwelling of the non-household member caretaker, then select *“THE MAIN CARETAKER’S HOME”*. If CHILD is taken to a school or daycare centre to be looked after, then select *“SCHOOL/DAYCARE”* and skip to S2CQ5a. If CHILD is taken care of in the main caretaker’s office or place of work, select *“MAIN CARETAKER’S WORKPLACE (AWAY FROM HOME)”*. For any other place not shown, select ‘OTHER’ and specify the place.



- 4b. If it is a household member that usually looks after CHILD in the mornings, select YES. If not, select NO and skip to S2CQ4d
- 4c. Select from the list, the MEMBER that usually looks after CHILD in the morning. If more than one person looks after CHILD in the morning, select the person whose primary responsibility it is look after CHILD.
- 4d. This question is not activated if CHILD is looked after or cared for in school or daycare. Select the relationship of the person who usually cares for CHILD in the morning.
- 4e. Enter the number of days the main caretaker of CHILD has spent looking after him/her. Only the number of days is required, NOT the number of times in a day. If the caretaker looked after CHILD in the morning and afternoon on a Monday, that would still only be counted as 1 day.
- 4f. The question wants to know for each day that the caretaker looked after CHILD, how many hours on average did they do this for. If the hours are unequal for each day, the Interviewer can help the respondent by adding the number of hours for each day that was spent looking after the child and dividing the total by the number of days reported in S2CQ4e.

For example, if in the last 7 days the caregiver looked after CHILD for 3 hours in the morning on Monday; 2 hours in the afternoon on Wednesday; 2 hours in the morning on Friday and 3 hours in the afternoon on Friday. The total number of days would be ONLY 3. The total number of hours the child was looked after by the caregiver is 3+2+2+3=10 hours. On average in the last 7 days, CHILD was looked after for  $10/3=3.33$  hours; so, 3 can be entered.

5a, 5b-5f See instructions for 4a-4f above. Note this is for the AFTERNOON.

- 5aa. If CHILD's **morning** caretaker is the same as their **afternoon** caretaker, select YES and skip to S2CQ5g.
- 5g. Ask the respondent how much the household paid for the care of CHILD in the LAST 7 DAYS to either a person that is not a household member or to an organization e.g. daycare centre or school. Only the amount for the LAST 7 DAYS should be entered. If the household makes a monthly payment, divide by 4 weeks to get the amount for 7 days. If the household makes payments on a quarterly (every 3 months) basis, divide the amount for each quarter by 12 weeks to get the amount for 7 days and so on. If a daily payment was made, then ask for the amount for each day for the last 7 days, add them up and record.
- 5h. The question wants to know how a caregiver is selected for CHILD, in a scenario where CHILD's decision-makers are not available to make this decision. Ask the respondent, what are the primary characteristics the household looks for in a caregiver when selecting one for CHILD; DO NOT READ the list. Up to 4 characteristics may be selected. Ask the respondent which ones are the MAIN characteristics if more than 4 are mentioned.
- 5. Select YES, if CHILD has attended any type of daycare – paid or unpaid or even registered (formal) or not registered (informal) with a government regulator. CHILD does not have to be currently attending daycare for YES to be selected. As long as CHILD has ever attended daycare, please select YES.
- 6. This question is activated if NO is selected in S2CQ5. Select the reason that best describes why CHILD has never attended daycare.
- 7. Enter the age that CHILD first attended daycare. The age MUST be age in completed years. Enter 0, if the child was less than 12 months, when they first attended daycare.

8. Select YES, if CHILD is currently attending daycare. Currently, DOES NOT refer to “during the hour of the interview”; it refers to the period (nowadays).
9. If CHILD, is not currently attending daycare, select the period that best describes how long CHILD has not been attending daycare.
10. Ask the respondent to provide the MAIN reason CHILD has not been attending daycare if there is more than one reason.
11. Select the type of organization that manages CHILD’s daycare centre.
13. Select the transportation that is frequently used to get CHILD to school.
14. Select the time interval that captures the amount of time that it takes to transport CHILD to the daycare using the means selected in S2CQ13. ONLY record the ONE-WAY time to get to the daycare, NOT the return to the dwelling. If it takes 2 hours, that would be 120 minutes, so “91-120” should be selected.

## SECTION 3A: Subjective Skills

During the GHS-Panel W5 Post-Planting Visit around 1,000 households were selected to participate in the Mixed-Mode Study. Between the Post-Planting Visit and the Post-Harvest Visit, these households have received phone calls from NBS, and they have answered a phone survey of 4 rounds. Each household has a mixed-mode respondent that will be identified in this section.

**Description:** This section allows us to capture an individual’s goal-setting capacity. Goal-setting capacity is a process that establishes specific, time-based behaviours that are measurable, achievable, and realistic that will allow people to fulfil their goals. They can be related to both economic and non-economic activities. In terms of timing, goals can be short-term (e.g., saving money for a small household purchase, learning a new skill) or long-term (e.g., saving money for a large household purchase, achieving some level of education). This allows for a measurement of an individual’s sense of control and efficacy.

The section has two sub-sections:

1. *Subjective skills for all household members 15 years and older*
2. *Health and wellbeing that will be captured only for the Mixed-Mode Respondent.*

### SUB-SECTION 1

**Respondent:** ALL adult household members 15 years and older and the Mixed-Mode Respondent. The Mixed-Mode respondent is required to answer all the questions in this section.

**Instructions:** The interviewer is to read out each statement and the respondent is to indicate the degree to which he/she agrees to the statement as it pertains to their goals. After reading each statement, read out the answer choices. Wait for the respondent to answer before moving to the next statement.

**NOTE:** Mixed-Mode Respondents will be required to answer some additional questions in this section on their health and wellbeing.

#### **Terms:**

A **short-term goal** is a goal that you want to complete soon, such as within the next week or the next month.

**Long-term goal** setting requires you to think ahead for the future (beyond 12 months) and how you can put in the work now to help yourself down the road.

**Economic wellbeing** means a person has the most basic survival needs met and has sustainable income and assets so they can prosper.

**Social support** is the perception and actuality that one is cared for, has assistance available from other people, and most popularly, that one is part of a supportive social network.

**Financial support** is financial resources provided to make some project possible.

*IS [NAME] ANSWERING FOR HIMSELF/HERSELF* - If the respondent is answering for himself or herself, select YES and continue; otherwise select NO and move on to the next person. NO PROXY RESPONDENTS.

**INTERVIEWER READ:** Now I'm going to read to you some statements. Please listen to each statement and tell me if you: **completely agree; mostly agree; neither agree nor disagree; mostly agree; or completely agree.**

*I set short-term goals for myself* – The respondent sets goals for him/herself that should be achieved within a short-time, which could be a week or month or 6 months. Short-term is relative, but is usually described within a year.

*I set short-term goals for myself* - The respondent sets goals for him/herself that should be achieved in one to 5 years. Again, long-term is relative, but is usually described within a 5-year period.

*I set specific, clear goals for myself* – The respondent sets goals for him/herself that are well understood and well defined to follow.

*I make plans to help me achieve my goals* – The respondent sets a detailed program of activities that target achieving their short- or long-term goals.

*I feel proud when I achieve my goals* – The respondent feels a sense of satisfaction with themselves when they have accomplished the goals they set for themselves.

*I am able to prioritize multiple goals* – The respondent is able to work on achieving more than one goal at any given time.

*Setting goals is good for my well-being/success* – The respondent confirms that setting goals contributes to **the respondent's** mental/physical/emotional well-being and/or to what they would describe as being successful.

*Setting goals is good for my household's well-being/success* - The respondent confirms that setting goals contributes to **household members'** mental/physical/emotional well-being and/or to household members' individual successes.

*I am able to work outside the home if I want to* – Some persons have value systems that do not believe women should work outside of their home. Or it may be a child who is still in school, so even though he/she is legally allowed to work, their parents/guardian will not allow them to. They might be allowed to help in a shop that is within the same area as the household's dwelling, but they are not allowed to work outside of the dwelling. This statement confirms that the respondent is allowed to work away from the household's dwelling.

*I am free to pursue the types of work that interest me* – Respondent is not held back by any rules or norms when deciding what type of job, they would like to do.

*I am able to adjust my daily work schedule whenever I need to* – The respondent has a flexible work schedule that puts no limits on what time they must work during the workday.

*I am able to decide how household resources are used to pursue income-generating activities* – Respondent can decide how monies earned by them and other members of the household are used in setting-up a business that brings in money.

I am able to make decisions to improve my own economic wellbeing – The respondent can decide on their own to start a business or engage in an activity that will allow them to increase financially.

*I have the skills I need to engage in income-generating activities* – The respondent has the knowledge, ability and understanding to start and run a business that brings in money.

*I have the social support I need to engage in income-generating activities* – The respondent believes they have the social assistance that comes through a network of people that will help them if they need to set up a business that brings in money.

*I have the financial support I need to engage in income-generating activities* – The respondent has a network they can reach out to for financial assistance if they decide to start a business that brings in money.

*I am able to find the information I need to make good decisions for my income-generating activities* – The respondent knows where to get information that will allow them to make good or sound decisions to run a profitable business or one that brings in money.

*I have the confidence I need to succeed in my income-generating activities* -The respondent has the faith or belief in themselves to run and manage a business that brings in money.

## **SUB-SECTION 2**

**Respondent:** The Mixed-Mode Study respondent.

**Instructions:** The interviewer is to read out each statement and the respondent is to indicate the degree to which he/she agrees to the statement as it pertains to their goals. After reading each statement, read out the answer choices. Wait for the respondent to answer before moving to the next statement.

MIXED-MODE HEALTH AND WELLBEING: This sub-section 2 of Section 3A will be answered only by a select household member. This individual has already been interviewed during the Mixed-Mode Study, which began after Wave 5 Post-Planting data collection. They were contacted by phone and asked a series of questions. This household member will now be required to answer questions in this sub-section. If you are not already speaking to the household member whose name appears on your screen, then ask the current respondent if the required household member is available to answer a few questions. Proxy respondents are not permitted here. If the required household member is not available by the time you are in this sub-section, then schedule a later time to meet with them.

**INTERVIEWER DO NOT READ OUT:** *[NAME] IS THE RESPONDENT OF THE MIXED-MODE STUDY AND HE/SHE HAS BEEN ANSWERING FREQUENT PHONE CALLS SINCE THE PP VISIT.*

*WE NEED THAT YOU TALK DIRECTLY WITH THIS RESPONDENT. NO PROXY RESPONSES ARE ALLOWED BUT WE NEED THAT YOU MAKE YOUR BEST EFFORT INTERVIEWING [NAME].*

**INTERVIEWER DO NOT READ OUT:** *IS THIS PERSON ANSWERING FOR HIMSELF/HERSELF?* – If the person selected for this sub-section is not available to answer for himself/herself, select NO and continue to the next section. You may return here to complete the section when the person becomes available.

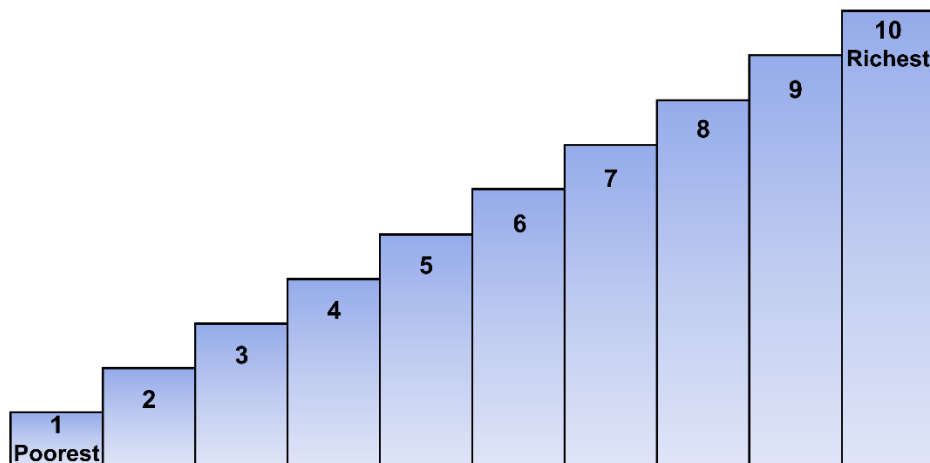
1. If MEMBER consulted a healthcare worker, including traditional healer, or visited a health centre in the **last 4 weeks**, select YES.
2. If MEMBER suffered from any illness or injury during the **last 4 weeks**, select YES
3. Ask MEMBER if they have been vaccinated for COVID-19 (coronavirus). If they have received at least one COVID-19 vaccination, select YES.

**INTERVIEWER READ OUT:** *I would now like to know about your general wellbeing. Imagine ten steps, where on the bottom, the first step, stand the poorest people, and on the highest step, the tenth, stand the richest.*

**INTERVIEWER PLEASE SHOW THE RESPONDENT THE NEXT PICTURE.**

On the interviewer's tablet will appear the picture below. It is a picture representing a staircase, with numbers running from 1 to 10. The first column with 1 is for the very poorest in society, while column 10 is for the very richest in society. Ask the respondent (MEMBER) to imagine that at the top of the stairs are the people who are the best off - those who have the most money, most education, and best jobs. At the bottom are the people who are the worst off, those who have the least money, least education, worst jobs, or no job.

For questions 4a-4d, make sure the respondent is able to see your screen with the picture, so they can use it as a reference point to answer the questions. The questions ask the respondent about their beliefs on economic wellbeing for themselves, their household, neighbours and friends. For each question, the staircase columns should be used to provide an answer. Only one column should be mentioned for each question. This is a subjective section, so answers must be taken as they are given. In situations where a question is asked and the respondent answers, "between 4 and 5", then you can gently probe to get them to select only one of the numbers as their answer. Remember do not giveaway anything in your facial expressions or mannerisms or make any comments that suggests you are challenging what the respondent has said. This is a sensitive section and extra care must be taken in your composure and feedback to the respondent.



- 4a** The question wants to know where the respondent thinks they are on the staircase today. This is asked only for the MEMBER, not the entire household.
- 4b.** The question wants to know where the respondent thinks most of their neighbours are on the staircase today. Neighbours include only persons living within the same neighborhood as the respondent.
- 4c.** The question wants to know where the respondent thinks most of their friends are on the staircase today. If the respondent says they have different friends at different points of the staircase, ask where **MOST OF THEIR FRIENDS** are.
- 4d.** The question wants to know where on the staircase the respondent thinks their household will be in 5 years. Their response could be based on their desire or because there are specific changes they expect to happen to the household that will affect their finances.

5. Ask the respondent to consider the past month and everything they have been faced with or had to do, would they describe themselves as *very happy; fairly happy; not very happy or not at all happy*?

**INTERVIEWER READ:** Please indicate the degree to which you agree with each of the following statements.

- 6a. *To a great extent, my life is controlled by **accidental happenings**.* Does the respondent agree that that their life is greatly controlled by events that happen accidentally (i.e. unintentionally, unexpectedly or by chance)?
- 6b. *My life is determined by my **own actions**.* Does the respondent agree that their life is a result of the actions they make, not what somebody else does?
- 6c. *I feel like what happens in my life is mostly determined by **others in my household**.* Does the respondent agree that the things that happen in their life is mostly controlled by other people in their household and less by their own actions?
7. The question wants to know what is the likelihood that extreme weather events will have a negative impact on them and their household's finances over the next 12 months. READ OUT OPTIONS and select the respondent's answer. NOTE that the question is asking about the impact on their FINANCES, make sure that this is sufficiently clear to the respondent.

### SECTION 3B: Migration Aspirations

**Description:** This section is to collect information on the desires or plans of adult household members to migrate out of their present community.

**Respondent:** This is an individual-level section for ALL ADULTS, that is household members who are at least 15 years of age. Proxy respondents are not permitted in this section. If the interviewer tries multiple times to meet with a particular adult member and they are not available, then a note should be made. NO other adult member should respond for anyone that is not available.

**Instructions:** In Wave 5 post-planting, Section 1D: Migration Aspirations was administered to household members that were at least 15 years old. Some of the responses from that section has been prefilled here for adult household members who were captured at that time AND expressed their desire to LEAVE THE COMMUNITY. If a household member is new or was missed as a household member at that time or was not available to respond to the questions OR responded to the Migration module and expressed NO DESIRE to leave their community at that time, then they will have to answer related questions in this section.

1. If MEMBER is not available to respond to the questions in this section, then skip to the next available member. If a household member is not available at anytime during the interviewer's time in the area, a note should be made in the comments section. NO other household member can respond on behalf of someone else.
- 3a. Select YES, if the respondent would like to leave this community to go live in a different place if they had the opportunity. If NO, skip to S1DQ8A.
- 3b. Select the appropriate response. DO NOT READ OPTIONS.
- 3c. Select up to 2 in order of importance. DO NOT READ OPTIONS.
4. READ OPTIONS. If respondent is considering moving within the country, skip to S1DQ4B. if respondent has no preference on where they will move to, skip to S1DQ5.

- 4a. This question is only asked if respondent said in S1DQ4, that they are considering moving to another country. Select country name from the list of countries. If they have several places they are thinking about, ask for their preference or the one that is most feasible.
- 4b. Select the main reason(s) why respondent prefers to move to the destination reported in S1DQ4. Select up to 2 in order of importance. DO NOT READ OPTIONS.
5. DO NOT READ OPTIONS. If the respondent cites more than one constraint, ask for the MAIN one and select the option that best describes the answer.
6. Select YES, if MEMBER has plans to leave the community in the next 12 months. Even if MEMBER has not finalized the move or has not started getting things ready to move. As long as MEMBER has it in their mind to leave, please select YES.
7. Making preparations could include carrying out some research online or asking other people who have moved questions about moving. It could also include selling some of their assets or property or giving things away to family and friends. If no plans have been made, and MEMBER has only thought about moving, select NO and skip to S1DQ7b.
- 7a. DO NOT READ OPTIONS. Select from the options the answer(s) given by MEMBER. Multiple selections allowed.
- 7b. Select the option that best describes how MEMBER plans to finance their move out of the community.
- 8a. This question is activated for persons who responded to the Migration Aspiration section in post-planting visit AND stated their desire to leave the community, as well as new household members. If MEMBER has in the past, made plans to leave the community but were unable to for whatever reason, select YES. If NO is selected then continue to the next adult member in the household.  
  
NOTE: WE REFER TO INDIVIDUALS WHO WERE NOT ABLE TO LEAVE THE COMMUNITY ALTHOUGH THEY WERE PLANNING TO. DO NOT INCLUDE INDIVIDUALS WHO LEFT THE COMMUNITY BUT HAD TO RETURN DUE TO UNFORTUNATE EVENTS ON THE ROUTE.
- 8b. Enter the year that MEMBER planned to leave the community but had to cancel their plans. If MEMBER has tried to leave the community unsuccessfully several times over the years, ask for the MOST RECENT time plans were made.
- 8c. Select the option that best describes the MAIN reason MEMBER had to give up their plans to leave the community. If "LACK OF MONEY RESULTING FROM UNEXPECTED SHOCK/EVENT" is selected, continue to the next question, otherwise continue to the next adult member in the household.
- 8d. This question is activated only if "LACK OF MONEY RESULTING FROM UNEXPECTED SHOCK/EVENT" was selected in S1DQ8c. Select the option(s) that best describes the shock or event that caused MEMBER's lack of money. Multiple options accepted.
12. This question is activated for persons who said in post-planting, that they had no plans to leave the community within the next 12 months. Select YES, if the person confirms that they would still like to leave the community to go live somewhere else. If the person says NO, continue to the next adult household member.
13. Select YES, if MEMBER plans to leave the community in the next 12 months. Otherwise, select NO and continue to the next adult household member.
14. Ask where they plan to move to. Read out the options.

- 14a. This question is activated if “Moving to another country” in S1DQ14 is selected. Ask which country MEMBER plans to move to. If they have several places they are thinking about, ask for their preference or the one that is most feasible.
- 15. If MEMBER has started making plans to make their move out of the community, select YES. Otherwise, select NO and continue to the next adult household member.
- 15a. Ask what type of preparations MEMBER has started making to move out of the community. DO NOT READ OPTIONS. Select ALL options that apply.
- 15b. If MEMBER has different options to finance their move out of the community, ask for the one that will cover the bulk of the expenses for the move. Continue with the next
- 16. This question is reminding MEMBER that they stated during the post-planting interview that they had planned to leave the community within 12 months of the interview and would like to know if that plan is still in effect. The month of July or August 2024 will appear as part of the question to MEMBER, depending on when the household was interviewed during post-planting visit.
- 17. READ OUT OPTION of potential places MEMBER plans to move to.
- 17a. If MEMBER is planning to move to another country, ask which country they plan to move to. If they have several places they are thinking about, ask for their preference or the one that is most feasible.
- 18. This question is activated if “NO, NOT PLANNING TO LEAVE ANY MORE” was selected in S1DQ16. Ask for the main reasons they are not planning to leave the community anymore. Up to 2 reasons can be selected. DO NOT READ OPTIONS.
- 18a. If “LACK OF MONEY RESULTING FROM UNEXPECTED SHOCK/EVENT” was selected in S1DQ18, ask for the unexpected shock or event that resulted in MEMBER not having the money required to leave the community.
- 19. If MEMBER is still planning to leave the community by the month and year stated in S1DQ16 AND reported during the post-planting visit that they had NOT started making preparations for the move, ask MEMBER if they have NOW started preparations for the move out of the community. Select YES, if they have started preparations. Otherwise, select NO and continue to the next adult household member.
- 19a. DO NOT READ OPTION. Select the option that best describes the answer provided. Select ALL that apply.

### SECTION 3C: Time Use

**Description:** The purpose of this section is to capture the amount of time household members spend doing various daily activities including paid work, caring for children, domestic chores, and so on in the last 24 hours prior to the household visit.

**Respondent:** The respondent is all household members that are 15 years and older.

**Instructions:** Proxy respondents cannot be used in this section. If a household member is unavailable at the time the interviewer is ready, continue to other sections until they become available. If they are still not available that day, make the necessary arrangements to meet them on a day they will become available to provide the needed information.

**INTERVIEWER READ:** Now I would like to ask you how you spent your time during the LAST 24 HOURS. We will start from yesterday morning and continue until this morning. This will be a detailed account. I am interested in everything you did (i.e. resting, eating, self-care, working inside and outside the home,



taking care of children, cooking shopping, socializing etc.). Even if it didn't take up much of your time. I'm also interested in how much time you spent babysitting, as well as other activities you engaged in while doing something else (e.g. collecting water while holding a child or cooking while caring for a sleeping child).

Let's start by what you were doing at 4 am yesterday morning.

- 2a. *What were you doing at [HOUR]?* Starting from 4 am, ask the respondent to tell you the main activity they were engaged in from 4am to 4:59am. It is possible that a person could have been engaged in several activities within that time slot, but the question is asking for only the MAIN activity. The main activity could be the one that most time was spent doing during that hour or the one that had their attention the most. Select from the list the MAIN activity for each time slot. Ask the same question for each time slot and select the activity that describes what the respondent was doing at that hour and continue for each hour until you complete the 3am to 3:59am time slot. Be sure to ask for each hour specifically. DO NOT make any assumptions.
- 3a. *Were you doing any other activity at [HOUR]?* This question wants to know if the respondent was engaged in another activity during the said hour, separate from the main activity. If they were engaged in more than one activity during that time slot, select YES. Ask this for each time slot until you complete the full 24 hours at the final time slot of 3am to 3:59am.
- 3b. *What were you also doing at [HOUR]?* If the respondent said YES to any time slot in S3BQ3a, then ask what they else they were doing during that time slot apart from what they have already mentioned as their main activity. For example, if their main activity from 4am to 4:59am was cleaning the house, they could also have been getting the children ready for school or cooking. If there were multiple activities going on, ask for the SECOND MAIN activity they were engaged in; this would be the one that had their attention the most or took up the most time. Select the appropriate activity for the hour and continue for each hour until you complete the hour from 3am to 3:59am. Be sure to ask for each hour specifically. DO NOT make any assumptions.

### SECTION 3D: Women Dietary Diversity

**Description:** This section is collecting information on women's nutrition diet for the previous day.

**Respondent:** Household female members between 15 and 49 years old. NO PROXY RESPONDENTS ARE ALLOWED.

**Instructions:**

Select YES if the household member whose name appears on the screen is responding for herself and skip to S3CQ4. If not, select NO.

**INTERVIEWER READ:** Now I'd like to ask you some yes-or-no questions about foods and drinks that you consumed yesterday during the day or night, whether you had it at home or somewhere else. First, I would like you to think about yesterday, from the time you woke up through the night. Think to yourself about the first thing you ate or drank after you woke up in the morning ... Think about where you were when you had any food or drink in the middle of the day ... Think about where you were when you had any evening meal ... and any food or drink you may have had in the evening or late-night... and any other snacks or drinks you may have had between meals throughout the day or night. I am interested in whether you had the food items I will mention even if they were combined with other foods. Please listen to the list of foods and drinks, and if you ate or drank ANY ONE OF THEM, say yes.

- 1. Read the statement and then the list of food items, wait for the respondent to say YES or NO, before moving to the next list. E.g. **"Yesterday, did you eat any of the following foods:** rice, semo, couscous, bread, spaghetti, masa, pap or any grain-based swallow?". Select YES, if the respondent says that she ate one of the mentioned foods or a type of food that falls within this

group. Otherwise, select NO and continue to the next group. Be sure to read ALL the food items for each question so the respondent knows what type of food you are referring to for each question.

2. Read the statement (**Yesterday, did you eat any of the following vegetables:...**) and the list of foods for each question as they appear. These set of questions are focusing on the consumption of various types of vegetables. Select YES, if the respondent has eaten any of the vegetables for each question. Be sure to read ALL the food items for each question so the respondent knows what type of vegetable you are referring to for each question.
3. Read the statement (**Yesterday, did you eat any of the following fruit:...**) and the list of fruit for each question. Select YES, if the respondent has eaten any of the fruit for each question. Be sure to read ALL the fruit items for each question so the respondent knows what type of fruit you are referring to for each question.
4. Read the statement (**Yesterday, did you eat any of the following sweets:....**) and the list of sweets for each question. Select YES, if the respondent has eaten any of the sweets for each question. Q11 is referring to savory snacks, while Q12 is referring to snacks that are very sweet. Be sure to read ALL the items on the list so the respondent knows what type of sweets you are referring to for each question.
5. Read the statement (**Yesterday, did you eat any of the following foods of animal origin:....**) and the list of food items for each question. 'Foods of animal origin' means the food is a by-product of any animal e.g., sausage covers any type of minced meat (pork, chicken, turkey etc) in a cylindrical encasing. Select YES, if the respondent has eaten any of the food items for each question. Be sure to read ALL the items on the list so the respondent knows what type of animal food item you are referring to for each question.
6. Read the statement (**Yesterday, did you eat any of the following other foods:....**) and the list of food items for each question. 'Foods of animal origin' means the food is a by-product of any animal e.g., sausage covers any type of minced. Select YES, if the respondent has eaten any of the food items for each question. Be sure to read ALL the items on the list so the respondent knows what type of food item you are referring to for each question.
7. Read the statement (**Yesterday, did you have any of the following beverages:....**) and the list of food items for each question. Select YES, if the respondent drank any of the beverage listed for each question. Be sure to read out ALL the items on the list so the respondent knows what type of beverage you are referring to for each question.
8. Ask the respondent if she bought food from any of the restaurants or fast-food places where food items like meat/chicken pie, pizza or burgers could be purchased.

## SECTION 4A: Labour

**Description:** This section asks about INCOME GENERATING activities of all household members that are 5 years or older. There are different sub-sections within the labour module that ensure all the different types of work activities are captured.

**Respondent:** Household members should answer for themselves. For children under 12, the parents or an adult member of the household should answer on their behalf.

**Instructions:** If some household members are absent, proceed with the interview for all those present and make the necessary arrangements to visit again and continue the interview with absent members after ascertaining the appropriate time that they would be available. **Only use a proxy response if it is not possible to interview a member directly after several attempts.**

**READ OUT:** WE WOULD LIKE TO ASK YOU QUESTIONS REGARDING THE DIFFERENT ACTIVITIES THAT YOU AND YOUR HOUSEHOLD MEMBERS DO.

## **MEMBERS**

One subsection for all current household members that are 5 years or older.

2. DO NOT READ the question. Select YES if you are interviewing MEMBER him/herself and NO if the information is being provided in proxy. NOTE, it is preferable for MEMBERS to respond to the questions in this section by themselves, so a proxy should only be used when it becomes very necessary.
3. DO NOT READ the question. If response is given by proxy, select the respondent who is answering on behalf of MEMBER. MEMBER is filtered off the list of answer options.
4. Select YES if MEMBER has done any form of work in the **PAST 7 DAYS** that was not for a household member, even if only for one hour, AND was paid in cash or in-kind or with deferred payment. This work INCLUDEs PAID JOB DONE ON SOMEONE ELSE'S FARM, APPRENTICESHIPS OR PAID INTERNSHIPS. This question EXCLUDES PERSONS WHO WORKED AS SELF-EMPLOYED, for example in a business or market-oriented activity with the intention of earning a profit, or those helping in a household enterprise. These persons will be captured in subsequent questions.
5. Record the TOTAL number of hours the person worked for a wage, salary or any other pay during the **PAST 7 DAYS**. EXCLUDE hours worked on the day of the interview. Record the hours MEMBER ACTUALLY worked in the past 7 days, not what they would have worked normally. EXCLUDE the time GOING TO AND FROM WORK. INCLUDE break times. ONLY include the time when the work was the member's MAIN ACTIVITY at the time. *EXAMPLE 1: Onu sells firewood that he has in front of his house. He normally does other things, but when a customer comes, he sells wood. Transactions typically take 15 minutes, he had around 20 transactions in the past 7 days. Record  $20 \times 0.25 = 5$  hrs.*  
*EXAMPLE 2: Dayo has a shop and opens the shop from 9 am to 5 pm. During the time customers come and go, but her main activity is keeping the shop. She works for 5 days, so record  $8 \times 5 = 40$  hrs.*  
*EXAMPLE 3: Denis worked on the field Tuesdays and Thursdays. He usually left his house at 7 am and came back at 4pm. It takes him 30 minutes to get to the field and 30 minutes to get back. Record  $2 \times 8 = 16$  hrs per week.*
6. Select YES if MEMBER was engaged for at least one hour in any type of business that is not agriculture related or a non-farm household enterprise (NFE) that the person managed or operated in the LAST 7 DAYS. NFEs are also commonly referred to as household businesses and include any kind of business activity to earn an income in the form of profits (in cash or in kind) such as craftsman, hairdresser, shopkeeper, making and selling of food, medical practice, and so on. Only include here business activities for which the person managed or operated the NFE, meaning they made decisions about running the business, such as the types of good and services offered, hours of operation, the hiring of employees (when applicable), etc. Include all businesses the person operated/managed in the LAST 7 DAYS, even if at the time, no profit was made or losses were incurred.

This question excludes household farming, livestock, fishing, and forestry (hunting/foraging) activities. Exclude persons who worked in the LAST 7 DAYS in any kind of paid job (employees or paid apprentices). If NO, skip to S4AQ8.

7. Record the number of hours that MEMBER worked in any and all NFEs managed or operated by MEMBER in the LAST 7 DAYS. DO NOT include the time it took for MEMBER to reach the place of work, only the hours actually worked, including break times.
8. Select YES, if MEMBER worked for or with another member of the household on a non-agriculture related business in the LAST 7 DAYS. Exclude enterprises in which the person makes decisions about running the business; these activities should have been captured in Q6.
9. Record the number of hours MEMBER did this work operated by another household member in the LAST 7 DAYS. Record the hours actually worked, not the number of hours they usually or normally would have worked. Include break times but exclude commute time (the time going to and from work).
10. Select 'YES' if the person did any of the following work in the LAST 7 DAYS, for one hour or more:
  - Any farming-related work on land owned, rented, or otherwise used by members of this household. Exclude paid farming work on non-household land.
  - Any livestock-related work with animals owned or rented by members of this household. This includes breeding, raising, or caring for livestock (cattle, sheep, goats, etc) as well as any other animals raised for meat, goods, or services (donkeys, poultry, rabbits, bees, etc). Exclude employment looking after another household's animals (e.g., work for payment as a herder).
  - Any fishing-related work, such as fishing, aquaculture, shellfish collection, etc. Exclude employment in fishing and aquaculture activities (e.g., work for a non-household member for payment as a fisherman).
  - Any forestry-related work, such as collecting wood or plants, foraging for food or other goods, and hunting in forests or other uncultivated areas (grasslands, seashores, etc). Exclude employment in forestry activities (e.g., working for a non-household member for payment in any of these areas, receiving payments for forest services).
11. Select YES, if MEMBER helped in the execution of any of the agriculture-related activities in the LAST 7 DAYS. Be sure respondent understands that you want to know if MEMBER assisted in any way on these activities for at least an hour in the LAST 7 DAYS. Any support provided should be counted toward a YES. This question is asked when the answer to S4AQ10 is 'NO'. Some respondents may spend time contributing to these activities but may not consider their input to qualify as work. However, for the purpose of this survey, these activities are classified as work and additional information must be collected from the respondent. The question intentionally does not include the word "work" and any translations or explanations should exclude the word as well.
12. Record the number of hours MEMBER was engaged in agricultural activities in Q10 and/or Q11. Record the hours actually worked, not the number of hours they usually or normally would have worked. Include break times but EXCLUDE commute time (the time going to and from work).
- 13a. **The main intended usage of the products from the person's work in household farming, fishing, livestock, or forestry activities.** This question relates specifically to the output of each person's own work in farming, fishing, livestock or forestry activity, not the total output of the household. READ OPTIONS.

Ask the respondent to select the answer that applies best. ONLY FOR SALE means that the person intends to sell all the output from their work in these activities. BOTH FOR SALE AND FOR HOUSEHOLD USE means more than some of the output from this person's activities was/will be sold or bartered, but some was/will be consumed by the household. ONLY FOR

HOUSEHOLD USE means that all the output from this person's activities will be consumed by the household.

- 13b. This question appears if the MEMBER selected "Both for sale and household use" in S4AQ13a. Ask for the share of the products that [NAME] worked on that are intended to be sold. DO NOT READ OPTIONS.
- 13c. This question appears if the MEMBER selected "½ (50 percent)" in S4AQ13b. DO NOT READ OPTIONS.

#### RECOVERY QUESTIONS

**Question 15 -16:** is asked to those who reported that they have not engaged in any income-generating activity in the last 7 days, including wage job, apprenticeship, working or helping in a household farm or non-farm business. These are recovery questions to see if MEMBER remembers any activity.

15. Use examples ONLY IF NECESSARY to explain what any kind of business or farming activity may be included. Examples are petty trading, hairdressing, barber, catching fish, raising animals and so on. The words "work", "job", or "employment" MUST NOT be used, as the intent is to capture activities that meet the definition of work or employment even when individuals themselves do not consider the activities to do so.
16. Select YES if the person HELPED any household member with their activities in any sort of work or employment in the last seven days. If a respondent helps another household member with their paid job and the respondent is not paid for this activity, this qualifies as employment. Examples of such work include a son who helps his mother grade papers, where the mother is employed as an elementary school teacher; and a wife who helps her husband cut vegetables, as part of his paid employment as a cook at a restaurant (that is not owned by the household). Both the wife and the son are classified as employed, although not affiliated with the school nor with the restaurant. A respondent who "helps" with activities of a household enterprise of another household member is classified as employed.
- As in the previous question, the words "work", "job", or "employment" MUST NOT be used; again, the intent is to capture activities that meet the definition of work or employment even when individuals themselves do not consider the activities to do so.
17. Record only the work hours for the activities in S4AQ15 and/or S4AQ16, breaks included. DO NOT include the time GOING TO AND FROM WORK. INCLUDE break times.
18. This is a recovery question to see if MEMBER remembers any additional activity. Please ask the question as it is and select MEMBER's answer.
- 19a. Refer to S4AQ13a for explanation.
- 19b. Refer to S4AQ13b for explanation.
- 19c. Refer to S4AQ13c for explanation.

**TEMPORARY ABSENCE** - Asked only if MEMBER did not participate in any income generating activity in the past 7 days, i.e., S4AQ4, S4AQ6, S4AQ8, S4AQ10 and S4AQ11, S4AQ15, and S4AQ16 received a NO response.

- 22a. Select YES if MEMBER normally or regularly works in a job, as self-employed, for a household business or household farm (incl. agriculture, livestock, fishing, forestry), and is expected to return to the activities in the near future. If YES, skip to S4AQ23.

- 22b. If MEMBER has something he/she is doing that is unpaid and it is for a household member, select YES; otherwise select NO and skip to S4AQ28.
- 23. Select the best option that describes why MEMBER was absent from their regular work in the LAST 7 DAYS. DO NOT READ OPTIONS.
- 24. Though MEMBER has been absent from their job, if it is expected that MEMBER will return to this work before 3 MONTHS have elapsed, select YES. Probe if respondent is unsure about when he/she will return to work using the 3-month time frame. If NO, skip to Q28.
- 25. Asked only when reason for absence is because of the low or off-season (S4AQ23=2). Record 'YES' if, during the period considered as low or off-season, MEMBER continued to perform at least some of the tasks or duties of their work. For example, clearing a field, applying fertilizer, checking orchards for overall tree health, buying supplies for a construction business, repainting their seasonal shop, etc. – anything in preparation for the high or active season.
- 26. Select YES, if the work that MEMBER was temporarily absent from is in a household-owned agricultural activity. If NO, skip to S4AQ38.
- 27a. Refer to S4AQ13c for explanation.
- 27b. Refer to S4AQ13b for explanation.
- 27c. Refer to S4AQ13c for explanation.

**JOB SEARCH** - Asked only of persons that do not have any employment. This includes persons with (a) no work in any activity or (b) work ONLY in household farming/livestock/fishing/forests where the intended use of output is only or mainly for household use. These questions will help in measuring unemployment and other types of labor underutilization.

- 28. Select YES if MEMBER has taken any ACTUAL action in the **PAST 4 WEEKS** to find work or start an income generating activity, such as actively asked around for work, or applied for jobs. Do NOT select YES if MEMBER only wanted to get work but did not actively do anything towards it or had asked for work prior to 4 weeks ago and was only waiting to hear back. If YES, skip to S4AQ30.
- 29. Select YES, if MEMBER has taken concrete action in the PAST 4 WEEKS to start a business such as seek financial help for a proposed business, develop a business plan, network with persons in the field of interest. Select NO, if there is only a desire but no action has been taken in the past four weeks. If NO, skip to Q32.
- 30. Record the MAIN actions taken by the person in the PAST 4 WEEKS to find paid work or start a business. RECORD UP TO 2 ACTIONS.
- 31. Record the amount of time MEMBER has been without work and actively trying to find a job or start a business. For example, if the respondent has been looking for work for 6 months but did some work for pay 3 months ago then the right response would be 3 months. DO NOT READ OPTIONS. Skip to S4AQ34.
- 32. Record 'YES' if the person **wants to work at present**. Do not probe or question their response, regardless of any previous answers or information provided. If NO, skip to S4AQ37.
- 33. Asked only of persons who did nothing to find a paid job or start a business but have a desire to work. Select the response for the reason the person did not look for work in the last four weeks.

If the respondent mentions more than one reason, ask them to confirm which one is the most important reason. DO NOT READ OPTIONS.

- 34. Select 'YES' if MEMBER reports being available to work in the LAST 7 DAYS - meaning the person had the time and capacity to work in any form if there had been any possibility to do so. Select 'NO' if the person reported having no time to work for any reason. If YES, skip to S4AQ37.
- 35. Select YES, if MEMBER is available to start working within the NEXT 2 WEEKS if a job or business opportunity were to become available. If YES, skip to S4AQ37.
- 36. Only asked with a NO response to S4AQ34 or S4AQ35. Record the reason MEMBER is unable to start working within the NEXT 2 WEEKS.
- 37. READ OUT ALL OPTIONS and record what the respondent reports as the main current activity. It could be the activity they spend most time on or the activity they feel is most important but should be up to the respondent to determine this. The notion of "at present" is to be interpreted as understood by the respondent (and does not have a pre-defined reference period as other questions do). Skip to S4AQ62.

**MAIN JOB IDENTIFICATION** - Asked only of respondents who are defined as employed based on the responses provided thus far. This includes those who reported (1) work in any paid activity outside of household farming/fishing/livestock/forests; (2) work in household farming/livestock/fishing/forests where the stated intended use of output is only or mainly for sale; and/or (3) either of 1 or 2 above, even if absent during the reference week.

- 38. Select 'YES' if the respondent had more than one job or business. A self-employed person who works for more than one client is not considered to have more than one job or business. A separate job should involve working in a different economic activity or in a different status in employment. For example, a person who runs their own business and also works as a government employee; or a self-employed person who runs a convenience shop during the day and drives a taxi during the evenings. For employees it refers to the number of employers they have, for example an employee of a real estate agency has one job, regardless of how many clients they might serve through that agency. If NO, skip to S4AQ40a.

**ENUMERATOR READ OUT:** I am now going to ask you some questions about [NAME]'s main job. The main job is the one where [NAME] usually works the highest number of hours (even if [NAME] was temporarily absent the last 7 days).

- 40a. Give a detailed description of the activity in MEMBER's main wage job, including the position, and type of industry and workplace, e.g. "cook at a restaurant", "managing a restaurant", "assistant in a pharmacy", etc. Do NOT just write "restaurant". For example, if the respondent says he/she is a teacher, you should inquire further as to what type of teacher – primary school, vocational school, higher education, and so on, and write down in detail such as "primary school teacher". Detailed descriptions regarding the main tasks/duties should be provided for proper coding.
- 40b. ENUMERATOR: DO NOT READ THIS QUESTION. Select the applicable code using the information provided in Q40a.
- 41a. Give a detailed description of the main activity of the establishment in which the work is carried out. The main activity means the main goods and services that the establishment or business produces or provides. This is also known as your "your place of work". Examples include: Police Department - public safety; Restaurant - preparing and serving meals; Transport Company - long



distance transport of goods. For example, a cook in a restaurant works in a different industry than a cook at a hospital.

- 41b. INTERVIEWER: DO NOT READ THIS QUESTION. Select the applicable code using the information provided in Q41a.
- 41c. *INTERVIEWER: WHICH OF THE FOLLOWING BEST DESCRIBES THE SECTOR OF THE BUSINESS OR ORGANIZATION FOR WHICH [NAME] WORKED LAST WEEK? DO NOT READ THE QUESTION.* The interviewers should select the applicable sector using the information in Q41a.
42. This is asking for the relationship between MEMBER and the business or organization he/she works for.
- IN OWN BUSINESS OR FARMING ACTIVITY: The person owns and/or runs a household business (farm or non-farm enterprise) and may or may not have employees working for him/her.
  - IN A BUSINESS OR FARM OPERATED BY A HOUSEHOLD OR FAMILY MEMBER: The person participated in any activity to support the operation of a business activity (farm or non-farm enterprise) of a household member living elsewhere.
  - AS AN EMPLOYEE FOR SOMEONE ELSE: The person holds a job with a written or oral contract which gives them a basic pay that is not directly dependent on the revenue of the entity where they work.
  - AS AN APPRENTICE, TRAINEE OR INTERN: The person is paid on a temporary basis to acquire workplace experience or skills.
  - HELPING A FAMILY MEMBER WHO WORKS FOR SOMEONE ELSE: The person helped with any of the tasks or duties of an employee job held by a household member living elsewhere. For example, a daughter who grades exams for his father as part of his job as a teacher.
43. Record the actual number of months, of the PAST 12 MONTHS, during which the person worked in their main job.
44. Record the number of weeks the person usually worked in their main job, during the months when they worked. If the number of weeks vary by month, ask the person to estimate an average over months actually worked during the LAST 12 MONTHS.
45. Record the number of DAYS PER WEEK that the person usually worked in their main job, during weeks when they did any work. If the number of days vary ask the person to estimate an average over the LAST 4 WEEKS.
46. Record the number of HOURS PER DAY the person usually works in their main job, referring only to the days they worked. If the number of hours per day vary ask the person to estimate an average over the LAST 4 WEEKS.
47. Record the amount usually received in cash or in-kind. For those who are employed by others, record their combined wages, salaries, and other payments. For persons in self-employment or working in household NFEs record profits, which means the total income minus costs. For any in-kind earnings, ask the respondent to estimate the value in Naira.
- Record also the time period this payment covers. Let the respondent report their earnings in whichever time frame they prefer (hourly, monthly etc). IF RESPONDENT HAS NOT YET BEEN PAID, ASK: What payment do you expect? What period of time did this payment cover?
48. This includes bonuses, accommodation, transportation or other expenses paid by employer. Exclude salary but include in-kind payments. Select YES, if MEMBER has received any of these payments from work.
49. Record the Naira value of the allowances MEMBER received in S4AQ48. In-kind payments should be estimated in Naira value as well. If MEMBER has not yet been paid, ask how much



they expect. Record the full amount in Naira. Do NOT forget to record the 000s for thousands of Naira. Record also the time period this payment covers. Let the respondent report their earnings in whichever time frame they prefer (hourly, monthly etc).

50. Select the household member who decides on the use of the earnings of the MAIN wage job of MEMBER.

#### **EMPLOYEES AND APPRENTICES**

52. If in doubt, probe to make sure you select the correct employer type. If the respondent works for the government, check which level of government. DO NOT READ OPTIONS.
53. Select YES if MEMBER's main wage job is an apprenticeship job i.e. MEMBER works as part of a scheme where he/she works with experts of a craft or a trade for a set period of time to learn their skills and was paid for the activity. It does NOT matter if the internship is formal or informal or paid or unpaid.
54. Select YES, if MEMBER contributes to the Fund. The National Housing Fund is a common fund managed by the government and collected from the salary of workers. The fund can be used by contributors to obtain loans used to build, purchase, or renovate a home.
55. Record the number of persons working in the enterprise/establishment including the owner and MEMBER as well. Include all workers regardless of their status in employment (employees, paid apprentices, contributing family workers, business co-operators, etc.), whether full-time or part-time, with a temporary contract or agreement, etc., even if absent during the reference week. DO NOT READ OPTIONS.
56. Select YES if MEMBER has any written contract/agreement or letter of appointment for the MAIN wage job. Consider any written document that qualifies MEMBER to be an employee of that entity, including short term contracts. Select NO if MEMBER only has a verbal agreement or has not yet received the contract.
57. Record all types of benefits that are offered by the employer. Read all options out loud and record YES or NO for each type. Probe for other benefits that you may not have mentioned.
- *Pension Scheme* - The person is enrolled in a pension or other retirement benefit scheme through their main job, and their employer pays part/all of the contributions to it. Note that the question is not asking if the person has any form of pension, but whether the employer contributes to it.
  - *Health Insurance* - The person's employer is contributing to (paying for or providing) partial or full health insurance coverage. Note that the question is not asking if the person is insured, but whether the employer provides such benefits.
  - *Participation in a trade union* – Allowed to be a member of the trade/labour union
  - *Annual Holiday/Leave* - The person is entitled to a certain number of days of leave per year, without any reduction in salary.
  - *Sick Leave* – Leave of absence granted because of an illness or injury
  - *Maternity/paternity leave* - The person is entitled to paid leave for the birth of a child.
  - *Transport subsidy* - The person is entitled to subsidized transport to/from their main job. Note that the question is not asking if the person is using this form of transport, but whether the employer contributes to it.
  - *Hazard allowance* - Hazard pay or "hazard duty pay" is extra money added to your regular salary. When there is a risk of injury or death or significant physical hardship, hazard pay is an extra benefit to entice people to take a higher risk with their job.

- *Holiday bonus* - A holiday bonus is a gift given by an employer to an employee during the holiday season. A holiday bonus can be a physical gift, extra days off or, most commonly, a monetary payment.
  - *Housing allowance* - the amount used to provide or rent a home or the fair market rental value of the home (including furnishings, utilities, garage, etc.).
58. Select ALL the months that MEMBER worked in the **LAST 12 MONTHS**. If MEMBER worked up to one day in the month, consider to have worked in that month. If MEMBER did not work due to illness or leave, but received a salary, consider to have worked in that month. The answer options are filtered to display all months in the past 12 months. Select ALL 12 MONTHS if MEMBER worked in every month in the LAST 12 MONTHS.
  59. Record the number of WEEKS in which MEMBER normally or regularly worked PER MONTH in the MAIN wage job, even if MEMBER worked part time or not the full week. Note that the total number of weeks worked cannot be more than 4.
  60. Select YES, if MEMBER carried out this activity not for pay. Select NO, if it was done for pay.
  61. Record the number of hours MEMBER spent carrying out this activity. Include travel time from household dwelling to where collection was made and back. IF ONLY ENTERING TIME IN HOURS, RECORD ZERO FOR MINUTES.
  62. Select YES, if MEMBER carried out this activity not for pay. Select NO, if it was done for pay.
  63. Record the number of hours MEMBER spent carrying out this activity INCLUDING THE WAITING and TRAVELING TIME. IF ONLY ENTERING TIME IN HOURS, RECORD ZERO FOR MINUTES.

## SECTION 5A: Meals Away from Home

**Description:** This section asks about the expenditures on all the meals, food stuffs and drinks that were prepared outside the household, bought by household members in the past 7 days, and usually consumed outside or inside the home.

**Respondent:** Most knowledgeable adult member of the household.

1. Read out the question text and the answer options one by one, recording for each option if ANY household member consumed the meal or drink **AWAY FROM HOME** in the **PAST 7 DAYS**. Answer this question for all items first before answering the details in the MEALS AWAY screen. MAKE SURE to not skip items. A YES or NO MUST be selected for each option.

Consider ANY meal or drink that was produced outside the household and bought by a household member or given for free, even if the meal or drink was consumed in the household (e.g. take away food). Make sure to INCLUDE meals or drinks consumed in eateries, restaurants, canteens (e.g. Mama put, Buka, Canteen) and meals and drinks outings to which household members were invited to. DO NOT consider food that was prepared in the household and then consumed outside the household.

The first three answer options refer to FULL MEALS consumed (e.g. rice and stew, pounded yam and egusi, tuwo, garri and draw soup, etc) and depend on the hour of the day consumed: breakfast in the morning, lunch in the early afternoon and dinner in the evening or at night. If no entire meal was consumed, consider it under the other options.

MAKE SURE the respondent understands it is for ALL household members. There is a tendency for respondents to only think about the items they have consumed. Respondent may need to check

with other members of the household to confirm if they consumed foods, snacks or drinks purchased outside the household in the PAST 7 DAYS.

2. Record the TOTAL amount spent by ALL household members on the selected meal or drink category in the **PAST 7 DAYS**. If the meal or drink was free, ask the respondent to estimate on average how much such a meal or drink would have cost them. DO NOT DOUBLE COUNT amounts for meal or drink consumed, e.g. if you are not sure if a few snacks bought constitute a full meal, record the expenses ONCE in the more appropriate meal or drink category.

Give the respondent enough TIME to identify the individual meals and remember or estimate the cost. HELP the respondent if needed, to come up with the total amount, by first identifying which household members consumed the meal, how many times in the past 7 days and then get the respective costs. Take notes of the individual cost on your notepad or calculator, sum them up and record the total.

*EXAMPLE: In the past 7 days, Mr. Lawal ate lunch at his office twice which cost ₦550 each time (consider). The rest of the week he brought lunch from home to eat at work (do not consider). Mrs. Lawal ate lunch at her parents place once (consider as not prepared in household, estimated to would have cost her ₦400 in an eatery), and bought Akara and Pap for breakfast for the family which cost her ₦500 and which they ate back home (consider as produced outside the household). The totals are: lunch:  $2 * ₦550 + ₦400 = ₦1,500$ ; breakfast: ₦500*

## SECTION 5B1: Food Consumption & Expenditures (Part I)

**Description:** This section asks about the household's consumption of various food items in the PAST 7 DAYS. The food items are organized by food categories.

**Respondent:** Adult household member responsible for food preparations or food purchases made by the household in the PAST 7 DAYS.

**Instructions:** Answer questions from the top to the bottom, making sure that an answer has been recorded for all food items. Proceed to Section 6B2 ONLY WHEN all questions have been answered and the section has turned green. MAKE SURE the respondent does NOT see the screen of the tablet, so they cannot see how many questions are left.

1. Items consumed 'within the household' means food items, meals, drinks, snacks that have been prepared or cooked within the household or taken from the household's food supply. These items could include items that consumed outside the household's dwelling.

For each question, read out the question text and the answer options one by one, recording for each option if ANY household member ate or drank the food item in the **PAST 7 DAYS**. Answer all questions in this section FIRST, before moving to the next section. You MUST select YES or NO for each food item before moving on.

DO NOT consider meals or drinks that were consumed by household members OUTSIDE the household (they should have been recorded in section 6A: Meals Away from Home), UNLESS they were cooked/prepared inside the household and taken outside to be consumed elsewhere (e.g. lunch/snack brought from the household to work).

## SECTION 5B2: Food Consumption & Expenditures (Part II)

**Description:** This section is a continuation of the previous section 6B1. It asks for details about the household's consumption and expenditure on ALL the food items selected in 6B1. The food items are organized by food categories.

**Respondent:** Adult household member responsible for food preparations or food purchases made by the household in the past 7 days.

**Instructions:** ONLY answer once 6B1 has been completed. Answer questions from the top to the bottom. This section is typically very repetitive and tiring to the respondent; ENGAGE the respondent to keep them alert.

## FOOD CATEGORIES

One sub-section for every food item selected in 6B1.

2. Record the QUANTITY of ITEM that members of the household CONSUMED in the **PAST 7 DAYS**. Record the QUANTITY in **2a**, and select the corresponding UNIT in **2b**, e.g. if the household consumed 3 KG of rice, record 3 in **2a**, and select KG in **2b**. Select the applicable SIZE in **2c**. Sense check that the quantity unit combination makes sense and are in the area of the possible food consumption given the household size, probe the respondent if necessary. For example, if the respondent in a household of 5 members tells you that they have eaten 30kg of rice (which is very unlikely), double check with them if unit and quantity are correct.

The list of units is FILTERED and depends on the ITEM. If the respondent uses a unit that is not listed, select OTHER (SPECIFY) and record the details.

CONVERT millilitres to LITRES or CENTILITRES. 1L=100CL=1000ML. *EXAMPLE: 500ml is 50cl, 710ml is 71cl, 325ml is 32.5cl.*

When recording from SACHETS, TINS, PACKETS etc., use the SAME unit as it appears on the package, e.g. Bournvita 450g, butter 250g, etc. Do NOT record sachet, tins, packets as other unit.

Do NOT confuse KILOGRAMS and GRAMS. 1000 GRAMS=1 KILOGRAM. *EXAMPLE 0.900G is different from 0.900KG (900G) and is incorrect.*

**NOTE:** For some units such as a HEAP or CONGO you will be asked to specify the size of the unit. Show the pictures in the reference booklet to the respondent to find out what size of the unit they have consumed.

- 3-5b. Record how much of the ITEM that the household consumed in the **PAST 7 DAYS** came from purchase, own production and gift. Record the quantity in the SAME unit as the unit selected in **2b**. The total quantity of all 3 sources must NOT EXCEED the total quantity consumed. If the total exceeds the quantity consumed, double check with the respondent ALL sources. Do NOT just correct the last or the largest source. Write 0 if ITEM consumed did not come from one of the sources. NOTE, the household may have OBTAINED ITEM EARLIER THAN 7 days ago but only consumed (part of) it in the past 7 days.

3. *How much of the [QUANTITY, UNIT, SIZE IN Q2] of [ITEM] consumed by your household came from purchases?* Record quantity of ITEM consumed that was purchased by cash or in-kind. The PURCHASE could have taken place IN THE PAST 7 DAYS OR BEFORE. UNIT AND SIZE SHOULD BE THE SAME AS IN Q2.

4. *How much of the [QUANTITY, UNIT, SIZE IN Q2] of [ITEM] consumed by your household came from own production?* The quantity of ITEM consumed that came from plants cultivated on land rented, owned or sharecropped by members of this household, or from animals owned by members of the household. UNIT AND SIZE SHOULD BE THE SAME AS IN Q2.

5. *How much of the [QUANTITY, UNIT, SIZE IN Q2] of [ITEM] consumed by your household came from gifts or any other source?* The quantity of ITEM consumed that the household received for free or from any source other than purchases or own production.

The TOTAL UNIT AND SIZE for 3-5 SHOULD BE THE SAME AS IN Q2. The reference period that is relevant to this question, is that the food was CONSUMED within the last 7 days, regardless of when the ITEM was bought / gifted /harvested etc. EXCLUDE FOOD TAKEN OUTSIDE THE HOUSEHOLD.

- 5b. This question is activated if a number greater than '0' is entered in S5B2Q5. The respondent has stated that some or all the ITEM was received through gifts and other sources, so the question wants to know through what MAIN SOURCE the gift was received.
6. Record whether the household purchased any quantity of ITEM in the **PAST 30 DAYS**. Note that the recall period is different here from the previous questions in this section.
7. Record the QUANTITY of ITEM that members of the household PURCHASED in the **MOST RECENT PURCHASE** in **THE PAST 30 DAYS**. If the household purchased the ITEM two weeks ago and then also purchased the ITEM yesterday, you will only record information on the purchase made yesterday in this case. Record the QUANTITY in S6B2Q7a, and select the corresponding UNIT in S6B2Q7b, e.g. if the household purchased 3 KG of rice, record 3 in S6B2Q7a, and select KG in S6B2Q7b. Sense check that the quantity unit combination makes sense and is in the area of the possible, probe with the respondent if necessary.
- NOTE** that the quantity of ITEM PURCHASED in the past 30 days is INDEPENDENT of the quantity of ITEM CONSUMED in the past 7 days (S6B2Q2a.) and the quantity consumed that came from purchase (S6B2Q5). The quantity purchased in the past 30 days may be 0 (e.g. if the household had purchased it before 30 days ago) or may be larger than the quantity consumed (e.g. if the household shopped in bulk).
- The list of units is FILTERED and depends on the ITEM. If the respondent uses a unit that is not listed, select OTHER (SPECIFY) and record the details.
- NOTE:** For some units such as a heap or a congo you will be asked to specify the size of the unit. Show the pictures in the reference booklet to the respondent to find out what size of the unit they have consumed.
8. Record the TOTAL amount in NAIRA spent on ITEM purchased in the MOST RECENT PURCHASE IN THE **PAST 30 DAYS** (S6B2Q7A/7B).

## SECTION 5C: Aggregate Food Consumption

**Description:** This section is on food consumption of household members only, which intends to ask HOW MANY DAYS IN THE PAST 7 DAYS the different groups of food items were consumed. This should include consumption both inside and outside the home.

**Respondent:** Adult household member responsible for food preparations or food purchases made by the household in the past 7 days.

8. This question captures the number of days the food group was consumed both inside and outside the home, by all household members during the past 7 days. Record '0' (zero) if none of the food group items were consumed.
9. Select Yes if household shared any meals with a non-household member in the past 7 days.

## SECTION 6: Non-Food Expenditures

**Description:** This section asks about the household expenditures on non-food items. The section is divided into three sub-sections, each with a different reference period. Items that are purchased very frequently are asked with a 7-day reference period, items that are purchased regularly with a 30-day reference period, and items that are more infrequently purchased with a 12-month reference period.

**Respondent:** Adult household member responsible for purchases.

1/3/5 For each question, read out the question text and the answer options one by one, recording for each option if ANY household member purchased or paid for ITEM in the respective REFERENCE PERIOD. Go through each ITEM, and select YES or NO before moving to the next category. DO NOT skip any answer option or category. MAKE SURE the respondent understands the CORRECT reference period for each question, which varies from **PAST 7 DAYS**, **PAST 30 DAYS**, and **PAST 12 MONTHS**.

Consider only ITEMS that were bought or paid for during the reference period, even if they were received before the reference period or have not been received yet at the time of the interview.

2/4/6 For each ITEM any household member bought or paid for in the reference period, record the TOTAL amount in NAIRA spent on ITEM during the reference period. NO DECIMALS are allowed, round up or down to reach an integer amount in Naira, e.g. if an item costs ₦1,500.40 record ₦1,500. For ITEMS purchased in foreign exchange, convert using the official exchange rate.

## SECTION 7: Food Security

**Description:** This section assesses the household's food security situation during the **30 days** prior to the day of the interview. More broadly, it is meant to capture how well the household can meet its food needs.

**Instruction:** This section is SUBJECTIVE and therefore you MUST rely solely on the responses provided by the RESPONDENT. You must never question a response provided by a respondent in this section, even if from the surroundings and other questions you think their response is inconsistent.

HOWEVER, look out for logical inconsistencies in the respondent's response that may result from miscomprehension, and probe further as needed. For example, a respondent said they never skipped a meal in the last 30 days because of lack of money/resources (S9Q1D=NO). They also said they went without eating for a whole day because of lack of money/resources (S9Q1H=YES). These two responses are inconsistent, if they went without eating for a whole day that means they skipped a meal, so S9Q1D should be YES. In such cases probe further to clarify that the respondent fully understood the question.

Select YES if the statement of the question was true AT LEAST ONCE in the **PAST 30 DAYS**, for ANY household member. Note that the event did not have to happen regularly, just once is enough, e.g. if a household skipped only one meal in the past 30 days, select YES for S9Q1D.

The questions ask if the household reduced/changed their food intake BECAUSE OF LACK OF MONEY OR OTHER RESOURCES. DO NOT consider reduced/changed food intakes because of religious (e.g. fasting), medical, or any other reasons. Having forgotten to bring money e.g. to work and not being able to buy the normal lunch is NOT considered a lack of money.

**Respondent:** Adult female or adult household member most knowledgeable about food consumption.

**READ OUT THE STATEMENT:** *Now I would like to ask you some questions about your household's food consumption in the last 30 days. During the last 30 days, was there a time when...*

- 1a. This question refers to a **state of being worried, anxious, apprehensive, afraid, or concerned** that there might not be enough food or that the household would run out of food because there was not enough money or other resources to get food. The worry or anxiety could be due to circumstances affecting their ability to obtain food, such as loss of employment or other source of income, or other reasons such as a poor harvest, disrupted social relationships, loss of customary benefits or food assistance, or environmental or political crises.  
  
It is not necessary for the household to have actually run out of food to answer affirmatively to this question. Just the concern and the consequent possible coping strategies are manifestations of food insecurity, even in cases when the actual food consumption is not compromised.
- 1b. This question asks the respondent whether the household was not able to get foods they considered healthy or those that make a **nutritious or balanced** diet because there was not enough money or other resources to get food. The answer depends on the respondent's own **opinion** of what they consider to be healthy and nutritious foods. In general, healthy and nutritious diets are diets that include foods from the different food groups (carbohydrates, protein, fats & oils, and fruits & vegetables). This question refers to the **quality** of the diet and **not the quantity** of foods eaten.
- 1c. This question asks if the household had a diet with a limited variety of foods or whether they had to eat the same foods or just a few kinds of foods every day because there was not enough money or other resources to get food. The implication is that the **diversity** of foods consumed would likely increase if the household had better access to food. This question refers to the **variety** of the diet and **not the quantity** eaten. It is important to stress the link to lack of money, to identify conditions of food insecurity, rather than customary habits to limit the variety of foods eaten for other reasons, such as health or religion.
- 1d. This question asks about the experience of having to **miss or skip** a meal that would normally have been eaten because there was not enough money or other resources to get food. In some languages, no single term means "meal" or expresses "skip a meal." Therefore, ask if food was skipped in the morning, afternoon, or evening, depending on the interval that the community usually takes meals. This question refers to an **insufficient quantity of food as a result of a reduction in the frequency of food consumption in a day**.
- 1e. This question asks about eating less than what the respondent thought should be eaten, even if a meal was not entirely skipped because the household did not have money or other resources to get food. Therefore, eating **less** than expected could be maintaining the same frequency of meals but cutting down on portion size, and thus eating less. For example, following the harvest, households may take three meals a day, but during the lean season, the frequency may decrease to one to two meals a day, and when the crops fail, the number of meals is further reduced to one meal a day. The answer depends on the respondent's **own opinion or perception** of how much they think they should be eating. This question refers to the **quantity** of foods eaten and not the **quality** of the diet. This question does not refer to special diets to lose weight or for health or religious reasons.
- 1f. This question refers to any experiences when there was actually no food left in the household altogether i.e. food in the household was completely finished because they did not have money or other ways to get food, such as the household's own production of food or bartering to get food.
- 1g. This question asks about the physical experience of **feeling hungry, AND not being able to eat enough** because of a lack of money or resources to get enough food. It does not refer to dieting to lose weight or fasting for health or religious reasons.



- 1h. This question asks about a specific behavior—**not eating anything all day**—because of a lack of money and other resources to get food. It does not mean dieting to lose weight or fasting for health or religious reasons.
- 1i. This question asks if any adult members of the household had to **eat less than they would have liked**, so that children in the household would have enough to eat.
- 1j. This question wants to know if there was a time that any member of the household had to reach out to somebody outside of the household to have food to eat. This includes borrowing food or just asking for assistance from friends or relatives.
- 2a. Record the number of MEALS taken by ADULT household members on a NORMAL DAY. By MEAL we mean any of the regular occasions in a day when a reasonably large amount of food is eaten. DO NOT include snacks eaten between meals. By ADULTS we mean household members of 15 years or older.
- 2b1. Record the number of MEALS taken by child MEMBERS between 5 and 15 years of age on a NORMAL DAY. The question is closed if the household does not have any household members in this age range.
- 2b. Record the number of MEALS taken by 6-59 MONTHS OLD household members on a NORMAL DAY. The question is closed if the household does not have any household members in this age range. Consider BREASTFEEDING as a meal.
3. Select YES if in the **PAST 12 MONTHS** there was a moment when there was not enough food available in the household to feed the household. “NOT ENOUGH FOOD AVAILABLE” does not mean that there was no food at all; it means there was less food than the household normally has to eat. NOTE that the reference period is DIFFERENT to the questions asked earlier in the section (i.e., S9Q1a – 1h). NOTE that this experience of lack of food could have been for just one day and if that is the case select YES. If NO, skip to the next section.
4. If response to S9Q3 is YES, ask when the household experienced this incident. Select ALL months in which the household did not have enough food to feed the household members. The months are filtered and depend on the day of the interview. Pay attention to the year to ensure you select the correct year. Select all that apply. If the household experienced not having enough food to eat every month of the year, select ‘0’.
5. If response to S7Q3 is YES, ask for the reason(s) the household did not have enough food to feed. Respondent can list up to three. Select ALL causes in ORDER OF IMPORTANCE, starting with the most important one to the least important one. Mark the most underlying reason as the most important, e.g. if a household had a low harvest because of a drought that also drove up food prices at the market, but the household normally eats the food they produce themselves, select INADEQUATE STOCKS DUE TO DROUGHT/POOR RAINS first, and FOOD IN THE MARKET WAS VERY EXPENSIVE as second. If the household says they had little food saved/harvested, etc., probe to understand the underlying reason (drought/pest damage/lack of land/lack of inputs) and select the corresponding option.

## SECTION 8: Non-farm Enterprises

**Description:** This section obtains information on non-Farm income generating activities or enterprises of the household. In the context of this survey, enterprise refers to any trade (in food, clothes or various articles) or professional activity (like that of a private lawyer, doctor, a carpenter, mason, etc.) offering



services for payment in cash or in kind. This refers to an economic unit producing goods or providing services. Characteristics of defining a household enterprise are:

A *household enterprise* is a segment of the economy typically comprised of small-scale producers and distributors of goods and services; and consisting largely of independent, self-employed producers. It is an informal-sector business and tends to operate with very little capital; to use a low level of technology and skills; and to provide low incomes and unstable employment.

Household non-agricultural income-generating enterprises include those that produce or trade goods or services, including owning a shop or operating a trading business, no matter how small.

However, post-harvest processing and trading of household's own agricultural crops should not be listed here. Examples of household enterprises are mat making, brick making or working as a carpenter, firewood selling, shoe-shining, metalwork, tailoring, repair work, food processing, fish marketing, petty trading and so on.

**Respondent:** The respondent should be the owner or manager of the enterprise.

1. The first question is a filter question for different kinds of household enterprises. The reference period is the LAST 12 MONTHS. You MUST select YES or NO for each category. Make sure to ask about each category before continuing to the next question.
2. Under this question, list all enterprises or non-farm activities done by any member of the household. Type main activity and main product or service type sold. For example, 'selling shoes and watches'. You can list up to 10 types of services. If an activity or enterprise is done by more than one household member, remember to record this only once.
3. This question wants to know whether this enterprise is currently operating, or if it has closed permanently, temporarily or just for the season (seasonally).
4. If "closed permanently" or "closed temporarily" is selected for S9Q3, this question wants to know the MAIN reason why the income-generating activity has stopped operating. DO NOT READ out the options. Select the option that best describes the respondent's description.
- 4a. Record here the MONTH and YEAR the enterprise stopped operating. If enterprise stopped operating several times over the past 12 months, record the last time the enterprise stopped operating. If the enterprise stopped taking clients in August 2022, but was still serving existing customers up to January 2023, then record January 2023.
- 4b. The question wants to know how long ago the enterprise first went into operation. If for example, the business first started in 1990 and then shut down in 2000, and went back into operation in 2021, 1990 will be the first time the business went into operation and 33 years should be recorded.
5. Select the household member that MANAGES the enterprise operations or is MOST KNOWLEDGABLE on how the enterprise is operated. If the enterprise is managed by a non-household member, then ask for the household member who confers with the manager most often on the enterprise and select that person. Up to 2 persons can be selected.
6. This question wants to know who OWNS or OWNED this ENTERPRISE. The enterprise may be managed by one person but owned by another, so be clear on what information you are asking. There is a provision for a maximum of two persons. If more than 1 person owns the enterprise, select the primary owner first, then select the second owner. The order of selection is important.

7. This question seeks to find out who decides on how monies made from the enterprise are used. Select the PRIMARY DECISION MAKER first, then the SECOND DECISION MAKER if applicable. NOTE: the order of selection here is important.
8. DO NOT READ OUT. Select the MEMBER who will be providing more detailed information on the ENTERPRISE. Only the household members selected in S9Q5 will appear to be selected from. This person should be the manager of the enterprise.
9. In this question, we are interested to know which months the enterprise operated in during the LAST 12 MONTHS. Select each applicable month.
10. The question wants to know the location of the household ENTERPRISE. Select the one that best describes the respondent's answer from the options provided.
11. If the ENTERPRISE is formally registered with any government agency, then select YES. Government agency here includes the Federal/State Internal Revenue Service, Registrar General, Corporate Affairs Commission (CAC) or any association acting on behalf of the government.
- 11b. Payments could include fees, permits and so on, which may or may not be formal. Select YES, if the household had to make any type of payments in order to be operational in the LAST 12 MONTHS.
12.
  - a) Select from the household roster, persons who worked in the household in the last 12 months. These household members can be PAID or UNPAID employees of the ENTERPRISE. For each selected household member also indicate:
  - b) which months MEMBER worked on the ENTERPRISE, in the LAST 12 MONTHS.
  - c) during the months MEMBER worked, how many WEEKS PER MONTH on average did MEMBER work in this ENTERPRISE.
  - d) during the weeks MEMBER worked, how many HOURS PER WEEK did MEMBER work on the ENTERPRISE.
 NOTE: the restrictions on this question that the total number of days' work on an enterprise cannot exceed 31 days.
- 13a&b. This question wants to know the number of employees, who are NOT HOUSEHOLD MEMBERS employed in the ENTERPRISE, disaggregated by male (13a) and female (13b). Record separately the total number of male and female employees of the ENTERPRISE.
14. What was the main sources of funding used to launch the ENTERPRISE. If more than one source, mention a maximum of up to three main sources from the options listed in order of importance.
15. Select YES, if any member of the household applied for a loan to operate the ENTERPRISE in the LAST 12 MONTHS. If an application was made but rejected, still record YES; probe to ensure that the respondent knows that even loans that were not awarded should be included. The loan application should have been specifically for the ENTERPRISE, whether or not it was used for the ENTERPRISE is not important here.
- 15b. If the household member was able to secure a loan from any organization or person in the last 12 months for the ENTERPRISE, select YES.
- 15c. Ask the respondent to give the TWO MAIN REASONS the loan application was denied to them.
16. Indicate the MAIN sources of the credit that have been used to operate this ENTERPRISE. Up to 2 can be selected.

<b>LOAN PROVIDER</b>	<b>DEFINITION</b>
COMMERCIAL/RETAIL BANK	A for-profit financial institution that is licensed to offers all basic financial products and services to the general public including individuals, corporations, institutions, and governments. It accepts deposits from customers, allows for cash withdrawals and grants loans.
SAVINGS CLUB/ASSOCIATION	Is a scheme that allows people to save as much and as often as they like usually towards a specific future expense e.g. Christmas savings clubs. Some allow shoppers to make payments for goods and services in instalment throughout the year instead of all at once.
ROSCA/ASUSU/ESUSU/ ADASHE/AJO /ASCA	Rotating Savings and Credit Association/ Accumulated Savings and Credit Associations (both are known as ASUSU/ESUSU, ADASHE & AJO). Informal association where groups of people come together for a specified period of time to save and borrow together.
EMPLOYEE/UNION WELFARE FUND	A fund established by an employer or union, and funded primarily by employer contributions, from which benefit payments are made to employees in time of sickness, disability, unemployment, or another specified event.
SAVINGS AND CREDIT COOPERATIVE ORGANIZATION (SACCO)	Also called Co-operative or Credit Union). A duly registered financial organization, owned and operated by and for its members, that generally provide services similar to retail banks, including deposit accounts, credit, and other financial services. Members are group of people who share a common bond (e.g., work for the same employer, live in the same community, work in the same trade/industry such as Farmers' groups). They put their savings together and also make mandatory minimum monthly savings contribution. The pooled savings is used to provide loans to members at reasonable interest rates compared to other banks.
NIRSAL MICROFINANCE BANK/CENTRAL BANK	Nigeria Incentive-Based Risk Sharing System for Agricultural Lending (NIRSAL) is a non-bank financial institution owned by the Central Bank of Nigeria. NIRSAL supports the flow of affordable finance and investments into the agriculture sector. NIRSAL is not a typical lending institution. It finances projects through its specialized programmes.
MICROFINANCE BANK/INSTITUTION (DEPOSIT-TAKING)	A financial institution officially licensed by CBN to engage in microfinance business. They can take deposits (savings) from general public, provide financial services (such as small loans, insurance, domestic money transfer etc.) and non-financial services to microfinance clients who would otherwise have no access to finance such as low-income earners, the un-banked and persons operating in the informal sector.
MICROFINANCE COMPANIES (NON-DEPOSIT TAKING)	Non-Deposit Taking Microfinance Institution are financial institutions which provide microloan and mobilize funds in the form of a loan or grant.
INVESTMENT CLUB	An investment club is a group of individuals who meet for the purpose of pooling money and investing; members typically meet periodically to make investment decisions as a group through a voting process and recording of minutes or gather information and perform investment transactions outside the group.
BURIAL SOCIETIES	A not-for profit friendly society where members contribute a monthly fee to cover the cost of funeral in the event of the death of a member or the dependent of a member.

VILLAGE SAVINGS AND LOAN ASSOCIATIONS (VSLAS)	Self-managed community-based savings groups in remote rural areas and urban slums that provide their members access to basic financial services such as savings, insurance and credit. Members meet regularly (usually weekly or fortnightly) to save and if desired, borrow small loans for short periods with interests. At the end of every annual cycle, all savings, loan profits and fines are distributed back to members in proportion to their savings.
NEOBANKS (100% DIGITAL BANKS) / MOBILE NETWORK OPERATORS (MNO) / MOBILE MONEY OPERATOR/AGENT	Neobanks - Fintech companies that offer basic banking services strictly online, via mobile apps, or online banking. Neobanks are just like normal banks except that they are 100 percent digital. They are usually not associated with any traditional bank and have no physical branches (e.g., Kuda Bank, Vbank, Fair Money, Wise Transfer Wise, Kredi Bank). MNO - A telecommunications service provider organization that develops and deploys financial services through mobile phones networks and apps. (e.g., MTN MoMo, Airtel's Smartcash). Mobile Money Operator/Agent - A financial institution that is a licensed mobile money service provider, they develop and deploys innovative financial products/services through mobile phones networks and apps. Some of these companies have various retail outlets operated by agents that allow users to carry out different types of transactions for a fee without necessarily visiting banking halls. (e.g., Paga Mobile, Kudi Mobile, Palm Pay, Okash/Opay).
LOCAL/VILLAGE MONEY LENDER	An unlicensed and unregistered money lender who provides loans with interest and is not affiliated with any formal or semi-formal system.
MORTGAGE BANK	A mortgage bank is a bank that specializes in originating and/or servicing mortgage loans. In the United States, a mortgage bank is a state-licensed banking entity that makes mortgage loans directly to consumers.
WOMEN GROUP/ ASSOCIATION	A group of women who meet regularly, usually to have discussions, organize advocacy campaigns, or for recreational activities. The overarching goal of these groups is to empower women and promote their livelihoods and self-reliance.
VENDOR/HIRE PURCHASE	If a vendor offer credit when providing goods or services.

17. Only capture TOTAL loans that were RECEIVED in the LAST 12 MONTHS. If multiple loans were received in the LAST 12 MONTHS, calculate the total amount received and enter. If a loan was approved more than 12 months ago, but was received within the last 12 months it should be included. If a loan has been approved but not yet transferred it should not be included in the total. If no loans have been received in the LAST 12 MONTHS enter '0'.
18. If the ENTERPRISE has any outstanding loans that are being repaid, either in cash or kind, within the LAST 12 MONTHS, then select YES. This means repayments have been made during the LAST 12 MONTHS. Note that this question is applicable to ENTERPRISES that are currently operating. If NO, skip to S9Q20.
19. For enterprises that have outstanding loans, record the total amount that is repaid on the loan and the time unit the amount represents. If the household pays N100,000 every month, then enter 100000 and select "MONTHLY".

24. Select the MAIN buyers of the ENTERPRISE's products or services. Up to two options can be selected from the list and must be done in order of importance. If option OTHER, SPECIFY is chosen, please ensure to specify the other buyer of the product and/or services of this ENTERPRISE.

*FINAL CONSUMERS:* Customers who buy products or services for direct consumption.

*TRADER:* A wholesale or retail trader who buys products or services, in order to sell to consumers or other traders.

*OTHER SMALL BUSINESSES / LARGE ESTABLISHED BUSINESSES:* An entity who buys the products or services to support the operation of their commercial activities.

29. This question wants to know the total revenue of the ENTERPRISE in the last month of operation. The interviewer should be careful at asking this question since it is not referring to the profit made in the past one month (30 days). For restaurant type enterprises, this is the total sales during the last month of operation for the ENTERPRISE. For tailoring businesses however, this refers to the money from sale or delivery of sewn clothes, including the cost of inputs. If an item has been produced but not sold yet, this should not be included in estimating the total sales/revenue.

31. Record the BUSINESS COSTS of each category listed during the last month of operation of the ENTERPRISE. If there are no costs in a category, then enter '0'. Give the estimated amount in NAIRA.

For example, the amount spent on rent of shop or any other kind of rent in the course of running the ENTERPRISE during the last month of operation, should be calculated together and recorded under 'RENT'. With respect to transport, this could include monies spent on transport in running the ENTERPRISE. This may include moving about for ENTERPRISE-related trips; money spent transporting raw materials and finished products to and from the market. Calculate the total for transport expenses and record under 'TRANSPORT'. Be sure to remind the respondent to separate the cost of "fuel for generator" from "maintenance of generator". "Insurance" should only include insurance related to the ENTERPRISE.

30. **INTERVIEWER, PLEASE READ THE FOLLOWING STATEMENT:** *You told me your total sales/revenue in the last month of operation was [XXX] Naira while your total business costs were [XXX] Naira. That means, in the last month of operation the profit from your [ENTERPRISE] was approximately [TOTAL PROFIT] Naira. Is that correct?*

**IF YES, ENTER [TOTAL PROFIT] in Q30, IF NO, ASK FOR OTHER SOURCES OF REVENUE NOT INCLUDED IN Q29 AND CONFIRM THE COSTS RECORDED IN Q31a-j.** – CAPI has used the sales/revenue and business costs the respondent has reported for the ENTERPRISE to calculate the profit. The interviewer is to confirm that the profit reported by CAPI is correct. If it is accurate, the number is correct, then enter it the amount in S8Q30. If it is inaccurate, ask the respondent to confirm the sales/revenue amount and ensure all sources of revenue have been captured. Also confirm business costs recorded in S8Q31a-j are complete.

33. Select from the list of options the respondent's answer to the 3 MOST IMPORTANT CONSTRAINTS to STARTING a household non-farm enterprise, in order of importance. This is a general question, and not specific to the start of any particular enterprise.
34. Select from the list of options the respondent's answer to the 3 MOST IMPORTANT CONSTRAINTS to OPERATING and GROWING any household non-farm enterprise, in order of importance.
35. This question is only for households that responded with a NO to every category in S9Q1. Select YES, if any member of the household has mentioned or discussed starting a non-farm enterprise or a self-employment activity in the LAST 5 YEARS.

36. This is activated by selecting YES for S8Q35. Refer to S9Q33 guidance.
37. This question is activated by a YES response to an agriculture filter question asked in the start of the survey. Since the household was involved in fishing activities, the question wants to know if any of the fish captured or harvested by the household was sold. Select YES, if any fish was sold.
38. Ask the respondent what the total monies was received from the sale of fish by the household in the last month of sales. Enter the amount in the space provided.

## SECTION 9: Housing

**Description:** This section asks about the characteristics, cost and ownership of the housing occupied by the household, and the access to essential services like energy, water and sanitation.

**Respondent:** head of the household or a knowledgeable adult household member

**DWELLING:** A dwelling includes all types of structures occupied by members of a household. It may consist of room(s) inside a house, a group of houses, a multistoried house, and a hut or group of huts. A dwelling has a separate, independent entrance to the outside world and often a separate cooking facility.

2. Interviewer OBSERVATION question, DO NOT read out. If you are unsure if other households live in the same dwelling, double check with the respondent. NOTE, relatives living in the same dwelling/compound are considered a separate household if they do not eat from the same pot and share the same resources.

SEPARATE HOUSE (BUNGALOW) – A standalone house that contains a single household, does not share a wall with any other household, and has a separate entrance.

SEMI-DETACHED HOUSE – A dwelling that occupies part of a single building but has a separate entrance from outside. You cannot pass between households in the building without stepping outside (unlike a flat/apartment).

FLAT/APARTMENT – A dwelling in a building with multiple other dwellings. The dwelling is a flat/apartment if it is self-contained and does not share any facilities (e.g. bathroom, kitchen, etc) with other households in the same building. A flat has a private entrance within the building, but uses a shared entrance into the building.

COMPOUND HOUSE (SEPARATE ROOMS, SHARING FACILITIES) – Similar to a flat/apartment, but where multiple households share facilities (bathroom, kitchen, etc.). For example “face me, I face you”.

HUTS/BUILDINGS (SHARED COMPOUND) – Multiple SEPARATE HOUSEHOLDS in different buildings but sharing the same compound.

HUTS/BUILDINGS (PRIVATE COMPOUND) – Multiple buildings in the same compound but **occupied by A SINGLE HOUSEHOLD**.

TENTS – A shelter consisting of sheets of fabric or other material draped over, attached to a frame of poles or attached to a supporting rope. Usually found in IDP camps or used by homeless persons

IMPROVISED HOME (KIOSK, CONTAINER) – This can be a structure or object that is not intended to serve as a dwelling.

LIVING QUARTERS ATTACHED TO OFFICE/SHOP – A dwelling that is attached to or at the back of an office or shop. This does not include flats/apartments that are in the building that also contains shops or offices.

UNCOMPLETED BUILDING – A building where construction was not completed or is in serious disrepair.

3. Select OWNED if the dwelling was built personally or purchased by the household; FREE, AUTHORIZED if the household lives in the dwelling with full permission of the owner of the

dwelling without paying rent; FREE, NOT AUTHORIZED if the household lives in the dwelling without the permission of the owner of the dwelling and without paying rent, the owner of the dwelling can eject the household any time without any legal implication; RENTED if the household pays an agreed amount to the owner of the dwelling regularly based on the terms agreed on, either yearly, quarterly, or monthly.

- 4a&b. Only asked if "OWNED" was selected in S11Q3. The question is asking for the rent if this dwelling was offered in the market. Help the respondent to estimate.
- 5a&b. Only asked if "RENTED" was selected in S11Q3. Enter the amount that the household is actual paying. Select the time period the amount covers.
- 6a. Select YES, if the household has a **physical document**, which supports their occupancy status of the dwelling. Otherwise, select NO.
- 6. DO NOT read out the options. Ask the respondent for the type of document they have to support their occupancy status.

*DEED OF ASSIGNMENT/CONVEYANCE*: a document that states and proves a person's legal right to own a building or a piece of land

*CERTIFICATE OF OCCUPANCY*: an official document issued by the government in Nigeria that certifies a person or organization as the legal owner of a piece of land or property.

*CUSTOMARY CERTIFICATE OF OCCUPANCY*: is issued by traditional rulers in some parts of Nigeria, particularly in rural areas. It is mainly used to signify that the holder has legal ownership of a particular piece of land based on customary law and tradition.

*RIGHT OF OCCUPANCY*: is the maximum interest which a private individual can enjoy over land in Nigeria.

*LEASEHOLD*: a document that shows ownership of the property but not the land it is built on. The ownership is for a fixed term under a lease agreement (typically ranging from 99 years to 999 years in Nigeria). The property reverts to the landowner at the expiration of the leasehold.

*FREEHOLD*: document showing absolute permanent ownership of the property and the land it is built on. The owner has full rights to the property, they can use the property for any purpose and transfer ownership as deemed fit. Freehold means the land is 'free' from government acquisition and encumbrances, as well as claims from any entity besides the owner.

*TENANCY AGREEMENT*: a contract between a renter and the landlord/rentee. The tenancy agreement gives certain rights to both the renter and the rentee. For example, the right to occupy the accommodation and the rentee's right to receive rent for letting the accommodation.

*RECEIPT OF PAYMENT*: a document or receipt acknowledging that payment was made for the purchase of the property. This usually shows the name(s) and signature(s) of the purchaser and vendor, including the amount paid, date of payment etc.

*SURVEY PLAN*: a specialized map, that acts as a legal document determining and delineating the boundaries of a property.

- 7a. If the names of any household members are listed on [DOCUMENT], select YES.
- 7. Select from the household roster list, household members who appear on [DOCUMENT].
- 8. Record in 4 digits the year the dwelling was built, e.g. 1975. If the dwelling was built in phases, record the year in which the dwelling was COMPLETED.

#### PHYSICAL CHARACTERISTICS OF THE DWELLING

- 9. Interviewer OBSERVATION question, DO NOT read out. If the dwelling consists of several buildings, record the OUTER WALL material of the MAIN dwelling. If it is unclear what the main dwelling is, take the one the household head lives and sleeps in. Record the MAIN material of

the OUTER wall. If the outer wall is made of several types of materials, e.g. mud and wood, select the predominant material that makes up the wall. Select MUD for mud as well as mud (unburnt) bricks; CEMENT OR CONCRETE for walls made out of bricks/blocks made from cement as well as walls made directly out of concrete

- **Mud** includes all materials such as wet clay used for the outer wall of a dwelling.
- **Unburnt Brick** is the local mud bricks or blocks that is not smoked or fired.
- **Burnt Bricks** is the block or mud that was smoked or fired.
- **Concrete** is the block made of cement as well as wall made of pre-fabricated concrete panel.
- **Wood or bamboo** includes timber, cardboard and plank wall.
- **Iron sheets** are processed or galvanized iron or steel sheets.

10. Interviewer OBSERVATION question, DO NOT read out. If the dwelling consists of several buildings, record the ROOF material of the MAIN dwelling, see S11Q6. DO NOT consider the material of the structure carrying the roof (e.g. wooden beams), rather the material covering the roof, i.e. what protects the dwelling from rainwater coming in. If the roof material is made up of different materials, select the predominant material making up the roof. Select THATCH for grass, straw or any other form of plant-based roofing material; CORRUGATED IRON SHEETS for any type of iron, steel or aluminium sheets, normally galvanized;

- **Clay tiles** are the type of roofing using wood/bamboo first before covered it with blocks.
- **Concrete roofing** is roofing done with cement and stone.
- **Plastic Sheetting** is a type of contemporary roofing that is transparent in nature.
- **Asbestos sheets/tiles** are roofing sheets that are made from cement and other materials. When made into solid sheets, they become good protection or insulation against fire and heat. They are also used for industrial purposes as protection against perishable things.
- **Other could include cardboard, etc.**

11. Interviewer OBSERVATION question, DO NOT read out. If the dwelling consists of more buildings, record the FLOORING material of the MAIN dwelling, see S11Q9. Select SAND/DIRT/STRAW for the type of floor made of different materials such as straw or palm fronds mixed with sand to smoothen it, commonly found among nomadic dwellings; SMOOTHED MUD for mud floor smoothened without concrete on top; etc.

12. Record the TOTAL number of rooms the household occupies in the dwelling, EXCLUDING BATHROOMS, TOILETS, STOREROOMS OR GARAGES. Only record the number of rooms OCCUPIED by the household. If they rent out some of the rooms, do NOT count them. Only consider HABITABLE rooms.

## COOKING

13. Select the MAIN cookstove used by the household within the dwelling. If the household's cookstove is not located within the dwelling, select "THERE IS NO COOKSTOVE IN THE DWELLING".



3-stone/open fire stove



Kerosene stove



Electric stove



Self-built biomass (charcoal) stove



Manufactured biomass stove



14. Select where members of the household **NORMALLY** cook. If they cook in several places, select the place where they cook most frequently. If they cook inside, check if the sleeping area of **ANY** household member is separated by a door and closed during cooking. If yes, select **IN DWELLING, NOT A SLEEPING AREA**, if it is not separated by a door or if the door is usually open while cooking, select **IN DWELLING, IN A SLEEPING AREA**. If they cook inside in a separate kitchen building select **IN A SEPARATE DWELLING**, if they cook outside in a protected area with a roof and at least 2 sides open, select **IN A VERANDA (ROOFED PLATFORM WITH AT LEAST TWO OPEN SIDES)**, if they cook outside without protection select **OUTDOORS**.
15. Only asked for certain stove types. Select **YES** if they use any type of system that channels most of the smoke/fumes from the stove to the outside.
16. Record **UP TO TWO** different types of **FUELS** used for the primary cookstove. This question will only be asked for certain cookstoves which allow for different fuel types (3-stone/open fire and biomass).
- 17a/17b. For the fuel(s) specified in S11Q16, record the amount spent on **FUEL** for the primary cookstove in the **LAST MONTH**. If the household did not use the cookstove in the past month, then ask for the amount spent in a **TYPICAL MONTH WHEN THE STOVE IS USED**.
18. If any member of the household suffered any injury or there was any damage to property as a direct result of the cookstove, select **YES**.
- 18a. Select the harm or injury type(s) that was caused because of the cookstove, to a household member or property.

## ENERGY

- 19.** Ask the respondent for the MAIN type of lighting used in the household's dwelling. Select up to 2 main sources of lighting used.

Biogas lamp



Gasoline lamp



Oil lamp



Battery-powered lantern



Battery-powered flashlight/torch



- 20.** Select YES if the household normally has electricity in the dwelling, independent of the source, and even if electricity is not available at all times.
- 21.** Select ALL sources of electricity that the household uses MOST OF THE TIME, i.e. on a regular basis, not just once or twice. Select PHCN/NEPA if the household is connected to the main national grid, independent of whether the connection is official and paid for or unofficially connected; LOCAL MINI GRID for a connection to a local grid that is not connected to the national main grid, e.g. a generator supplying the entire village; GENERATOR if the household uses their own or shared generator; SOLAR HOME SYSTEM if the solar panel has the ability to use/charge other electrical appliances; SOLAR LANTERN/ LIGHTING SYSTEM if the solar panel system is for lighting only and does not allow using/charging of electrical appliances; RECHARGEABLE BATTERY for batteries such as a car battery.

Some households may have MORE THAN ONE source, e.g. connection to the main grid and a generator. Probe to ensure you select all sources.

- 22.** Of the sources selected in S11Q21, select the MAIN source of electricity, i.e. the one the household uses MOST of the time.
- 22a.** Record the AVERAGE number of hours during which electricity was available PER DAY from the MAIN SOURCE selected in S11Q22 during the LAST 7 DAYS. IGNORE any other sources. Record the hours electricity was AVAILABLE, not the hours of power cuts. Record 0 if there was a total

power outage every day in the past 7 days and 24 if electricity was uninterrupted every day during the past 7 days. If the number of hours with electricity available differs from day to day, record the AVERAGE. For example, if during the PAST 7 DAYS there was difference in the hours of electricity available per day such as the following: 6hrs, 0, 0, 7hrs, 4hrs, 24hrs, and 10hrs; add up the hours and divide by 7 days ( $51/7=7.3$ ).

You can record two decimal digits. Record 0.25 for 15 minutes, 0.5 for half an hour and 0.75 for 45 minutes. Use the calculator if necessary.

23. The question functions as S11Q22a, however, it focuses on the time FROM 6PM (1800) TO 10PM (2200). Record 0 if there was a total power outage every evening in the past 7 days from 6pm to 10pm and 4 if electricity was uninterrupted every evening from 6pm to 10pm during the PAST 7 DAYS.
24. Only asked if the main source is a connection to the main grid (PHCN/NEPA) or a local grid (LOCAL MINI GRID). Record the TOTAL number of times of unscheduled power outages in the PAST 7 DAYS. Record 0 if there were no unscheduled power outages in the PAST 7 DAYS. If there was no electricity during the day, we will not count any unscheduled power outage that day.
- 24a. Ask the respondent to add up all the hours there was a power cut or blackout over the PAST 7 DAYS. Example: If during the PAST 7 DAYS, there were 3 power outages that lasted: 1 hour, 30 min (0.5 hour), 5 hours. We request to sum the length of all the power outages during the PAST 7 DAYS, therefore the answer should be: 6.5 hours.
25. Record the duration in HOURS of A TYPICAL power cut on a normal day in the PAST 7 DAYS. Ask for an estimation on the normal duration of a power cut during the PAST 7 DAYS. The estimate should not consider power outages that occurred outside the reference period. You can record two decimal digits. Record 0.08 for 5 minutes, 0.25 for 15 minutes, 0.5 for half an hour and 0.75 for 45 minutes.
26. Select YES if in the PAST 12 MONTHS at least one of the household's electrical appliances was damaged or its usability reduced because of the voltage going up and down. EXAMPLE: The bulbs in the house exploded after a massive current in-flow.
- 26a. If there was a death or harm/injury suffered by anyone (this includes non-household members) because of their interaction with an electrical system, select YES.

#### WATER

27. Select the MAIN source of DRINKING water for the household during the rainy season. If more than one source is used, **only the main one should be selected.**
28. Select which organization/entity is responsible for the provision of the water source in 33. This should be the organization/entity that manages the water source. This question is only asked for piped water, wells, standpipes, and tanker truck.
29. Select the location of the rainy season water source, whether IN OWN DWELLING, IN OWN YARD/PLOT, or ELSEWHERE. Only asked for sources in 33 that are not piped.
- 30.1&.2 Record how long it will take to walk to the rainy season source of water from the dwelling and back. If the respondent had to wait to collect the water, include the wait time. Only asked for water sources that are not in the dwelling or yard/plot. Record the time quantity and the time unit.
- 30a. Record how many trips PER WEEK the household makes on average to collect water from the rainy season water source. One trip is the equivalent of going to the water source and returning to the dwelling.

31. Select YES, if the household's drinking water source for the dry season is different from the rainy season water source.
32. – 34b. See S11Q27 to S11Q30.2
35. Ask the respondent if there was any time in the PAST 30 DAYS when the household did not have sufficient water.
36. Select YES, if the household treats the water before DRINKING it.
37. Ask the respondent for all the different water treatment methods used by the household. Select ALL that apply.
38. Record the MAIN source of water that is not used for drinking but for other purposes.
39. Record the total cost of obtaining water for the household in the PAST 30 DAYS. The total cost must be estimated and the Naira amount recorded in the space provided. The interviewer should enter '0' if there is none i.e. if the household did not spend money on water last month. Be sure to include ALL fees associated with this water source.

## **SANITATION**

40. Select the MAIN type of toilet, household members use. If the respondent says flush toilet, PROBE where the toilet flushes to.  
FLUSH TOILET uses either a cistern or holding tank or water poured by hand for flushing water, and a water seal (a U-shaped pipe below the seat or squatting pan) that prevents the passage of flies and odours.  
FLUSH TO PIPED SEWAGE SYSTEM is a system of sewer pipes, that collects human excreta and wastewater and removes them from the household environment.  
FLUSH TO SEPTIC TANK is an excreta collection device consisting of a water-tight settling tank, which is normally located underground, away from the house or toilet.  
FLUSH TO PIT LATRINE refers to a system that flushes excreta to a hole in the ground or leaching pit (protected, covered).  
FLUSH TO OPEN DRAIN refers to a system that flushes excreta to an open sewer, ditch, or drainage way.  
FLUSH TO UNKNOWN PLACE/NOT SURE/DON'T KNOW WHERE respondent does not know where the excreta flushes to  
VENTILATED IMPROVED LATRINE (VIP) is a dry pit latrine ventilated by a pipe that extends above the latrine roof. The open end of the vent pipe is covered with gauze mesh or fly-proof netting and the inside of the superstructure is kept dark.  
PIT LATRINE WITH SLAB is a dry pit latrine that uses a hole in the ground to collect the excreta and a squatting slab or platform that is firmly supported on all sides, easy to clean and raised above the surrounding ground level to prevent surface water from entering the pit. The platform has a squatting hole or is fitted with a seat.  
PIT LATRINE W/O SLAB uses a hole in the ground for excreta collection and does not have a squatting slab, platform or seat. An OPEN PIT is a rudimentary hole in the ground where excreta is collected.  
COMPOSTING TOILET is a dry toilet into which carbon-rich material (vegetable wastes, straw, grass, sawdust, ash) are added to the excreta and special conditions maintained to produce inoffensive compost.  
BUCKET refers to the use of a bucket or other container for the retention of faeces (and sometimes urine and anal cleaning material), which are periodically removed for treatment, disposal, or use as fertilizer.

HANGING TOILET/ HANGING LATRINE is a toilet built over the sea, a river, or other body of water, into which excreta drops directly.

NO FACILITIES, BUSH, OR FIELD includes defecation in the bush or field or ditch; excreta deposited on the ground and covered with a layer of earth (cat method); excreta wrapped and thrown into garbage; and defecation into surface water (drainage channel, beach, river, stream or sea).

- 41.** Only asked if the main toilet facility has a pit or septic tank. Select YES if the pit/tank has EVER been emptied, even if not by members of the household. Also select YES if a new pit was dug and the latrine moved.
- 42.** Select the option that best describes where the contents of the pit latrine or septic tank were emptied into, the LAST time it was emptied.  
REMOVED USING A TRUCK/TANKER refers to the latrine content being driven away on motorised truck or tanker, independent of the final disposal destination.  
REMOVED USING A NON-MOTORIZED VEHICLE refers to the latrine content being driven away on non-motorised, hand or animal-drawn cart.  
BURIED IN A COVERED PIT refers to the pit content being either put into another pit and completely covered (earth, cement) or if a new pit is being used for the latrine.  
AN UNCOVERED PIT, OPEN GROUND, WATER BODY OR ELSEWHERE if the pit content was emptied into none of the above.
- 43.** Select the option that describes where the toilet is located.
- 44.** Select YES if the toilet facility is normally also being used by people who are not members of this household.
- 45.** Record the number of other HOUSEHOLDS with which the toilet facility is shared. Exclude the household in the total number. If the household shares the toilet facility with 5 other households, then 5 will be recorded.
- 46.** Record the method in which the household disposes of its refuse, garbage, rubbish. If a household uses more than one method of disposal, ask for the MOST COMMONLY used method. DO NOT READ OPTIONS. IF more than one method, ask for the main one.  
  
COLLECTED BY GOV refers to the refuse being collected from the household dwelling or compound by a service provided by the government i.e. local council for free or against payment.  
COLLECTED BY PRIVATE FIRM refers to the refuse being collected from the household dwelling or compound by a service provided by a firm against payment.  
GOVT BIN refers to publicly accessible bins provided for and emptied by the government, i.e. local council.  
DISPOSAL WITHIN COMPOUND (INCL BURNING) refers to refuse disposal in the compound, such as burning it, treating it chemically or disposing it in a pit.  
INFORMAL DISPOSAL (BUSH, STREET, WATER) refers to any other informal method used to dispose the refuse.
- 47a&b.** Asked for formal refuse disposal methods only. Record the amount in Naira the household pays for refuse collection and select the respective time period. If the household does not pay anything, record 0. FORTHNIGHTLY refers to two weeks, i.e. the amount indicated is for two weeks.
- 48.** Select YES, if at least one member of the household has a WORKING internet connection. It can be a fixed or wireless connection.

49. Select from the options, the one that best describes the type of internet connection that is owned by the household.
50. If NO, was selected in S11Q77a, then ask the respondent to provide the reason the household does not have any type of internet connection. DO NOT read out the options.

## SECTION 10: Food Consumption Shocks

**Description:** Several factors can have a negative impact on a household's food consumption including high food import prices, international financial crisis, climate change and so on. This section wants to collect information on the effects of external conditions on a household's normal food consumption practices.

**Respondent:** An adult member of the household who prepares the food for the household's consumption or who manages the household's food production.

**INTERVIEWER READ:** Now, I'd like to ask you some questions about difficult times that your household may have faced. Difficult times are events and pressures that have bad effects on your household's wellbeing, assets, livelihoods, or safety. These may have happened slowly such as drought, persistent discrimination, or intergroup conflict, or may have occurred rapidly such as flooding, loss of a family member, disease, or rapid changes in prices.

### Climate Shocks on Consumption

- 1a. The question wants to know if in the past 12 months, the household suffered any challenges because of too much rainfall. If NO, skip to S13Q2a.
- 1b. Ask the respondent what type of impact too much rainfall had on the household's food consumption. Read out the options and ask for the one that best describes the severity of the impact.

*Not severe:* event had no impact at all

*Somewhat severe:* the event had an impact that was not too bad

*Severe:* the event had an impact

*Extremely severe:* the event had a very bad impact

- 2a. The question wants to know if in the last 12 months, the household suffered any challenges because of lack of rain, or because the rains came too early or came too late. If NO, skip to S13Q3a.
- 2b. Ask the respondent what type of impact lack of rainfall, early rainfall or late rainfall had on the household's food consumption. Read out the options and ask for the one that best describes the severity of the impact.
- 3a. The question wants to know if in the last 12 months, the household suffered any challenges because of hail or frost. *Hail* is pellets of frozen rain which fall in showers. *Frost* is deposits of small white ice crystals formed on the ground or other surfaces when the temperature falls below freezing. If NO, skip to S13Q4a.
- 3b. Ask the respondent what type of impact the hail or frost had on the household's food consumption. Read out the options and ask for the one that best describes the severity of the impact.
- 4a. The question wants to know if in the last 12 months, the household suffered any challenges because of landslides (*the sliding down of a mass of earth or rock from a mountain or cliff*) or erosion (the wearing away of rocks and other deposits on the earth's surface by the action of water, ice, wind etc.).

- 4b. Ask the respondent what type of impact the landslides or erosion had on the household's food consumption. Read out the options and ask for the one that best describes the severity of the impact.

#### **CROP SHOCKS ON CONSUMPTION**

- 5a. The question wants to know if in the last 12 months, the household suffered any challenges because of any type of disease that affected their crops, for example rust on wheat or sorghum. If NO, skip to S13Q6a.
- 5b. Ask the respondent what type of impact the crop disease had on the household's food consumption. Read out the options and ask for the one that best describes the severity of the impact.
- 6a. The question wants to know if in the last 12 months, the household suffered any challenges because of pests that attacked their crops. If NO, skip to S13Q7a.
- 6b. Ask the respondent what type of impact the pests attacking their crops had on the household's food consumption. Read out the options and ask for the one that best describes the severity of the impact.
- 7a. The question wants to know if in the last 12 months, the household suffered any challenges because of weeds attacked their crops. If NO, skip to S13Q8.
- 7b. Ask the respondent what type of impact the weeds attacking their crops had on the household's food consumption. Read out the options and ask for the one that best describes the severity of the impact.
8. The question wants to know if the household raised or managed any type of livestock in the past 12 months. The livestock could belong to the household or another household. If they raised livestock, select YES.

#### **LIVESTOCK SHOCKS ON CONSUMPTION**

- 9a. The question wants to know if in the last 12 months, the household suffered any challenges because of any type of disease that affected the livestock. If NO, skip to S13Q10a.
- 9b. Ask the respondent what type of impact the disease(s) effect on the livestock had on the household's food consumption. Read out the options and ask for the one that best describes the severity of the impact.
- 10a. The question wants to know if in the last 12 months, the household suffered any challenges because their livestock was stolen.
- 10b. Ask the respondent what type of impact the theft of their livestock had on the household's food consumption. Read out the options and ask for the one that best describes the severity of the impact.

#### **FARM (CROPS OR LIVESTOCK) SHOCKS ON CONSUMPTION**

- 11a. The question wants to know if in the last 12 months, the household suffered any challenges because of increase in the cost of buying agricultural or livestock inputs. If the respondent says they didn't purchase any agricultural or livestock inputs, probe and confirm if the inputs weren't purchased because of increased prices or because the household did not to buy any inputs. If NO, skip to S13Q12a.

- 11b. Ask the respondent what type of impact the increase of prices of agricultural or livestock inputs had on the household's food consumption. Read out the options and ask for the one that best describes the severity of the impact.
- 12a. The question wants to know if in the last 12 months, the household suffered any challenges because they were unable to sell the crops, livestock, or other products the household produced at a fair price. A fair price would be the normal market rate or a price that would not incur losses for the household. If NO, skip to S13Q13a.
- 12c. Ask the respondent what type of impact not being able to sell the crops, livestock, or other products at a fair price had on the household's food consumption. Read out the options and ask for the one that best describes the severity of the impact.

#### **HOUSEHOLD SHOCKS ON CONSUMPTION**

- 13a. The question wants to know if in the last 12 months, the household suffered any challenges because they lost their land or lost property they were renting. If NO, skip to S13Q14a.
- 13b. Ask the respondent what type of impact the loss of land or rental property had on the household's food consumption. Read out the options and ask for the one that best describes the severity of the impact.
- 14a. The question wants to know if in the last 12 months, the household suffered any challenges because of theft or destruction of their assets. If NO, skip to S13Q15a.
- 14b. Ask the respondent what type of impact theft or destruction of their assets had on the household's food consumption. Read out the options and ask for the one that best describes the severity of the impact.
- 15a. The question wants to know if in the last 12 months, the household suffered any challenges because the cost of food items increased. If NO, skip to S13Q16a.
- 15b. Ask the respondent what type of impact increased food prices had on the household's food consumption. Read out the options and ask for the one that best describes the severity of the impact.
- 16a. The question wants to know if in the last 12 months, the household suffered any challenges because of delay in receiving food assistance. The household might be part of a social protection program that provides food assistance, or they may have made a request to receive food assistance. If NO, skip to S13Q17a.
- 16b. Ask the respondent what type of impact the delayed receipt of food assistance had on the household's food consumption. Read out the options and ask for the one that best describes the severity of the impact.
- 17a. The question wants to know if in the last 12 months, the household suffered any challenges because any youth in the household was unable to secure a job. If NO, skip to S13Q18a.
- 17b. Ask the respondent what type of impact the lack of employment for the youth had on the household's food consumption. Read out the options and ask for the one that best describes the severity of the impact.
- 18a. The question wants to know if in the last 12 months, the household suffered any challenges caused by an outbreak of human disease(s), such as infected water, yellow fever, meningitis and so on. Note that this only covers diseases that were contracted through direct or indirect human contact. If NO, skip to S13Q19a.



- 18b. Ask the respondent what type of impact the human disease outbreak had on the household's food consumption. Read out the options and ask for the one that best describes the severity of the impact.
- 19a. The question wants to know if anyone in the household has suffered any type of severe illness in the past 12 months. A severe illness would be one that prevented the sufferer from carrying out normal daily tasks such as going to work in an office or on the farm, or going to school for classes. If NO, skip to S13Q20a.
- 19b. Ask the respondent if any household member took ill from any of the listed illnesses. READ THE OPTIONS. Select ALL that apply.
- 19c. Ask the respondent what type of impact the person's illness had on the household's food consumption. Read out the options and ask for the one that best describes the severity of the impact.
- 20a. The question wants to know if any household member has passed away in the past 12 months. Remind the respondent that you are asking for only MEMBERS of the household, NOT family members who live in another household.
- 20b. Ask the respondent what type of impact the person's death had on the household's food consumption. Read out the options and ask for the one that best describes the severity of the impact.
42. The question wants to know to what extent or how far the household has been able to meet its food needs since suffering from any of the shocks in the past 12 months. Has the household been able to return to the way things were prior to the shock(s) or are things much better or much worse than they originally were? Select the appropriate answer.
43. As a result of what the household faced in the last 12 months in food shortage, resulting from shocks they experienced, the question wants to know how likely the household is to meet its food requirements next year.

## SECTION 11: Social Safety Nets

**Description:** Social Safety Nets or "Socioeconomic Safety Nets" are non-contributory transfer programs that seek to protect and prevent the poor or those vulnerable to shocks and poverty from falling below a certain poverty level. Safety net programs can be provided by the public sector (state and aid donors) or by the private sector (NGOs, private firms, charities, and informal household transfers). The main objectives of this section are

- To identify the various safety net programs available and learn their implementation patterns. Safety nets redistribute income to the poorest and most vulnerable with an immediate impact on poverty and inequality.
- To see how safety net programs have been able to impact positively on the future of households that they otherwise may have missed, e.g. education, health, income generating opportunities
- To what extent have safety net programs succeeded?

*Cash Transfer:* These are defined as the provision of assistance in the form of cash to the poor or to those who face the probable risk of falling into poverty in the absence of the transfer. The main objective of these programmes is to increase poor and vulnerable households' real income.

*Food-based safety net programs* support adequate consumption and contribute to improving nutrition and securing livelihoods. They are different from other safety net programmes in that they

are tied to the provision of food, either directly or through cash-like instruments (food stamps, coupons) that may be used to purchase food.

*In-Kind Transfers* such as school supplies and uniforms: This refers to allowances that are paid to families with children under a certain age. These kinds of transfers can be in the form of subsidies on school uniforms or school supplies or children's goods.

*Conditional Cash Transfer (CCT)* programmes provide cash payments to poor households that meet certain behavioral requirements.

*Price Subsidies for Food, Electricity, or Public Transport:* Subsidies guarantee access to essential commodities at prices that consumers can afford.

*Public Works:* Public works programs provide unskilled workers with temporary labor-intensive jobs during critical times. Public works can include road construction and maintenance, maintenance of public spaces and buildings, irrigation infrastructure, reforestation and soil conservation. The output of such programs is twofold: jobs of short duration for work to increase income, and creation of public goods in the form of new or improved infrastructure.

*Fee Waivers and Exemptions for Health Care, Schooling and Utilities:* The main objective of fee waivers, exemptions and scholarships is to provide the poor with financial resources to use public services such as education and health facilities. The program enables the poor access to free or low-cost health services.

Safety nets are part of a broader poverty reduction strategy interacting with and working alongside social insurance; health, education, and financial services; the provision of utilities and roads; and other policies aimed at reducing poverty and managing risk. The safety net should provide coverage to three rather different groups:

- The *chronic poor*: Even in "good times" these households are poor. They have limited access to income and the instruments to manage risk, and even small reductions in income can have dire consequences for them.
- The *transient poor*: This group lives near the poverty line and may fall into poverty when an individual household or the economy as a whole faces hard times.
- Those with *special circumstances*: Sub-groups of the population for whom general stability and prosperity alone will not be sufficient. Their vulnerability may stem from disability, discrimination due to ethnicity, displacement due to conflict, "social pathologies" of drug and alcohol abuse, domestic violence, or crime. These groups may need special programs to help them attain a sufficient standard of well-being.

#### Terms and Definitions:

*Supplementary Feeding Programs* provide direct transfer of food to target households or individuals. The food may be prepared and eaten on site (e.g., in child feeding centers or at schools), or given as a dry ration to take home. Supplementary feeding is often provided as an incentive for participation in public services such as primary health care (pre-and post-natal as well as baby care) and education. The most common forms are maternal and child feeding and school feeding.

*School Feeding Programs* encourage children's enrolment and improve their ability to pay attention in class. They vary from the provision of breakfast, lunch, or a midmorning snack to a combination of these. School feeding programs are often integrated with health and nutrition education, parasite treatment, health screening, and provision of water and sanitation.

*Food for Work (FFW) Programs* provides food rations in exchange for a given amount of work done. FFW programs have long been used to protect households against the decline in purchasing power that often accompanies seasonal unemployment, drought, and other periodic disruptions.

*Emergency Food Distribution* includes direct provision of food, supplementary feeding for vulnerable groups, and therapeutic feeding during crises, emergencies and situations in which people are displaced. These last-resort programs save lives by preventing malnutrition and morbidity.

*Food Stamps, Vouchers and Coupons* are near-cash paper tokens targeted to poor households that can be used to purchase food at authorized retail locations. Some instruments restrict households to buying only a few specific foods, while others allow them to purchase any food.

**Respondent:** This person should preferably be the head of the household. If the head is absent, then a knowledgeable adult, preferably the spouse of the household head, in the household should be interviewed. This person should be a member of the household and must be capable of providing all necessary information. Other members of the household can help by adding information or details in the questions concerning themselves.

1. This question seeks to find out if any member of the household received any assistance from any institution or organization in the form of cash or in-kind assistance. You must select “YES” or “NO” to each listed form of assistance from ‘a to d’.
2. This question wants to know if the household or any member of the household has received any form of assistance from the list of programmes in the last 12 months. The interviewer should ask this question for ALL the programmes listed before proceeding to ask questions 3-9. A “YES” or “NO” must be selected for each programme. After going through the list, ask the respondent if there is any PROGRAMME the household or a member of the household has received assistance from, which has not been mentioned on the list. If yes, select ‘OTHER (SPECIFY)’, and enter the name of the programme. The PROGRAMME must be tied to a formal institution or organization. Individual-sponsored programmes are not to be captured here.
3. There are three forms of assistance listed: cash assistance, food assistance, and other/in-kind assistance. Select the type of assistance for each PROGRAMME that has a YES in S4Q2.
- 4a. Enter the total value of CASH assistance received from the PROGRAMME in the LAST 12 MONTHS. DO NOT in-kind assistance to cash value in this question.
- 4b. Select the mode of payment that was used to deliver/transfer the cash to the household or household member. Mobile money platforms include bank-operated and non-bank operated platforms. Most major commercial banks have mobile money apps to conduct cash transfers. Non-bank operators include Pagatech, Opay, Etranzact, Palmpay, KongaPay
- 4c. If the PROGRAMME made or will make, a one-time only payment to household members, select ‘ONLY ONCE’. If the payment is to be received every three months, then select ‘QUARTERLY’. Choose from the list the time period that best describes the respondent’s answer.
- 4d. For each time the payment is received, how much is SUPPOSED to be paid to the household? This is NOT the TOTAL amount to be received, but rather the amount paid each time the money is paid to the household. ‘ONLY ONCE’ option will be the total value of the assistance. SUPPOSED to receive is what the question is asking here, not what was received.
- 4e. What was the amount received by the household each time a payment was made? Here, the question wants to know what amount was actually received by the household, not what the household was expecting.
- 4f. Enter the number and the unit that the amount covers. For example: if the amount received covered 7 days, enter ‘7’ for the number and select ‘days’ for unit.
5. The question wants to know who received the assistance from PROGRAMME. Was it the entire household or a specific member of the household?
6. If a “SPECIFIC MEMBER OF THE HOUSEHOLD” received the assistance, select from the household roster the member that received the assistance.

8. Ask the respondent how the money from PROGRAMME was used and select the options that most appropriately describe the respondent's answer(s).
7. Select the month and year, the household last received assistance from the PROGRAMME.
9. If the assistance was received through a national government programme, select "FEDERAL GOVERNMENT". Pick from the list, the source that best describes the respondent's answer.

## SECTION 12: Economic Shocks

**Description:** Typically, the word shock is used to describe a surprisingly intense emotional or psychological reaction to information or an occurrence which may take its toll on an individual or household. Shock may be an event happening or a factor that affects an individual or the entire household negatively economically. The death of the bread winner in a household may have a negative impact economically on the household. Thus, this section seeks to capture events that may have affected the household since **JANUARY 2022**.

**Respondent:** This person should preferably be the head of the household. If the head is absent, then a responsible and knowledgeable adult, preferably the spouse of the household head should be interviewed. This person should be a member of the household and must be capable of providing all necessary information.

**INTERVIEWER READ:** I'd like to ask you about events that may have affected your household since January 2022.

1. This question wants to know whether the household has been affected by any of the shocks since January 2022. All the shock options in this question are asked and responses taken before going to answer questions 2 – 5 for each "YES" response. A YES or NO response must be provided for each SHOCK.
2. For each YES response in S15Q1, record the number of times each SHOCK has happened to the household. For instance, if the household experienced the theft of crops, cash, livestock, or other property 2 times in 2022, 2 times in 2023 and 1 time in 2024 then, the total to be entered for THEFT OF CROPS should be "5".
3. For each SHOCK, select the year that the most recent event occurred. For the example given in S15Q2, 2024 would be selected.
- 4a. This question wants to know if the most recent time this SHOCK occurred, the result was a decrease or loss of income for the household. For example, 'loss of land' may have resulted in the household no longer able to sharecrop/rent out land to other households and therefore lost the income from that service they used to provide. Select YES if there was a decrease or loss of income because of the SHOCK.
- 4b. Using the example above, land is considered an asset, so a loss of land would mean a loss of asset and YES should be recorded.
5. Select from the list, the ways the household coped with the SHOCK. If more than one coping strategy was used, ask the respondent to start with the MOST IMPORTANT and end with the least important.
6. If the response to S12Q5 is "DID NOTHING", this question is asking for the MAIN reason the household did not to do anything to cope with the most recent shock. DO NOT READ options. Select the one that best describes the respondent's answer.

## 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.

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.

## SECTION A1: Plot Roster

**Respondent:** The most knowledgeable HH Member regarding the household farm operations, who may be assisted by other PLOT managers or labourers within the household. In the absence of someone knowledgeable about the household farming operations, the manager of each PLOT should respond for their respective PLOTS.

1. ALL the PLOTS the household listed that they had access to, OWN or CULTIVATED, and that do not have any permanent building structure on in the 2023/2024 AGRICULTURAL SEASON shall be PRE-FILLED with a given plot-name and plot-description. DO NOT ADD NEW PLOTS OWNED, CULTIVATED OR ACCESSED BY THE HOUSEHOLD SINCE THE POST PLANTING VISIT. That is, the household should have listed all plots they owned or had access to during the post-planting visit of the 2023/2024 agricultural season regardless of cultivation status of such plots. Therefore, for each PLOT listed, we want to know the following information:
- 1a-2. THESE QUESTIONS SHALL BE AUTOMATICALLY POPULATED BY CAPI AND HIDDEN SO THAT THE INTERVIEWER CANNOT SEE OR CHANGE IT.
3. This question is to the interviewer and should only be observed, after which NAME of respondent is confirmed and selected: WHO, FROM THE HHROSTER IS RESPONDING TO THE QUESTIONS ASKED ABOUT EACH LISTED PLOT?
4. Ask the respondent if the household still owns or has access to the listed PLOT. Note that this is a 'YES' or 'NO' response. If 'YES', follow cue to ask question 8, skipping questions 5 - 7; if 'NO', proceed to ask the next question.
5. This question is only activated provided the household no longer has access to or owns the listed PLOT. That is, question 5 is triggered by a 'NO' response in question 4. If the household has lost access or ownership to the PLOT, ask how they lost access or gave up ownership of the PLOT.

Go through the options provided attentively and select the option that most correlates with interviewee's response. If none of the responses fits within the options provided, select the 'Other (Specify)' option and type a clear description of the response.

6. If the household no longer owns the PLOT because it was sold ("SOLD TO RELATIVE" or "SOLD TO OTHER INDIVIDUAL"), then this question asks for the [NAIRA] value received by the household.
7. This question seeks to know why the household lost/gave up ownership or access to PLOT. Interviewer should select the appropriate answer from the list of options provided. If the response provided is not on the options listed, please select 'Other (Specify)' and type a clear description of the response.
8. CAPI FILTER: THIS QUESTION SHALL BE AUTOMATICALLY POPULATED BY CAPI AND HIDDEN SO THAT THE INTERVIEWER CANNOT SEE OR CHANGE IT. This is used to determine if [PLOT] was cultivated during the 2023/2024 agricultural season.
9. This question seeks to know who the primary decision maker for the listed [PLOT] is. Note that the primary decision maker must be the main person who sees or saw to the management of the listed [PLOT] during the 2023/2024 agricultural season and a household member enlisted in the Household Roster.
10. If there are / were any other Household Members who see or saw to the management of the listed [PLOT], this question, "Are there any other household members who are decision makers for the [PLOT]?" would confirm with a 'YES' or 'NO' response. If the response is a 'NO', follow cue for the next question to be asked (question 12); and if in the affirmative ('YES'), then ask the following question:
11. "Who are the other decision makers for this [PLOT]?" So as to confirm who the other decision makers for the listed [PLOT] are, eligible HH Members with their NAMES would be populated - SELECT ALL THAT APPLY from the list of HH Members.
12. This check question seeks to confirm if the name(s) recorded in question 9 was /were the primary decision maker(s) of the listed [PLOT] at the beginning of the 2023/2024 agricultural season. Mention recorded name(s) in question 9 '[NAME IN Q9]' to confirm and if the response is a 'NO', proceed to the next question (Q13).
13. This question seeks to know from respondent, who specifically, was the primary decision maker of the listed [PLOT] at the beginning of the 2023/2024 agricultural season and is only asked if response to Q12 is a 'NO'. Remember to employ your probing skills if there are any inconsistencies observed in responses. The eligible HH Members would be listed for your verification.
14. Question 14 seeks to know from respondent, why [NAME] mentioned in Q13 is no longer the primary decision maker of the listed [PLOT]. Interviewer should select the appropriate answer from the list of options provided. If the response provided is not on the options listed, please select 'Other (Specify)' and type a clear description of the response.

## SECTION A2A: Household On-Plot Labour

**Description:** This section asks about the work HH Members have done on the cultivated PLOTS since the last visit to the particular household for the agricultural season 2023/2024. The date on which each household was interviewed during the post-planting visit shall be pre-filled and referenced throughout



this section. The interviewer must make it clear to the respondent that the information collected is only for AFTER the last visit and does not apply to the entire agricultural season.

**Respondent:** The most knowledgeable HH Member regarding the household farm operations, who may be assisted by other PLOT managers or labourers within the household. In the absence of someone knowledgeable about the household farming operations, the manager of each PLOT should respond for their respective PLOTS.

**Reference period:** for most of the households the reference period will be the Post-Planting Visit, however for Mixed-Mode households the reference period

1. Note that for each PLOT, there is a sub-section for all current household members aged 5 years or older. Answer the questions member-by-member for each plot. Select 'YES' if NAME has worked or performed any activity on PLOT since the last interview during the post-planting visit, even if it was only for one hour. Please exclude post-harvest activities e.g. shelling/threshing, cleaning, etc. NOTE that this question and follow-up questions are asking about current PLOT ONLY, IGNORE work on any other plot. If the MEMBER worked on PLOT prior to the LAST visit, but did not work on PLOT after the visit, then select 'NO'; and move on to ask and confirm for the NEXT listed PERSON and then repeat the sequence for the NEXT listed PLOT.
2. Record the typical number of days per week on which NAME worked on PLOT since the last interview during the post-planting visit, even if it was only for a short time.
3. Record the number of hours NAME would TYPICALLY work PER DAY on PLOT.
4. Select ALL activities that NAME has performed on PLOT since the last post-planting visit to the household. Select LAND PREPARATION for any land preparation activity, PLANTING for planting-related activity, WEEDING for weeding, HARVESTING for any harvesting-related activity, SUPERVISION if NAME did not work themselves but supervised other household members or non-household workers, and RIDGING, FERTILIZING, OTHER NON-HARVEST ACTIVITIES for any other non-harvesting, non-planting activity, such as ridging or fertilizing.

## SECTION A2B: Hired and Exchange Labour

**Description:** This section asks about the labour the household hired or received for free to cultivate their PLOTS during the 2023/2024 agricultural season, but since the last time the household was interviewed.

**Respondent:** The most knowledgeable household member, with regards to the household farm operations should ideally, be the respondent, who may be assisted by other PLOT managers and labourers within the household. In the absence of someone knowledgeable about the household farming operations, the manager of each PLOT should respond for their respective PLOTS.

**PERSON TYPE:** Please note that for the purpose of hired labour for this module, the three recognized categories of PERSON TYPE are MEN, WOMEN & CHILDREN (UNDER 15 YEARS OF AGE). In other words, the types of persons that could have been hired to work on any of the listed PLOTS are MEN / WOMEN / CHILDREN, who are UNDER 15 YEARS.

*Men* – all MALE persons, not household members and aged 15 years or older

*Women* – all FEMALE persons, not household members and aged 15 years or older

*Children* – all persons under 15 years independent of sex, but not household members

### HIRED LABOUR

1. This question is asked for every PERSON TYPE - read out the question text for each PERSON TYPE and select 'YES' or 'NO'. (PERSON TYPES are men, women and children.) 'YES' is an indication that any individual from PERSON TYPE has been HIRED to work on PLOT since the last visit during



the post-planting period of the 2023/2024 agricultural season. If response to the question is a 'NO' for the first PERSON TYPE, ask same for the NEXT PERSON-TYPE(S).

By hired we mean the person-type worked for PAYMENT in cash or in-kind. Do NOT consider person-type that have worked for free. It does NOT matter who in the household hired the persons. Do NOT consider as payment the food given during the day of work.

NOTE that question and follow-up questions are asking about PLOT ONLY, IGNORE work on any other plot.

2. Record the TOTAL number of PERSON TYPE(S) (i.e. men, women or children) that have been HIRED to work on PLOT since the last interview date during the post-planting visit of the 2023/2024 agricultural season. NOTE that the persons did not have to work on PLOT at the same time. *EXAMPLE: If one woman was hired in August, and two other women were hired in October, record the total as 3.*
3. Record the number of days that a **typical hired** PERSON TYPE worked on PLOT since the last interview date during the post-planting visit of the 2023/2024 agricultural season. NOTE that the question is asking for ONE (typical) PERSON ONLY, not the total.
4. Record the typical number of hours ONE PERSON TYPE worked PER DAY on PLOT.
5. Record the TOTAL AMOUNT paid on average to EACH PERSON TYPE PER DAY. Estimate the Naira equivalent for in-kind payments. NOTE that the question asks per person. If the payment was paid to a group, calculate how much was paid for one individual.
6. Select ALL activities that all individuals from PERSON TYPE have performed on PLOT since the last post-planting visit. NOTE that this question does not refer to a single person, but to all persons belonging to the PERSON TYPE. These activities are the same as in Question 4 [Household Labour] above.

#### EXCHANGE/FREE LABOUR

7. This question is asked for every PERSON TYPE selected under 7 as well as for every PLOT listed - read out the question text for each PERSON TYPE and select 'YES' or 'NO'. 'YES' is an indication that any individual from PERSON TYPE has worked on PLOT WITHOUT PAYMENT since the last interview date during the post-planting visit of the 2023/2024 agricultural season, independent of the agricultural activity performed, and even if it was only for one hour. If response to the question is a 'NO' for the first PERSON TYPE and / or PLOT, ask same for the NEXT PERSON-TYPE(S) and / or PLOT(S).

Working without payment includes working as exchange labourer (e.g. if neighbours help each other to harvest) or for nothing in return (e.g. if a relative who is not a household member helps with the harvest but gets nothing in return). Do NOT consider as payment the food given during the day of work.

NOTE that question and follow-up questions are asking about PLOT ONLY, IGNORE work on any other plot.

*Men* – all MALE persons, not household members and aged 15 years or older

*Women* – all FEMALE persons, not household members and aged 15 years or older

*Children* – all persons under 15 years independent of sex, not household members

8. Record the TOTAL number of PERSON TYPE(S) (i.e. men, women or children) that have worked WITHOUT PAYMENT on PLOT since the last interview date during the post-planting visit of the 20123/2024 agricultural season. NOTE that the persons did not have to work on PLOT at the

same time. *EXAMPLE: If the father of the household head (who lives in another household) helped with PLOT weeding in September, and 4 male neighbours helped harvesting in December (and our respondent helped them in return), record the total as 5.*

9. Record the number of days that a TYPICAL person worked WITHOUT PAY on PLOT since the last interview date during the post-planting visit of the 2023/2024 agricultural season. NOTE that the question is asking for ONE (typical) PERSON only, NOT the total. If persons worked for different lengths of time, record the average. CONSIDER ALL days on which a typical person worked, even if it was only for a short time.

*EXAMPLE: In above example, if the father helped in September for 7 days and the four male neighbours in December for half a day, record either 1 or 7 days. Even though the neighbours only worked half a day, they have worked ON that day, so we count it as one.*

10. Record the number of hours that ONE PERSON TYPE normally worked without pay PER DAY on PLOT. *EXAMPLE: In our example above, if the father worked 6 hours per day and the neighbours worked 3 hours per day, record 3 or 6 hours.*
11. Select ALL activities that all individuals from PERSON TYPE, who worked without pay, have performed on PLOT. Select LAND PREPARATION for any preparation activity, PLANTING for planting-related activity, WEEDING for weeding, HARVESTING for any harvesting-related activity, SUPERVISION if MEMBER did not work themselves but supervised other household members or non-household workers, and RIDGING, FERTILIZING, OTHER NON-HARVEST ACTIVITIES for any other non-harvesting, non-planting activity, such as ridging or fertilizing. NOTE that this question does not refer to a single person, but to all PERSON TYPES.

## SECTION 11C2: Input Use on Plot

**Description:** This section collects detailed information on the use of various inputs including pesticides, herbicides, inorganic and organic fertilizer, animal traction, and equipment and machinery on each cultivated PLOT. The use of these inputs is an important factor that can determine how successful crop production is for the household.

**Respondent:** The ideal respondent for this section is the manager of each cultivated PLOT. If the manager is not available, the respondent should be another adult member of the household, who is knowledgeable about inputs used on the PLOT.

### SOME DEFINITIONS

**Pesticide:** A substance for destroying pests, especially insects and small animals like rat; and could be organic or inorganic.

**Herbicide:** A toxic substance to some plants, used to destroy unwanted vegetation called weeds. It can be selective (kills selected weeds, but not others) or non-selective (kills every plant that it comes into contact with).

**Fertilizer:** An artificially prepared substance or an organic manure containing nitrogen, phosphorus, or potassium added to soil to make plants grow and improve their yields.

**Inorganic fertilizer:** Includes artificially derived, chemical fertilizers, commonly NPK or urea.

**Organic fertilizer:** Includes natural products such as animal and plant by-product, most commonly manure derived from animal dung or poultry droppings or organic compost derived from crop residue and / or organic materials from kitchen waste such as fruit & vegetable peels, eggshells, (paper) tea bags, etc.

**Animal Traction:** A process of using larger animals (cattle, horses, donkeys, etc.) to assist farmers in carrying out farming tasks such as ploughing, planting, ridging, weeding and harvesting.

**Equipment/Machine:** A tool that is needed to do any farming activities either mechanically or manually e.g. tractor, harvester, sprinkler, sprayer, etc.

This set of questions is asked for every cultivated PLOT listed, in the 2023/2024 AGRICULTURAL SEASON.

1. Record 'YES' if any member of the household used HERBICIDE on PLOT during the specified reference period. If no HERBICIDE was used on PLOT by any household member, record 'NO' and skip to the next corresponding question, Q3.
2. Record the total QUANTITY of herbicide used on PLOT, alongside its UNIT. If more than one type of HERBICIDE was mixed and applied to PLOT, record the total QUANTITY of ALL the HERBICIDE used. Please select the appropriate UNIT, keeping in mind that the HERBICIDE could have been applied in its dry form and / or wet form. The UNIT options are KILOGRAMS, GRAMS, LITRES, and CENTILITRES and so, if some were applied in SOLID state while others were applied in LIQUID state, please convert all into a single UNIT and then select ONLY one UNIT.
3. Record 'YES' if any member of the household used PESTICIDE on PLOT during the specified reference period. If no PESTICIDE was used on PLOT by any household member, record 'NO' and skip to the next corresponding question, Q5.
4. Record the total QUANTITY of PESTICIDE used on PLOT, alongside its UNIT. If more than one type of PESTICIDE was mixed and applied to PLOT, record the total QUANTITY of ALL the PESTICIDE used. Please select the appropriate UNIT, keeping in mind that the PESTICIDE could have been applied in its dry form and / or wet form. The UNIT options are KILOGRAMS, GRAMS, LITRES, and CENTILITRES and so if some were applied in SOLID state while others were applied in LIQUID state, please convert all into a single UNIT and then select ONLY one UNIT.
5. Record 'YES' if any member of the household used INORGANIC FERTILIZER on PLOT. Select 'NO' otherwise and skip to the next corresponding question, Q10.
6. Please select ALL that apply from the list of options (NPK, UREA, OTHER SPECIFY) provided. If the household used both NPK and Urea, then NPK and Urea should both be selected from the list of options. If NPK was used, go on to Q7 for the next question; if UREA was used, go to or skip to Q8 for the next question; and if the interviewee's response takes you to the 'OTHER (SPECIFY)' option, go to or skip to Q9 for the next question(s) to be asked respectively.
7. Record the total QUANTITY of NPK used on PLOT during the 2023/2024 agricultural season. If the household applied NPK to the PLOT at different times during the growing season, then record the total sum of the different quantities. For example, if the household used 3 Kgs of NPK for basal application and 4 Kgs of NPK for top dressing on PLOT, then record 7 for QUANTITY. Remember also to select alongside, the appropriate UNIT, bearing in mind their (various) corresponding measures, so that the correct UNIT CODE is recorded. The UNIT options are KILOGRAMS, GRAMS, 10 KG SACK /BAG, 25 KG SACK / BAG, 50 KG SACK / BAG, 100KG SACK / BAG, SMALL MUDU, LARGE MUDU, SMALL TIYA, MEDIUM TIYA and LARGE TIYA. In the example above, the UNIT to be recorded is KG.

Note that you are required to apply probing where necessary and do some calculation / conversion on your own in order to discern and record the most appropriate UNIT CODE. This is

necessary as there could be cases of fertilizer usage composed of different UNITS and / or different measures.

8. Record the total QUANTITY of UREA used on PLOT during the 2023/2024 agricultural season. If the household applied UREA to the PLOT at different times during the growing season, then record the total sum of the different quantities. For example, if the household used 4 Kgs of UREA for basal application and 10 Kgs of NPK for top dressing on PLOT, then record 14 for QUANTITY. Remember also to select alongside, the appropriate UNIT, bearing in mind their (various) corresponding measures, so that the correct UNIT CODE is recorded. The UNIT options are KILOGRAMS, GRAMS, 10 KG SACK /BAG, 25 KG SACK / BAG, 50 KG SACK / BAG, 100KG SACK / BAG, SMALL MUDU, LARGE MUDU, SMALL TIYA, MEDIUM TIYA and LARGE TIYA. In the example above, the UNIT to be recorded is KG.

Note that you are required to apply probing where necessary and do some calculation / conversion on your own in order to discern and record the most appropriate UNIT CODE. This is necessary as there could be cases of fertilizer usage composed of different UNITS and / or different measures.

9. Record the total QUANTITY of OTHER INORGANIC FERTILIZER used on PLOT during the 2023/2024 agricultural season. If the household applied OTHER INORGANIC FERTILIZER to the PLOT at different times during the growing season, then record the total sum of the different quantities. For example, if the household used 2 Kgs of OTHER INORGANIC FERTILIZER for basal application and 5 Kgs of OTHER INORGANIC FERTILIZER for top dressing on PLOT, then record 7 for QUANTITY. Remember also to select alongside, the appropriate UNIT, bearing in mind their (various) corresponding measures, so that the correct UNIT CODE is recorded. The UNIT options are KILOGRAMS, GRAMS, 10 KG SACK /BAG, 25 KG SACK / BAG, 50 KG SACK / BAG, 100KG SACK / BAG, SMALL MUDU, LARGE MUDU, SMALL TIYA, MEDIUM TIYA and LARGE TIYA. In the example above, the UNIT to be recorded is KG.

Note that you are required to apply probing where necessary and do some calculation / conversion on your own in order to discern and record the most appropriate UNIT CODE. This is necessary as there could be cases of fertilizer usage composed of different UNITS and / or different measures.

10. From the list of given options, record the MAIN reason respondent's household did not use any INORGANIC FERTILIZER on PLOT during the 2023/2024 agricultural season. Go through the options provided attentively and select the option that most correlates with interviewee's response. If none of the responses fits within the options provided, select the 'Other (Specify)' option and type a clear description of the response.
11. Record 'YES' if any member of the household used ORGANIC FERTILIZER on PLOT during the specified reference period. If no ORGANIC FERTILIZER was used on PLOT by any household member, record 'NO' and skip to the next corresponding question, Q13. Please note that ORGANIC FERTILIZER includes animal dung, poultry droppings, organic compost, crop residue, etc.
12. Record the total QUANTITY of ORGANIC FERTILIZER used on PLOT during the 2023/2024 agricultural season. If the household used different types of ORGANIC FERTILIZER on PLOT, record the total sum of the different types. For example, if the household used 40 Kgs of COMPOST and 50 Kgs of ANIMAL DROPPINGS on PLOT, then record 90 for QUANTITY and then select the appropriate UNIT from the options (KILOGRAMS and GRAMS) provided - under UNIT (CODE), select KG.

Note that you are required to apply probing where necessary and do some calculation / conversion on your own in order to discern and record the most appropriate UNIT CODE. This is necessary as there could be cases of fertilizer usage composed of different UNITS and / or different measures.

(Skip to Q14 for the next question.)

13. From the list of given options, record the MAIN reason respondent's household did not use any ORGANIC FERTILIZER on PLOT during the 2023/2024 agricultural season. Go through the options provided attentively and select the option that most correlates with interviewee's response. If none of the responses fits within the options provided, select the 'Other (Specify)' option and type a clear description of the response.
14. Record a 'YES' if any member of the household used any animal for traction on PLOT during the 2023/2024 agricultural season. That is, ask if the household used any animal such as donkeys, horses, bulls, cows, etc., to assist in carrying out some of the agricultural labour / activities. Otherwise, record a 'NO' and skip to Q19.
15. Please pay special attention to this question. It is about animals OWNED by the household. Record the total number of DAYS that the household used animals OWNED by the household for traction on PLOT during the 2023/2024 agricultural season.
16. This question is about animals RENTED by the household for traction. Record the total number of DAYS that the household used RENTED animals for animal traction on PLOT during the 2023/2024 agricultural season. If response is zero (0) days, skip to Q18.
17. If the number of days in Q16 is greater than zero (0), then record the NAIRA amount spent on renting these animals for PLOT during the 2023/2024 agricultural season. DO NOT Include payment for feed for the animal as well as for the persons that operated the implement.  
**NOTE:** INCLUDE THE AMOUNT PAID IN-CASH OR AN ESTIMATE IN-KIND.
18. Ask the respondent to give an estimate of how much (NAIRA) was spent on feeding the animals used for animal traction on PLOT during the 2023/2024 agricultural season. This amount is the amount spent on feeding animals either OWNED by the household or RENTED for traction, but not the actual payment for renting the animals.
19. This question seeks to know if there was any time during the 2023/2024 agricultural season that animals WERE NOT available for traction when the household needed them regardless of ownership (rented or owned). If so, select 'YES'; otherwise, select 'NO' or the 'DID NOT NEED TO USE' option.
20. Record 'YES' if any member of the household used farm EQUIPMENT or MACHINES on PLOT during the 2023/2024 agricultural season. Select 'NO' otherwise.
21. This question seeks to know if there was any time during the 2023/2024 agricultural season that the EQUIPMENT/MACHINE was NOT available for use when the household needed it regardless of ownership (rented or owned)? If so, select 'YES'; otherwise, select 'NO' or the 'DID NOT NEED TO USE' option.

### SECTION 11C3: Input Acquisition

**Description:** This section asks about the acquisition of various inputs including organic fertilizer, inorganic fertilizer, pesticides, herbicides, tractors, and ridgers if such input(s) was(were) used in the 2023/2024

agricultural season. For any INPUT used, this section seeks to know, among other things, if it was purchased, the quantity purchased, and the value of inputs purchased.

**Respondent:** The most knowledgeable adult household member regarding the household farm operations, input purchase and usage, who may be assisted by other farm managers and labourers within the household.

2. Record 'YES' if the household purchased any INPUT used during the 2023/2024 agricultural season. Select 'NO' otherwise and ask to confirm for the NEXT listed INPUT. NOTE: This should exclude any INPUT purchased using government subsidies. *For example, if a household paid cash for 50 KG of NPK fertilizer but used a government/non-governmental subsidy voucher to acquire pesticides used, you should select 'YES' for fertilizer INPUT but 'NO' for pesticide INPUT.*
3. This question asks about who in the household paid for the INPUT purchased during the 2023/2024 agricultural season. Select all the household member(s) that apply.
4. For each INPUT purchased, what was the quantity purchased? Record the quantity here. If the household purchased NPK at 3 different times during the 2023/2024 agricultural season, then the sum of all the 3 purchases should be recorded here alongside the appropriate UNIT CODE, which have all been listed, accommodating the different UNITS and their various measures. Please select the appropriate UNIT from the options listed. These include KILOGRAMS, GRAMS, LITRE, CENTILITRE, 10 KG SACK /BAG, 25 KG SACK / BAG, 50 KG SACK / BAG, 100KG SACK / BAG, SMALL MUDU, LARGE MUDU, SMALL TIYA, MEDIUM TIYA and LARGE TIYA.
5. This question asks for the value (amount in NAIRA) of each INPUT the household purchased in the 2023/2024 agricultural season. *In the example above, if the household paid 20,000 Naira for the fertilizer, you would record 20,000. Note to include all deposit payments as well as balance payments yet to be made in the total cost of INPUT purchased.*
6. Please pay careful attention to this question. It asks of the INPUT quantity and unit purchased in question 4; and how much of the INPUT the household USED during the 2023/2024 season. *For example, of the 50 KG NPK fertilizer purchased this season, if only 40 KG was used, then you should record 40 KG here.* NOTE: The unit of quantity used and recorded here CANNOT be different from the unit of quantity purchased.
7. This question asks for the source from whom the household purchased MOST of the INPUT used during the 2023/2024 agricultural season. The keyword is MOST, meaning the source of acquisition can ONLY be ONE of the options listed - select the appropriate one. If the household purchased NPK from two different outlets, then the vendor from whom MOST of the NPK was purchased should be selected. If no appropriate option is listed based on interviewee's response, please select the 'OTHER (SPECIFY)' option and type a clear description of the response.
8. For households who purchased INPUT, this question asks what the distance from the farm to the place where the INPUT was purchased is. This should be recorded in kilometers (KM). Round up to the nearest KM where applicable and enter zero (0) if distance is less than 1KM.
9. This question is about any Do It Yourself (DIY) INPUT, including ORGANIC FERTILIZER, PESTICIDES or HERBICIDES that the household might have used during the 2023/2024 agricultural season. It asks how much of the INPUT used came from own production or own animals / poultry / plants / crops, etc. Interviewer MUST record the total QUANTITY USED from own production, alongside the appropriate UNIT, given from the list of options. Remember that the UNIT of the total own-produced INPUT USED and recorded here should be consistent with the UNIT of the own-produced total QUANTITY.

10. This question is about RENTED-IN machinery. It asks if the household RENTED-IN any machinery INPUT during the 2023/2024 agricultural season. Select 'YES' if the household RENTED-IN any machinery and if 'NO', ask for the NEXT machinery INPUT.  
  
NOTE: RENTED-IN means the household paid out cash (or in-kind) to use the equipment over a certain period.
11. If the household rented any machinery during the 2023/2024 agricultural season, how much in total did the household pay for the rent-in? Record the amount in NAIRA.
12. Ask and record the total cost of transportation, to-and-fro, the household paid to bring in all INPUT that was PURCHASED and used during the 2023/2024 agricultural season. Record the amount paid in NAIRA.  
  
NOTE: INCLUDE ALL TRIPS FROM AND BACK TO THE FARM.

## SECTION A3I: Field Crop Harvest

**Description:** This section collects information on the pre-filled crops the household cultivated on their PLOTS during this agricultural season. The pre-filled crops were those listed during the post planting visit. The PLOT-CROP information collected during the 2023/2024 post-planting visit will be pre-filled. DO NOT INCLUDE NEW CROPS/PLOTS not listed in the last (post-planting) visit.

**Respondent:** The most knowledgeable adult household member regarding the household farm operations, who may be assisted by other farm managers and labourers within the household. In the absence of someone knowledgeable about the household farming operations, the manager of each PLOT should respond for their respective PLOTS.

**Instructions:** We distinguish between two different types of crops (Field Crops & Tree / Permanent Crops); depending on the crop type, different questions are opened in the sub section: *Field crops* – crops that are usually planted and harvested within one season (with some exceptions), including cereals (e.g. maize, rice, wheat, etc.); roots and tubers (e.g. cassava, potatoes, yam, etc); vegetables (e.g. okra, carrot, cabbage, etc.), pulses and some nuts (e.g. beans, peas, ground nut).

MAKE SURE the respondent understands that all questions are ONLY for field CROP on PLOT.

ALL field crops, with their given CROP NAME that the members of the household have cultivated on PLOT since the beginning of the 2023/2024 agricultural season are pre-filled here. NOTE that ALL PLOT-CROP INFORMATION FROM PP VISIT are included herein and sometimes, more than one crop is cultivated/grown on one plot.

3. In the pre-filled PLOT-CROP roster from the last post-planting visit, the household indicated that they planted CROP on PLOT. This question seeks to know if the household harvested any of the CROP on PLOT during the 2023/2024 agricultural season. Select 'YES' if there was any CROP harvested and skip to Q5 for the next question, but select 'NO' otherwise.
4. If the household did not harvest any pre-filled CROP from the pre-filled PLOT, that is if the household answered 'NO' in question 3, this question seeks to know why they did not harvest CROP from PLOT during the season. NOTE: A list of options is provided, select the most appropriate answer from the list. You may also use the 'OTHER (SPECIFY)' option if none of the options is appropriate. Make sure to give a clear description of the response. Note also that for option codes 15 & 16, you should skip to Q15 and for all the other option codes, ask and confirm for the NEXT PLOT-CROP.
5. If the household harvested CROP on PLOT during the 2023/2024 agricultural season, select the MONTH - YEAR combination that they started harvesting.

6. Record a 'YES' if the area of CROP harvested on PLOT was less than the area planted, otherwise record a 'NO' and skip to Q9. *For example, if the household planted 2 acres of rice, but half of that was washed away by flood. You should record 'YES' here.*
7. This is a follow-up question to Q6. Ask and record the reason why the area harvested of CROP from PLOT was less than the area planted. *From the example above, the reason was flooding - (FLOOD).*
8. During the 2023/2024 agricultural season, approximately what percent (%) of PLOT planted with CROP was harvested? The numeric response box here allows for any number between 0—99, but there are special values such as 75%, 66%, 50%, 33% and 25% listed to represent the HARVEST AREA IN PERCENTAGE (%), OF PLANTED PLOT AREA. You may also select any of these special values which represent three quarters, two thirds, half, one third and one quarter respectively, if the response is close to them.
9. Record the TOTAL quantity of CROP the household harvested from PLOT during the 2023/2024 agricultural season. In CAPI, the question is split into QUANTITY [Q6i.], UNIT [Q6ii.], and Other unit specify [Q6ii\_os.], if the unit of harvest was not part of the options listed. Record under QUANTITY, how many units of CROP have been harvested, select under UNIT the corresponding unit.  
  
For some of the traditional units, SIZE will open and ask you to specify the size of the unit, e.g. if it was small, medium, or large. Check with the respondent by showing them the photo album and then go ahead to record the appropriate measure.  
  
For some CROPS, CONDITION/TYPE will open and ask you to select the applicable condition - whether 'unshelled' or 'shelled' - go ahead to record the CONDITION of the CROP, bearing in mind that this input is specifically for crops that are shelled originally.  
  
MAKE SURE to record the right QUANTITY and UNIT combination. If the unit is not listed, ask the respondent to estimate in one of the listed units, and if not possible, record as another unit that might be the closest.
10. Record the estimated total [NAIRA] value of the CROP harvested from PLOT during 2023/2024 agricultural season.
11. Ask the respondent if the household has completed harvest of CROP from PLOT. Record 'YES' if they have completed harvest, and 'NO' otherwise.
12. So as to confirm the case of non-harvest due to damages or other events / shocks, ask the respondent if there are portions of areas planted with CROP that were not harvested due to damages or shocks, in the harvest done so far on PLOT. If the response is 'NO', skip to the second filter question (FILTER2). If 'YES', ask the next question:
13. Choose from the shocks / damages listed, which one of the events was the MAIN reason some area planted with CROP on PLOT was not harvested. If none of the responses fits within the options provided, select the 'Other (Specify)' option and type a clear description of the response.
14. If the household reported to have completed harvest, ask and record which MONTH and YEAR the harvest of CROP from PLOT was completed and skip to Q16.
15. Pay special attention to this question. It is based on expectation/estimation and is only relevant/activated if the household has neither started harvesting nor completed harvest. Ask and record how much more CROP the household EXPECTS to harvest from PLOT if harvest has not been completed.



Like response to completed harvest, you should record the QUANTITY, UNIT and perhaps SIZE and CONDITION as necessary.

16. Ask the respondent who in the household made or will make decisions concerning the use of the TOTAL harvested CROP from PLOT. Select all applicable household members from the HH Roster.

### SECTION A3III: Tree and Permanent Crops

**Description:** This section asks about the tree and permanent CROPS the household is cultivating or cultivated on their PLOTS during the 2023/2024 agricultural season. The PLOT-CROP information collected during the post-planting visit will be pre-filled. CAPI WILL ONLY SHOW TREE/PERMANENT/CASSAVA CROP ON PLOT LISTED DURING THE POST PLANTING VISIT. DO NOT INCLUDE NEW TREE CROPS/PLOTS not listed in the last post-planting visit.

**Respondent:** The most knowledgeable adult household member regarding the household farm operations, who may be assisted by other farm managers and labourers within the household. In the absence of someone knowledgeable about the household farming operations, the manager of each PLOT should respond for their respective PLOTS.

**Instructions:** We distinguish between two different types of crops (Field Crops & Tree / Permanent Crops); depending on the crop type, different questions are opened in the sub section: *Tree crops* – crops from plants (trees or bushes) that take several seasons to produce fruits/seeds/leaves that can be harvested, and are usually harvested over many seasons, e.g. mango, cashew, banana & plantain, pineapple, etc. Tree crops can last for many years and sometimes be inherited from generation to generation.

17. In the pre-filled PLOT-CROP roster from the last post-planting visit, the household indicated that they had TREE / PERMANENT CROP planted on PLOT. This question seeks to know if **in the last twelve (12) months**, the household has **harvested** any TREE / PERMANENT CROP on PLOT. Record 'YES' if there was any harvest and go on to ask for the NEXT TREE / PERMANENT CROP.
18. If the household has harvested any TREE/PERMANENT CROP from PLOT within the past twelve (12) months, record when the household started the harvest. Note the MONTH/YEAR combination in the answer options.
19. Ask the respondent if there were any losses of TREE/PERMANENT CROP before the last completed harvest. *An example of losses is death of tree crop.* Record 'YES' if the respondent reported any losses but 'NO' otherwise and skip to Q21.
20. If there were any losses of TREE/PERMANENT CROP before the commencement of the last completed harvest, ask the respondent for the main cause of the losses. Sources of loss include but not limited to *drought, too much rain, erosion, fire, insect, theft, diseases*, etc. Refer to the list of options provided. Go through them attentively and select the option that most correlates with interviewee's response. If none of the responses fits within the options provided, select the 'Other (Specify)' option and type a clear description of the response.
21. Record 'YES' if the household has completed harvest of the TREE/PERMANENT CROP from PLOT. If harvest is yet to be completed, select 'NO' and skip to Q23.
22. If the household has completed harvest, ask and record the date the household completed harvest of TREE/PERMANENT CROP from PLOT. Note the MONTH/YEAR combination in the answer options.

23. Record the TOTAL number of TREE/PERMANENT CROP the household harvested during the last 12 months. Refer to the UNIT CODES and record the QUANTITY, UNIT, SIZE & CONDITION.
24. This question seeks to know the estimated value in NAIRA of harvested TREE / PERMANENT CROP from PLOT during the past twelve (12) months.

## SECTION A3II: Crop Disposition

**Description:** This section collects detailed information on how harvested crops were used (sold, consumed, stored, etc.). This information is important to account for commercialization/sale of crops including income from sales as well as the extent of own consumption from production.

**Respondent:** The most knowledgeable adult household member regarding the household farm operations, preferably, the head of household or PLOT managers who made decisions on how harvested crops were disposed/used.

**Instructions:** [Record ALL CROPS harvested by the household during the 2023/2024 agricultural season.] All crops that the household indicated to have harvested during the 2023/2024 agricultural season shall be displayed here. One CROP roster bubble shall be generated for each harvested CROP. For instance, if the household planted and harvested maize from two (2) different plots, then only ONE MAIZE bubble shall open, and information collected for ALL the maize harvested by the household would be displayed therein. As is, the interviewer must first select a 'YES' or 'NO' response to all the crops listed from CROP ROSTER that the household reported cultivating during the post-planting visit.

One sub section is created for each crop that has been cultivated and harvested in section A3.I. For each CROP selected, different questions are asked in the sub section:

- 1-2. THIS QUESTION SHALL BE AUTOMATICALLY POPULATED BY CAPI AND HIDDEN SO THAT THE INTERVIEWER CANNOT SEE OR CHANGE IT.
3. IF IT IS THE CASE THAT IT IS ONLY ONE CROP NAME OR THAT PLOT-CROP HARVEST IN THE SAME UNIT WAS REPORTED, THEN [CAPI INTERNALLY] COMPUTE[S] THE TOTAL HARVEST HERE. OTHERWISE, THE ENUMERATOR [SHOULD] ASK [AND RECORD AS FOLLOWS]:

What was the total QUANTITY of CROP NAME harvested?

Please REFER TO THE UNIT CODES and record the QUANTITY alongside PRODUCTION UNIT CODE of the CROP NAME harvested.

4. This question will determine whether the household has sold any UNPROCESSED CROP NAME that was harvested in the 2023/2024 agricultural season. Record 'YES' if household sold any UNPROCESSED CROP NAME since the 2023/2024 agricultural season's harvest. If 'NO', skip to Q12.

**Unprocessed** crops are those that are still in their raw format and have not undergone any chemical, physical or mechanical transformation such as drying, grinding, or milling.

**Processed** crops have been subjected to either chemical, physical or mechanical transformations such as drying, grinding, or milling, or otherwise processed.

5. For households who reported selling unprocessed CROP, ask for when they sold the unprocessed CROP and record the MONTH and YEAR unprocessed CROP was sold.

The next two questions on TOTAL quantity of unprocessed CROP sold and the sales value are hugely consequential to the relevance of this section. Together, they will inform as to quantity of crop sold, the total revenue generated from sale of the unprocessed crop, as well as the price the farmer received for the unprocessed crop. Please pay particular attention to these questions.

6. “Of the QUANTITY, UNIT and CONDITION of CROP NAME harvested, how much [QUANTITY] did the household sell as UNPROCESSED?” (Please REFER TO UNIT CODES) *For example, if the household reported harvesting 9 bags of 100 KG maize, how much of this 900 KG maize was sold unprocessed?* NOTE that the respondent MUST provide the quantity of unprocessed CROP NAME sold in the SAME UNIT AS THE QUANTITY HARVESTED.

**A NOTE ON COLLECTING PRODUCTION QUANTITIES:**

When asking the respondent for the quantity of CROP harvested, always allow the respondent to report the QUANTITY in a UNIT of their choosing. If the UNIT is a non-standard (not KG, G, L, ML), **show the respondent the appropriate photo of the UNIT provided in the album of reference photographs.** Allow the respondent to confirm the SIZE of the UNIT (if applicable) and adjust the QUANTITY to better reflect the pictured UNIT. YOU SHOULD ONLY QUESTION THEIR RESPONSE IF THE UNIT SEEMS INAPPROPRIATE FOR THE CROP. For example, you would not expect to report the quantity of yam harvested/sold in milk cup. Be especially careful to always select the right QUANTITY-UNIT combination.

7. Record the TOTAL value of CROP sales in NAIRA. Note that this is NOT PER UNIT sales, BUT THE TOTAL VALUE RECEIVED in NAIRA for ALL QUANTITY of CROP sold unprocessed.
8. Ask the respondent where the household sold most of the unprocessed CROP harvested during the 2023/2024 agricultural season? Select the appropriate answer from the list of options provided. If none of the responses fits within the options provided, select the ‘Other (Specify)’ option and type a clear description of the response.
9. Ask the respondent which MEMBER(S) of household was / were responsible for taking the CROP to the market and negotiating sales. Select the MEMBER from the HH Roster and record ID CODE(S). If the CROP NAME was sold at the FARM GATE, record the person(s) in the household that negotiated the sales at the farm gate.
10. Ask the respondent and record the household MEMBER(S) who decide(s) on the use of the earnings from the sales of CROP during the agricultural season 2023/2024.
11. Record how promptly the household was paid for the sale of [unprocessed] CROP during the 2023/2024 agricultural season. Four options are listed - *at the time of sale; within one week; within one month; and one month or more* - select the appropriate response.
12. This is a ‘YES’/‘NO’ question and the respondent must indicate in the affirmative or negative if the harvested CROP during the 2023/2024 agricultural season was used for any of the listed options and by so, determine if any of the CROP was harvested by household or not. The respondent must answer either a “YES” or a “NO” to each listed option.

**The next set of questions from 13—21** are asking not just about the other means [apart from sales] by which the household disposed harvested CROP but also the QUANTITY used for those purposes. Note that the respondent MUST use the same CONDITION, UNIT and SIZE combination as the harvested Quantity, for the following questions. That is, **of the QUANTITY, UNIT and CONDITION of CROP harvested**, each question asks:

13. How much was **stored for future use** (sale, consumption, or seed)? *For example, if the household reported harvesting 9 bags of 100KG maize, sold 300KG of this 900 KG maize as unprocessed, and stored the remaining 600 KG for future use. Interviewer should record 600 in [Q13].*

14. How much was used as **animal feed**? NOTE: IF NONE WAS USED AS FEED, KINDLY RECORD ZERO (0) UNDER QUANTITY.
15. How much **was consumed** by the household of QUANTITY of CROP harvested? NOTE: IF THE HOUSEHOLD PROCESSED ANY PART FOR CONSUMPTION, AS LONG AS IT HAS BEEN CONSUMED, INCLUDE IT HERE AS PART OF THE RAW PRODUCT. *In our example above, of the 9 bags of 100 KG maize harvested, the household ate fresh maize (boiled) equivalent to 10KG but also processed additional 50KG into pap (ogi/akamu). Interviewer should record 60KG under the space provided for QUANTITY.*
16. How much [QUANTITY] was **given as payment for labor (in-kind payment)**? If none, record zero (0) in [Q16].
17. How much was **given as payment for non-labour (in-kind payment)**? Again, if none, record zero (0) under QUANTITY. An example of a non-labour payment might be payment for inputs purchased on credit, or other household items purchased on credit, or payment of dowries.
18. How much was **given as reimbursement for sharecropping**? Again, if none, record zero under QUANTITY. This arises if the household entered into an agreement with a landowner, such that after harvest, the output is shared between the household and the landowner, using an agreed sharing arrangement.
19. **How much was given as gifts? If none was given as gift, record zero (0) under QUANTITY; otherwise, record the quantity the household gave away for free.**
20. How much of QUANTITY harvested was **post-harvest loss**? If none, record zero (0) under QUANTITY. These are losses that occurred after the crop was harvested from the field/plot.
21. How much of QUANTITY harvested was **processed** by the household and **sold**? If none, record zero (0) under QUANTITY. That is, how much of the harvested CROP was sold after being transformed from the raw form, into the processed form by grinding, milling, drying, roasting, oil extraction, juicing, etc.? Note that this question is not referring to the processed output, but rather the quantity that was processed.

Questions 22—28 are based on **SALE OF PROCESSED CROP[S]**.

See definition of processed CROP above.

22. This is a follow-up question to Q21 and seeks to know the **main** kind of processing that was done to CROP NAME for its sale since the 2023/2024 agricultural season's harvest. Choose from the list of options provided and record the **main** processing procedure. If none of interviewee's responses fits within the options provided, select the 'Other (Specify)' option and type a clear description of the response in 22\_Oth.
23. Ask the respondent for the QUANTITY of the **main** processed crop **product** sold from processing CROP NAME. *For example, if a household processed oil palm fruits into palm oil and palm kernel oil but reported palm oil as their main product, perhaps because it yielded a higher volume / generated more income, interviewer should record the total QUANTITY, including the SIZE and UNIT (litre or centilitre) - as appropriate - of palm oil sold. PLEASE REFER TO THE UNIT CODES.*
24. Record the TOTAL value of the sales from processed crop product from CROP PRODUCT in [NAIRA].
25. Ask the respondent for which HHMember was responsible for taking the processed crop product to the market and negotiating sales. Select the member[s] from the HHRoster. If the processed

CROP was sold at the farm gate, record the person(s) in the household that negotiated the sales at the farm gate.

26. Ask the respondent for who in the household decides how the earnings from the sale of processed crop product from CROP should be used or how it was used. Select the member(s) from HHRoster.
27. This question seeks to know if the processing of CROP requires electricity. Record 'YES' if electricity is required to process CROP. Otherwise, record 'NO'.
28. If electricity is required, what is the main source of electricity used for processing CROP during the 2023/2024 agricultural season? Record the appropriate source from the list provided. Go through the options provided attentively and select the option that most correlates with interviewee's response. If none of the responses fits within the options provided, select the 'Other (Specify)' option and type a clear description of the response.

## SECTION PHL1: Post Harvest (Household) Labour

**Description:** This section asks about household post-harvest labour. For each CROP harvested, information is sought about each member's post-harvest activities and time spent. Hence the two subsections, with one roster nested in the second roster. The first roster is for CROPS HARVESTED by the household, while the second roster is for HOUSEHOLD MEMBERS who did post-harvest work on CROP harvested.

**Respondent:** The most knowledgeable household member regarding the household post-harvest operations, who may be assisted by other farm managers and labourers within the household.

One sub section (roster) is created for each listed harvested CROP pre-filled from the post-planting visit. Under each CROP harvested roster, there is a sub-section for all the household members who are aged 5 years above to answer questions on post-harvest labour operations for each of the harvested CROP.

1. Ask if selected NAME has worked on CROP since it was harvested during the 2023/2024 agricultural season. Select 'YES' if selected member has performed any post-harvest activities on CROP since it was harvested, even if for one hour. Post harvest activities include shelling/threshing, cleaning, drying, milling or grinding, etc. Select 'YES' for all that apply if NAME has worked or performed any of the activities for CROP since CROP was harvested. If 'NO', please go on to ask for the NEXT CROP and / or NEXT PERSON.

NOTE: This question and follow-up questions are asking about current CROP in roster ONLY, IGNORE work on any other CROP until you are on that CROP bubble on CAPI.

2. Record the TOTAL number of DAYS in which NAME has worked on CROP **post-harvest activities** since CROP was harvested. CONSIDER ALL days on which MEMBER worked, even if it was only for a short time. *EXAMPLE: Tunde worked on maize drying for 2 hours on Tuesday afternoon, 3 hours on Wednesday, and for 3 hours on Thursday. The answer is 3 days (Tuesday, Wednesday and Thursday).*
3. Record the typical number of HOURS NAME worked PER DAY on CROP **post-harvest activities** since CROP was harvested. *EXAMPLE: In our example above, Tunde typically worked for 3 hours PER DAY.*
4. Select ALL **post-harvest activities** that NAME has performed on CROP since CROP was harvested by the household. Select any of SHELLING/THRESHING/PEELING; SORTING; DRYING; CLEANING; PROCESSING (milling, grinding, grating, cooking, oil production, etc.) and or SUPERVISING.

5. Input the number of additional DAYS NAME is expected to carry out post-harvest activities on CROP. Record zero (0) if no more days anticipated.

## SECTION PHL2: Post Harvest (Hired and Exchange) Labour

**Description:** This section asks about the post-harvest labour the household hired or received for free to perform post-harvest activities such as shelling, threshing, drying, cleaning and / or processing CROP after CROP harvest during the 2023/2024 agricultural season.

**Respondent:** The most knowledgeable household member regarding the household post-harvest operations, who may be assisted by other PLOT managers and labourers within the household.

**Person Type:** In each CROP HARVESTED roster, there is a sub-section for all the PERSON-TYPES, who fall in the men / women / children category hired to do **post-harvest work/activities** on CROP. Answer the questions by PERSON TYPE for each CROP. Bear in mind that persons under the age of fifteen (15) years are considered children for the 'children' category of PERSON TYPE.

2. Read out the question for each PERSON-TYPE and select 'YES' or 'NO'. PERSON-TYPES are men, women and children. A 'YES' response would mean, any individual from PERSON'-TYPE has been hired to work on CROP **post-harvest activities** since CROP was harvested; and a 'NO', the opposite and would mean that you ask the NEXT PERSON-TYPE the same question.

By hired we mean the PERSON-TYPE worked for PAYMENT in cash or in-kind. Do NOT consider PERSON-TYPE that have worked for free. It does NOT matter who in the household hired the persons. Do NOT consider as payment the food given during the day of work.

NOTE that for each CROP harvested roster, this and subsequent questions are asking about CROP harvested ONLY, IGNORE work on any other CROP not in this roster.

*Men* – all MALE persons, not household members and aged 15 years or older

*Women* - all FEMALE persons, not household members and aged 15 years or older

*Children* - all persons under 15 years independent of sex, but not household members

The next set of questions are asked for every PERSON-TYPE selected under Q2.

3. Record the total NUMBER of PERSON-TYPES (i.e. men, women or children) that have been HIRED to work on **post-harvest activities** on CROP since CROP was harvested. NOTE that the persons did not have to work on CROP post-harvest activities at the same time. *EXAMPLE: If two women were hired to peel cassava in the first week in December, and three other women were hired in January to do the same activities, and additional three women were hired to fry garri, record the total as 8 (2+3+3).*
4. Record the total number of DAYS that a **typical hired** PERSON-TYPE worked on **post-harvest activities** on CROP since CROP was harvested. NOTE that the question is asking for ONE (typical) PERSON only. Consider all DAYS on which a typical person worked, even if it was only for a short time.
5. Record the typical number of **HOURS one** hired PERSON worked **PER DAY** on CROP during the days of hire. If persons were hired for different lengths of time, record the number of hours ONE PERSON normally works on CROP per day. *EXAMPLE: In our example above, if each woman typically worked for about 6 HOURS PER DAY, record 6hrs/day.*

6. Record the total AMOUNT **normally** paid to each HIRED PERSON-TYPE **PER DAY** to work on **post-harvest activities** on CROP. Estimate the Naira equivalent for in-kind payments. NOTE that the question asks PER PERSON-TYPE (e.g., **per man**). If the payment was paid to a group, calculate how much was paid for one individual in the group.
7. Select ALL **post-harvest activities** that each selected PERSON-TYPE has performed on CROP since the CROP was harvested. These activities include **Shelling / Threshing /Peeling; Sorting; Drying; Cleaning; Processing** (milling, grinding, grating, cooking oil production, etc) and **Supervision**.

#### EXCHANGE/FREE LABOUR-PHL

8. This question asks if any PERSON-TYPE from other households has worked on **post-harvest activities** on CROP free of charge, as an exchange labourer, or to assist for nothing in return? Select 'YES' for any PERSON-TYPE that has worked for free or exchange labour on post-harvest activities on CROP and 'NO' if not and then proceed to ask for NEXT PERSON-TYPE and / or CROP.
9. Record the total NUMBER of PERSON-TYPES (i.e. men / women / children) that have worked on **post-harvest activities** without payment on CROP since CROP was harvested. NOTE that the persons did not have to work on CROP at the same time.
10. Record the number of DAYS that a typical PERSON worked without pay on **post-harvest activities** on CROP since CROP was harvested. NOTE that the question is asking for ONE (typical) PERSON only. If persons worked for different lengths of time, record what ONE PERSON normally spend working on CROP. CONSIDER ALL days on which a typical person worked, even if it was only for a short time.
11. Record the number of HOURS PER DAY that ONE (typical) PERSON-TYPE normally worked on post-harvest activities on CROP without pay.
12. Select ALL **post-harvest activities** that each selected PERSON-TYPE has performed on CROP without pay since the CROP was harvested. These activities include **Shelling/Threshing /Peeling; Sorting; Drying; Cleaning; Processing** (milling, grinding, grating, cooking oil production, etc.) and **Supervision**.

### SECTION A4: Agricultural Capital

**Description:** This section captures information on the agricultural capital/items OWNED by farming households. The items include tractor, plough, planter, boat, fishing net, etc., and are important in measuring agricultural productivity, and farming household welfare and standards of living. It is also important to determine how advanced the capacity for agricultural production of the household is.

**Respondent:** The main respondent is the head of the household and/or an adult household member currently living in the household and knowledgeable about household agriculture.

1. Go through all the ITEMS listed and record whether the household owns any of the ITEMS, or none. (If response to ALL ITEMS is 'NO', proceed to the NEXT SECTION.) Select 'YES' or 'NO' for each ITEM before proceeding to the next question, Q2.
2. This question seeks to determine the NUMBER of the listed ITEMS that are owned by the farming household.

NOTE: The item must be in good working condition to get the total NUMBER of ITEMS. If the item is not functioning, it should be excluded.

3. Ask the respondent if the ITEM is owned by the entire household, or by a member or several members of the household. Select applicable category and if owned by ENTIRE HOUSEHOLD, skip



to Q5. A typical situation where an item can be owned by the entire household is when the item was bequeathed to ALL the members by a parent or donated to them by a friend, without reference to a single person in the household.

4. Ask for the person(s) in the household who own(s) ITEM in Q3 identified as 'SPECIFIC HOUSEHOLD MEMBERS'. If the ITEM is owned by more than one person, select all the MEMBERS who are joint owners of the ITEM.
5. Ask if the ITEM was rented out at a cost to renters or as an in-kind payment at any time in the in the last twelve (12) months. (Ask for NEXT ITEM if 'NO'.)
6. Ask the respondent to estimate the total value in NAIRA, the household received of rentals for each ITEM during the last twelve (12) months. Remember to include an estimation for IN-KIND PAYMENT.

## SECTION A5B: Extension Services

**Description:** This section only opens for agricultural households and asks about agriculture-related information and training the household may have received during the 2023/2024 agricultural season.

**RESPONDENT:** Knowledgeable adult household member.

1. Read out the question and the extension service SOURCE options one by one, recording 'YES' for each option if anyone in the household received any agriculture-related advice from / through SOURCE during the 2023/2024 agricultural season. Here, is a list of plausible sources from which the household may have received any form of agricultural information during the 2023/2024 agricultural season, with a corresponding (SOURCE) CODE for easy identification. These sources range from various extension services and farmers' associations to non-governmental organizations (NGOs), the media and individuals. In a scenario where respondent indicates a SOURCE or SOURCES other than any of the SOURCES listed, choose the 'Other (Specify)' option and type accurately, respondent's answer(s) for future reference.

Bear in mind to ask for each TOPIC for each response that is a 'YES', before proceeding to Q2; and if 'NO' is recorded for ALL options, go on to the NEXT SECTION.

### EXPLANATION OF SOURCES

**AGRICULTURAL EXTENSION SERVICE (GOVERNMENT or PRIVATE):** Technical assistance, advice or a demonstration of new agricultural techniques given to a farmer or group of farmers to improve productivity. It can be given by the government, or private organizations such as companies demonstrating their equipment. Make sure to select the correct provider.

**AGRICULTURAL COOPERATIVE/FARMERS' ASSOCIATION:** Any form of farmer/producer cooperative or association centered around agricultural production, A member could (but does not have to) be a member of FARMER or FISHING COOP.

**FARMER FIELD DAYS/FIELD SCHOOL:** A day that both the extension worker and a group of farmers agree for training and practicing new farming procedures

**VILLAGE AGRICULTURAL EXTENSION MEETING:** This is a meeting between a group of farmers and an agricultural extension officer, which usually takes place in the village.

**AGRICULTURAL EXTENSION COURSE:** A course in agriculture that can be for a short time or extended time. It may or may not be formal, but structured.



**LEAD FARMER:** A farmer who is the most active in growing certain crops or who has the largest plot of a certain crop-type or an outstanding farmer in a community that most farmers look up to. They might also be the first to try a new agricultural technology.

**PEER FARMER (NEIGHBOUR / RELATIVE):** Any other farmer usually in the same community, and growing the same or similar crops

**ELECTRONIC MEDIA (TV, RADIO, ETC.):** This may also include the internet.

**PAPER MEDIA (HANDOUTS / FLYERS):** Only select the option if the print media was the primary source of information. If they received print media on the farmer day, but the farmer day was the main source of information, select FARMER DAY.

2. Ask the respondent for who in the household received advice from or information through the SOURCE during the 2023/2024 agricultural season. Select the MEMBER(S) from the HH Roster.
3. This question seeks to know how many times an entity or individual from SOURCE visited any member of the household during the 2023/2024 agricultural season. Record the total NUMBER of visits. If none, record zero (0).
4. For households who received agricultural advice from SOURCE, this question seeks to know which TOPICS the household received information on. These TOPICS include but not limited to new seed varieties, pest control, fertilizer usage, irrigation, access to credit, vaccination, general animal care or diseases, fishery, etc.
5. Based on information received, this question seeks to determine how useful the advice received from SOURCE was. Read the question to the respondent and follow it with the options provided. The scale is from 1-5. One indicates very useful and 5 indicates harmful information was received.

## SECTION 12: Digital Farming – Harvest module

**Description:** This section seeks to capture details about the sources from whom the household has received information and training and measure farmers' access, use, and experience with digital farming services since the LAST PP INTERVIEW. We are focusing on 2 types of services here: (1) services that provide farm-related information or advice (e.g., weather information, advice on livestock feeding practices or crop management practices, information on the market prices, etc.), and (2) services that rent or sell farm-related inputs (e.g., fertilizer, chemicals, seeds, livestock feed, etc.) and/or equipment (e.g., solar pump or tractor).

To be considered as a "digital farming service", the service must: (1) have at least one aspect of its offering being provided through a mobile phone or an agent with a digital device (e.g., tablet, laptop, etc.) or (2) be offered by a company, community group, or organization. Please read the below guidance carefully, and make sure that you are giving farmers additional context and examples when required.

**Respondent:** Knowledgeable adult household member.

**Instruction:** This module will only appear to the households interviewed (or attempted to be interviewed) in Round 7 of the National Longitudinal Phone Survey (NLPS).

1. Select 'YES' or 'NO' if household sought or received information / advice for the household's farm on any topic ranging from weather, harvest know-how / storage or crop management, information on livestock feed, seed management practices or market prices, etc., since the **LAST (PP) INTERVIEW**. Please note that any type of information or advice from individuals or organizations should be included. Remember it would not be out of place to provide applicable examples for the respondent where necessary.

2. This question seeks to know the type of information or advice household received since the **LAST (PP) INTERVIEW**. Remind the respondent that the information can be anything that is related to their farm operations or activities. Select ALL that apply from the list provided and if none of the responses fits within the options provided, select the 'Other (Specify)' option and type a clear description of the response.

- Weather information: for example, when it will rain or when to plant or harvest
- Market information: for example, market location or market prices
- Inputs and equipment information: for example, availability of inputs, quality and specifications of inputs, or prices
- Crop management practices: for example, plant health and disease management, good farming practices and techniques or seed selection
- Livestock management practices: for example, livestock health and disease management, breeding, feeding, or techniques to improve outcomes
- Farm credit and borrowing related information: for example, sources of borrowing, loan terms, or repayment terms
- Farm insurance related information: insurance product details, how to make a claim, or premium payment terms
- Something else (specify)

**INTERVIEWER READ OUT** the instruction note to the respondent before commencing interview. Please read out as stated and fluently so that respondent has a clear understanding of the goal of this module. It states thus:

*We want to understand farmers' experiences of working with organizations and community groups that provide helpful advice and information to farmers using a digital device (e.g. a mobile phone). They can be delivered directly to a mobile phone or through an agent (e.g. extension worker or agrovet) that has a digital tool like a tablet, phone, computer, video, or projector.*

3. Read out the question and corresponding response options. Select the most applicable option. Please provide examples for the respondent i.e. - SMS weather information that is sent to your phone / an app where you can input data and it gives advice on farming practices / an extension agent with a tablet that show training videos, etc - bearing in mind that these and any other plausible information / advice can be done USING A MOBILE PHONE OR AN AGENT. If "On a mobile phone – yours or a household member's/friend's/neighbour's" is selected, skip to Q5.
4. This question opens up if "From an agent with a phone/tablet/computer/video" or "Both on a mobile phone and from an agent with a mobile phone/tablet/computer/video" is selected in Q3. Ask if the agent that assisted the household to **receive this information or advice** for their farm was working for themselves or for a private company, an organization, a community group, a cooperative, a bank, etc. Select ALL the options that apply.
5. Ask the respondent how they sought or received information / advice using their mobile phone. Read out the question and corresponding options and select ALL that apply.
6. Read out Q6 and corresponding options as it enquires more about WHO shared information on their mobile phone. Ask the respondent to give more details on who provided the information or advice service for the household's farm. Was it a private company, a cooperative, a government program, a financial institution, an NGO, or someone else. Select ALL that apply. If "Someone else/Other(not a company, organization, community group etc)" is the only option selected, skip to Q18.

**READ OUT** the second instruction note to the respondent. Please read out as stated and fluently so that respondent has clarity on the objectives of the instruction, noting also that the organizations /community group(s) / agent(s) would henceforth be referred to as '**digital information provider**'.

7. This question seeks to confirm what information as previously mentioned by the respondent was furnished by the digital information provider(s). Select ALL the options that apply.
8. Select the option that best suits how often respondent received information or advice for their farm from **digital information provider(s)** exactly when it was needed since the **last PP INTERVIEW**. In other words, the question seeks to know how frequently the **digital information provider** responded when the household made a request for information or service, or provided information at the right time in the season (e.g. rain forecast before planting). If the respondent says, "now and again", select 'SOME OF THE TIMES'.
9. Ask the respondent how many different digital information provider(s) **they received information or advice from since the last PP INTERVIEW**.
10. **Ask the respondent what they feel about the amount of information received from the digital information provider(s); that is, if it was too much, too little, or just right.**
11. Ask the respondent to rate their ability to rely on the information or advice received from **digital information providers**. **Read out** the options provided for the respondent to select from. If they say the information or advice was "so-so", select 'NEITHER TRUSWORTHY NOR UNTRUSTWORTHY'.
12. Ask and select 'YES' or 'NO'. If 'NO', skip to Q14. Select 'YES', if the information or service furnished by the **digital information provider(s)** was paid for. This payment could have been in cash or in-kind.
13. Ask what respondent thought of the price charged by the **digital information provider(s)**. Read out the options and select the appropriate answer based on interviewee's response - if for instance the respondent says it was bad, select 'POOR'. "Too expensive" is 'VERY POOR' and "Very affordable" is 'VERY GOOD'.
14. Ask the respondent to rate their likelihood of recommending the **digital information provider(s)** to a friend or neighbour. A numerical response is required, but if the respondent says "maybe", this would be a halfway point on the scale, so you can push further and say, "Would you give say about 5 or 6?" **'0' is not at all likely, and '10' is extremely likely**. If a respondent is happy with the service but answers "0", probe further to ensure respondent understands the question.
15. Select 'YES', if respondent is more comfortable with using digital tools for farming because of their interaction with the **digital information provider(s)**. **If "NO", skip to Q17.**
16. Ask the respondent to describe this / her level of comfort with using digital tools since interacting with the **digital information provider(s)** and read out the options - select respondent's answer option.
17. Select the option that best describes how well the **digital information provider(s)** met respondent's farm-related advisory needs. 'NONE OF MY NEEDS' means the service did not address ANY of the farmer's information needs.
18. Select the option that best describes the respondent's overall experience since interacting with and using services or advice provided by the **digital information provider(s)** since the **LAST PP INTERVIEW**.

19. Ask the respondent to describe the level of ease with which they gathered information or advice, with the assistance of the **digital information provider(s)** since the **LAST PP INTERVIEW**.
20. Read out the question and response options. Ask the respondent if they received any other service(s) from the **digital information provider(s)** aside information and advice on farming. Select all that apply. (By DIGITAL WALLET, we mean did they purchase or receive payment digitally?)
21. This question seeks to know the MAIN SERVICE received from the **digital information provider(s)** by respondent. By 'main service', we mean the SERVICE that was FIRST accessed but also offered an extra service. For example, inputs were purchased from a provider that shared information on how to apply the input – the main service in this case is 'Farm inputs and / or farm equipment'.  
22. Ask the respondent whom he / she contacted for farm-related information or advice using a mobile phone since the **LAST PP INTERVIEW**. SELECT ALL THAT APPLY from the list of options.
23. This question is activated if FILTER 4 is a 'YES' response. Ask the respondent who they received farm-related information or advice from and select ALL that apply.
24. Ask the respondent how they received farm-related information or advice and select ALL that apply.
25. This question is asked if FILTER 4 is a 'YES' or Q1 is a 'NO'. You can provide examples like Ignitia, Hello Tractor, SmartFarm, or Rice Advice. Select 'YES', if the respondent knows of any organizations or bodies that provide farm-related advice to farmers through a mobile phone or through an agent using a digital device. If 'NO', skip to Q29a.
26. This question is asked if Q25 is 'YES'. Select 'YES' if they had ACCESS (i.e., they could use the services if they wanted) to the services the provider was offering during the 2023/24 AGRICULTURAL SEASON and then skip to Q28.
27. Select ALL that apply when you ask the respondent why household did not have access to the providers and then skip to Q29A.
28. Enquire from respondent why they did not use the referenced providers and select ALL that apply.
- 29a. **INTERVIEWER, PLEASE READ OUT TO THE RESPONDENT:**  
"Thank you. Now I would like to ask about your experience of registering for, buying, or managing insurance for your farm, farm assets, or livestock for your farm this 2023 rainy season (from April until now)."
29. Ask respondent the question, bearing in mind that the INSURANCE could be for CROPS or EQUIPMENT like TRACTOR, IRRIGATION PUMP, SHED, etc. If the household purchased or rented crop/livestock inputs or equipment or both, then select the appropriate option(s). Other inputs include seeds, fertilizer, livestock feeds, livestock medicines, and more. If response is a 'NO', please skip to Q43.
308. Select from the list of options, respondent's answer to what type of insurance plan they had registered for, bought or managed for their household's farm, farm assets or livestock from April until now.
31. Select from the list of options how respondent got the selected insurance.

**INTERVIEWER, PLEASE READ OUT TO THE RESPONDENT:** *Thank you. We want to understand farmers' experiences of working with organizations and community groups that provide insurance services to farmers using a digital device (e.g. a mobile phone). These can be arranged directly through a mobile*

phone or through an agent (e.g. extension working or agrovet) that has a digital tool like a tablet, phone, computer, video, or projector.

32. Please pay attention to the details of the options when you ask respondent if his household registered for, bought or managed insurance for their farm, farm assets or livestock and select the most appropriate answer option, bearing in mind the skip patterns for some of the options.

**NOTE:** The insurance plan could be for REGISTRATION, PAYMENT / TOP-UP, PAY-OUT RECEIPT FROM A PROVIDER, etc.

33. Ask if the agent that assisted the household with an insurance plan was working for themselves, an organization, or a community group, a cooperative, or a bank, etc. Select ALL the options that apply from the list of options provided.
34. Ask the respondent how they went about their insurance plan on their mobile phone and read out the options. Select ALL that apply.
35. Read the question out and the options and select ALL that apply. If "Someone else/Other (not a company, organization, or community group)" option is the only answer, skip to Q42.

**INTERVIEWER, PLEASE READ OUT TO RESPONDENT:** *I will now ask you about your experience with this / these organization(s), community group(s), or agent(s) who you purchased or managed farm-related insurance from using a digital device. Going forward, I will refer to them as a **digital insurance provider**.*

36. Ask respondent the question and select ALL that apply from the list of options provided.
37. Ask respondent if they received any compensation from the **digital insurance provider(s)** during the specified period. Skip to Q39, if 'NO'.
38. Ask respondent of his level of satisfaction from the value of pay-out; read out the options and record as specified.
39. Ask and record a 'YES' or 'NO' and skip to Q41 if 'NO'.
40. Ask and select the appropriate response from the list of options - if for instance the respondent says it was bad, select 'POOR'. "Too expensive" is 'VERY POOR' and "Very affordable" is 'VERY GOOD'.
41. This question seeks to know if respondent received other farming-related services other than the regular services mentioned - probe and select ALL that apply from the list of options.
42. Ask and select the response option from list provided. 43. Ask if respondent knows of any providers (e.g. companies or organizations) that provide farm, farm asset, or livestock insurance on a mobile phone or through an agent with a digital device. Select a 'YES' or 'NO' and skip to Q47a if 'NO'.
44. Ask respondent if they had access to any of the providers this 2023 rainy season (from April until now); i.e. would it have been possible for respondent to PURCHASE or MANAGE FARM-RELATED INSURANCE from any of the providers this 2023/24 agricultural season.
45. Ask respondent and select answer from the list of options provided and if none of the responses fits within the options provided, select the 'Other (Specify)' option and type a clear description of the response.
46. Ask and record answer from given options. If none of the responses fits within the options provided, select the 'Other (Specify)' option and type a clear description of the response.

47. Select 'YES' or 'NO'. Note that there is no reference period for this question, and the key word here is 'EVER'.

**ENUMERATOR, PLEASE READ OUT:** Thank you! I have a few final questions about your other farming activities this season, and some basic profile questions.

48. Ask the question and read out each of the options to the respondent clearly and select ALL of the farming or livestock activities he / she engaged in since the last PP INTERVIEW that apply.
49. Ask respondent if they purchased or rented inputs that are farm-related and / or farm-related equipment with the help of a provider, using a mobile phone or through an agent with a digital device. Select 'YES' or 'NO' based on respondent's answer.
50. Ask respondent if he was able to have access to any of the providers and select a 'YES' or 'NO' based on answer.
51. This question seeks to know if respondent made sales from his produce with the help of a provider that sells similar produce or shares information relating to the type of produce, using a mobile phone or through an agent with a digital device. If 'YES', skip to FILTER 11.
52. Select 'YES' or 'NO' to confirm if respondent had access to any of the providers or not.
53. Select 'YES' if the household borrowed or managed credit for their farm with the help of a provider (e.g., organization or company) that provides credit on a mobile phone or through an agent with a digital device. If 'YES', ask the next question, Q54.
54. Ask respondent if he was able to have access to any of the providers and select a 'YES' or 'NO' based on answer - 'YES', if they could use the services if they wanted and 'NO' if otherwise.
55. The respondent should imagine that an unexpected event happens, and the household is required to get 100,000 Naira to solve the problem. Ask how easy or difficult it would be for the household to come up with 100,000 Naira for an emergency situation next month if required. Select the option that most applies to the respondent's reality.
56. Ask what the most likely option would be for the household to access the emergency 100,000 Naira. The household may have multiple sources they can reach out to for the 100,000 Naira, so ask for the one they would think about approaching first. Select the option that best describes the respondent's answer.
57. Ask which of the listed sources provided income for the household in the **LAST 6 MONTHS**. Only the MAIN source of income is required, so if the respondent says there were several sources, ask for the one that contributed the most to the household's total income. If the respondent mentions farming income, clarify if this is income from selling crops, or selling livestock produce.

## SECTION 11M: GPS Measurement

**Description:** The section opens if a plot has been listed in Section 11A. As part of the survey ALL CULTIVATED PLOTS of the sampled households must be measured using GPS and the SuSo feature.

**Respondent:** The section is directed to the enumerator and MUST NOT be asked to the respondent. Ask the respondent to take you to each plot, identify and walk with you around the boundaries, and start the measurement.

**Instructions:** GPS measurement should be taken at a time that is convenient to the respondent and the enumerator and does NOT DISTURB or INTERRUPT the interview of the rest of the questionnaire. Often

this will be after you have completed the interview, but it can also be at different times, e.g. if you conduct part of the interview at one of their plots and then shift with the respondents elsewhere, or if you revisit the household to measure the plots.

GPS measurement is a key measure of the survey, so effort must be made to measure ALL plots; sufficient time and resources have been allocated for you to be able to do so. When measuring, it is VERY important that you CLOSELY FOLLOW the PROTOCOLS as described in detail in **APPENDIX 3: AREA MEASUREMENT USING A GPS**.

One sub section for every PLOT listed. All questions are enumerator questions and MUST NOT be read out.

1. Answer AFTER you have attempted measuring the PLOT area with the GPS device. Select 'NO' if you have not been able to measure the plot area for ANY reason. You are expected to be able to measure almost ALL plots. ONLY use as a LAST resort. Area measurement will be MONITORED.
- 1B. Select 'YES' if the plot has been measured using the Survey Solutions (SuSo) feature.
3. Record the measured area as displayed in the GPS UNIT in SQUARE METERS (m<sup>2</sup>). DOUBLE CHECK that the GPS units is displaying the area in m<sup>2</sup>, if not CHANGE the UNIT of the GPS unit to m<sup>2</sup>. RECORD the number as displayed on the unit, INCLUDING decimal places. Make sure to correctly record the decimal point.  
**Take a picture** of the coordinates displayed on the GPS device.
5. Record the coordinates at the CENTRE of PLOT using the tablet. Be careful when walking to the centre point, do NOT destroy any of the plants cultivated on plot. You do NOT need the GPS unit for this. MAKE SURE that LOCATION is turned ON in the shortcut menu of the tablet. Repeat if the tablet does not record the coordinates. If the tablet continues to not capture GPS, check in Android Settings/Location Services that the Mode is set to USE GPS ONLY, and that Access to my location is ON.
6. Take a picture of the plot from one of the corners. Make sure you get in all the plot in the frame when capturing. If satisfied with the picture, select OKAY if satisfied with the picture. If not satisfied, select RETRY and try again.
4. Select the reason you have not been able to measure the plot area using the GPS device/Survey Solutions (SuSo).

TOO FAR - is only an acceptable reason if going to PLOT would have severely interrupted field work procedures. This option should be selected only in exceptional circumstances and will be followed up by HQ.

THE FIELD IS OUT OF LGA - these plots are not measured

UNWILLINGNESS OF THE HOLDER - select ONLY if the respondent refused to take you to the plot.

## SECTION CI: CONTACT

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

1. *"For us to be able to contact you in the future, could you kindly provide us with your telephone numbers?"* Insist on collecting numbers for at least one household member and alternate person who is not a household member. Record name and telephone of first household member.

2b-2c. *“Is there another adult member of the household that can provide us with a phone number for contact?”* Record name and telephone number of up to two additional household members.

3a-3c. *“If you were to move in the next two years, who are the people in this community who would be most likely to know your new address?”* Record contact information for up to 2 reference persons who are most likely to know the new address of the household in case they move within the next 2 years. Record the ‘NAME’; ‘RELATION TO HEAD’; ‘PHONE NUMBER’; and ‘ADDRESS’.

## SECTION R: RESULT OF THE INTERVIEW

**Description:** Needs to be completed for EVERY interview file at the end of the interview or the interview attempt to record the FINAL status. All questions are interviewer options and are NOT to be read out to the respondent.

**INTERVIEWER READ OUT:** Thank you very much for your participation in this survey!

1. Record the FINAL result of the interview. The list of answer options is filtered based on the answers in Section START. For interviews where you were given consent, select  
  
COMPLETE for interviews that were completed normally, i.e. you managed to answer all questions and sections.  
  
PARTIALLY COMPLETE (REFUSED) if an interview started, but the respondent(s) refused during the interview, and you could not complete it. The interview will contain unanswered questions.  
  
PARTIALLY COMPLETE (UNAVAILABLE) if an interview started, but in all your revisits no respondent was available to complete it. ONLY SELECT AS A LAST RESORT. The interview will contain unanswered questions.
2. Specify the reasons why the questionnaire is partially completed and attempts you have made to complete it.
3. If you have not been able to interview the household, specify the reasons and what attempts you made to interview the household.
- 3a. Select ‘YES’, if you have been able to certify that the household has gone away for a little while, but they will return by **April 2024**. April 2024 will be the period for tracking of households that have moved away, so if the household will be back by then, they can be included in the list of households to be covered.
- 4-6. If you have not been able to interview the household, collect and enter the phone number and name and relationship/position of a LOCAL reference person that can verify the status and your attempts. Do NOT put yourself or team members. This can be e.g. the respondent themselves if they refused, the neighbors if they have moved away, the local leader who can confirm that such a household does not exist. Enter the informant’s ‘PHONE NUMBER’; ‘NAME’; and ‘RELATIONSHIP TO THE HEAD OF HOUSEHOLD’.
- 2a. Select the MAIN language you spoke or communicated in during the interview.
- 2b. Select the MAIN language spoken or communicated by the respondent during the interview.
- 2c. If a translator was used during the interview most of the time, select ‘ALWAYS’; if it was only a few times, then select ‘SOMETIMES’; and if not at all, select ‘NEVER’.



## APPENDIX 1: List of Occupations and Codes

S/N	International Standard Classification of Occupations	Code
1	Legislators	1110
2	Senior Government Officials	1120
3	Traditional Chiefs & Head of Villages	1130
4	Senior Officials of Political Party Organization	1141
5	Senior Official of Employers, Workers and Other Economic Interest Organizations	1142
6	Senior Officials of Humanitarian and other Special-Interest Organizations	1143
7	Directors & Chief Executives	1210
8	Production & Operations Managers	1221
9	Finance and Administration Managers	1222
10	Personnel and Industrial Relations Managers	1223
11	Sales and Marketing Managers	1224
12	Advertising and Public Relations Managers	1225
13	Supply and Distribution Managers	1226
14	Computing Services Managers	1227
15	Research and Development Managers	1228
16	Other Specialized Managers	1229
17	General Managers in Agriculture	1311
18	General Managers in Manufacturing	1312
19	General Managers in Construction	1313
20	General Managers in Retail & Wholesale Trade	1314
21	General Managers in Restaurants and Hotels	1315
22	General Managers in Transportation	1316
23	General Managers in Business Services Firms	1317
24	General Managers in Personnel Care, Cleaning, Repairs and Related Services	1318
25	Physicists and Astronomers	2111
26	Meteorologists	2112
27	Chemists	2113
28	Geologists and Geophysicists	2114
29	Mathematicians and Related Professionals	2121
30	Statisticians	2122
31	System Designers and Analysts	2131
32	Computer Programmers	2133
33	Other Computing Professionals	2139
34	Architects, Town and Traffic Planners	2141
35	Civil Engineers	2142
36	Electrical Engineers	2143
37	Electronic and Telecommunications Engineers	2144
38	Mechanical Engineers	2145
39	Chemical Engineers	2146
40	Mining Engineers, Metallurgists and Related Professionals	2147
41	Cartographers and Surveyors	2148
42	Other Architects, Engineers and Related Professionals	2149
43	Biologists, Botanists, Zoologists & Related Professionals	2211
44	Bacteriologists, Pharmacologists & Related Professionals	2212
45	Agronomists and Related Professionals	2213
46	Medical Doctors	2221
47	Dentists	2222

48	Veterinarians	2223
49	Pharmacists	2224
50	Other Health Professionals (Except Nursing)	2229
51	Nursing and Midwifery Professionals	2230
52	Colleges, University & Higher Education Teaching Professional	2310
53	Secondary Education Teaching Professionals	2320
54	Primary Education Teaching Professionals	2331
55	Pre-primary Education Teaching Professionals	2332
56	Special Education Teaching Professionals	2340
57	Education Methods Specialists	2351
58	School Inspectors	2352
59	Other Teaching Professionals not Elsewhere Classified	2359
60	Accountants	2411
61	Personnel and Careers Professionals	2412
62	Other Business Professionals	2419
63	Lawyers	2421
64	Judges	2422
65	Other Legal Professionals	2429
66	Archivists and Curators	2431
67	Librarians and Related Professionals	2432
68	Economists	2441
69	Sociologists, Anthropologist & Related Professionals	2442
70	Psychologist	2445
71	Social Work Professionals	2446
72	Authors, Journalists & Other Writers	2451
73	Sculptors, Painters & Related Artists	2452
74	Composers, Musicians & Singers	2453
75	Choreographers and Dancers	2454
76	Film, Stage and Related Actors and Directors	2455
77	Religion Professionals	2460
78	Chemical & Physical Science Technicians	3111
79	Civil Engineering Technicians	3112
80	Electrical Engineering Technicians	3113
81	Mechanical Engineering Technicians	3114
82	Chemical Engineering Technicians	3116
83	Mining and Metallurgical Technicians	3117
84	Other Physical Science & Engineering Technicians	3118
85	Computer Assistants	3121
86	Computer Equipment Controllers	3122
87	Photographers & Image & Sound-Recording Equipment Controllers	3131
88	Broadcasting and Telecommunications-Equipment Controllers	3132
89	Medical Equipment Controllers	3133
90	Other Optical & Electronics Equipment Controllers not elsewhere classified	3139
91	Ships' Engineers	3141
92	Ships' Deck Officers & Pilots	3142
93	Aircraft Pilot & Related Workers	3143
94	Air Traffic Controllers	3144
95	Air Traffic Safety Technicians	3145
96	Building & Fire Inspectors	3151
97	Safety, Health & Quality Inspectors (Vehicles, Processes & Products)	3152
98	Life Science Technicians	3211
99	Agronomy & Forestry Technicians	3212

100	Farming & Forestry Advisers	3213
101	Medical Assistants	3221
102	Sanitarian	3222
103	Dieticians and Nutritionists	3223
104	Optometrists & Opticians	3224
105	Dental Assistants	3225
106	Physiotherapists and Related Workers	3226
107	Veterinary Assistants	3227
108	Pharmaceutical Assistants	3228
109	Other Health Associate Professionals (Except Nursing)	3229
110	Primary Education Teaching Associate Professionals	3310
111	Pre-Primary Education Teaching Associate Professionals	3320
112	Special Education Teaching Associate Professionals	3330
113	Other Teaching Associate Professionals	3340
114	Securities, Finance Dealers & Brokers	3411
115	Insurance Representatives	3412
116	Estate Agents	3413
117	Travel Consultants Organizers	3414
118	Technical & Commercial Sales Representatives	3415
119	Buyers	3416
120	Appraisers & Valuers	3417
121	Auctioneers	3418
122	Other Finance & Sales Associate Professionals	3419
123	Trade Brokers	3421
124	Clearing & Forwarding Agents	3422
125	Labour Contractors & Equipment Agents	3423
126	Other Business Services Agent & Trade Brokers	3429
127	Administrative & Related Associate Professionals	3431
128	Legal & Related Business Associate Professionals	3432
129	Other Administrative Associate Professionals	3439
130	Custom & Border Professionals	3441
131	Government Tax & Excise Officials	3442
132	Government Welfare & Pension Officials	3443
133	Government Licensing Officials	3444
134	Commissioned Police Officers & Detectives	3445
135	Other Government Associate Professionals	3449
136	Social Work Associate Professionals	3450
137	Decorators & Commercial Designers	3461
138	Radio, Television & Other Announcers	3462
139	Street, Night Club & Related Musicians, Singers & Dancers	3463
140	Clowns, Magicians, Acrobats & Related Workers	3464
141	Athletes & Related Workers	3465
142	Non-Ordained Religion Associate Professionnels	3470
143	Statistical & Finance Clerks	4122
144	Stock Clerks	4131
145	Production Clerks	4132
146	Transport Clerks	4133
147	Library & Filling Clerks	4141
148	Mail Carriers & Sorting Clerks	4142
149	Coding, Proof-Reading & Related Clerks	4143
150	Scribes	4144
151	Flight Attendants & Travel Stewards	5111

152	Transport Conductors	5112
153	Travel Guides and Ground Hosts	5113
154	House Stewards and House Keepers	5121
155	Waiters and Bartenders	5122
156	Institution-based Personal Care Workers	5131
157	Home-Based Personal Care Workers	5133
158	Other Personal Care Workers	5139
159	Hairdressers, Barbers, Beauticians & Related Workers	5141
160	Companions and Valets	5142
161	Undertakers and Embalmers	5143
162	Other Personal Services Workers not Elsewhere Classified	5149
163	Fashion and Other Models	5210
164	Shop Salespersons & Demonstrators	5220
165	Stall and Market Salespersons	5230
166	Field Crops & Vegetable Growers	6111
167	Tree Shrub Crop Growers	6112
168	Gardeners, Horticultural Nursery Growers	6113
169	Mixed Crop Growers	6114
170	Dairy & Livestock Producers	6121
171	Poultry Products	6122
172	Mixed Animal Producers	6123
173	Market Oriented Crop & Animal Producers	6130
174	Forestry Worker and Loggers	6141
175	Charcoal Burners & Related Workers	6142
176	Aquatic Liege Cultivation Workers	6151
177	Inland & Coastal Waters Fishery Workers	6152
178	Deep-Sea Fishery Workers	6153
179	Hunters and Trappers	6154
180	Subsistence Agricultural and Fishery Workers	6210
181	Miners & Quarry Workers	7111
182	Shot Fires and Blasters	7112
183	Stone-Splitters, Cutters and Carvers	7113
184	Builders Traditional Materials	7121
185	Bricklayers, Stonemason & Tile Setters	7122
186	Concrete Placers, Concrete Finishers and Terrazzo-Workers	7123
187	Carpenters and Joiners	7124
188	Other Building Frames and Related Workers	7129
189	Roofers	7131
190	Plasterers	7132
191	Insulators	7133
192	Glaziers	7134
193	Plumbers and Pipe Fitters	7135
194	Building and Related Electricians	7136
195	Painters and Paperhangers	7141
196	Metal Moulds and Core Makers	7211
197	Welders and Flame-Cutters	7212
198	Sheet-Metal Workers	7213
199	Structural Metal Prepares and Erector	7214
200	Riggers and Cable Splices	7215
201	Under-Water Workers	7216
202	Blacksmiths, Hammersmiths, Forging-Press Workers	7221
203	Tool Maker, Metal Patter Makers and Metal Makers	7222

204	Machine Tool Setter Operators	7223
205	Metal Grinder, Polishers and Tool Sharpeners	7224
206	Motor Vehicle Mechanics and Filters	7231
207	Aircraft Engine Mechanics and Fitters	7232
208	Electrical Mechanics and Fitters	7241
209	Electronic Fitters and Services	7242
210	Radio and Television Service	7243
211	Telegraph and Telephone Installers	7244
212	Electrical Line Installers Repairs & Cable Jointers	7245
213	Precision Instrument Makers Repairs	7311
214	Acoustical Musical Instrument	7312
215	Jewelry and Precious Metal Trade Workers	7313
216	Potters and Related Clay and Abrasive Formers	7321
217	Glass Formers, Cutters Grinder and Finishers	7322
218	Glass Engrave and Etchers	7323
219	Glass and Ceramic Painters and Decorators	7324
220	Handicraft Workers in Wood and Related Materials	7331
221	Handicraft Workers in Textile, Leather and Related Materials	7332
222	Compositors and Type Setters	7341
223	Stereotypes and Electrotypers	7342
224	Bookbinders and Related Workers	7344
225	Silk Screen, Block and Textile Printers	7345
226	Meat and Fish Butchers and Preparers	7411
227	Bakers, Pastry Cooks and Confectionery Makers	7412
228	Food Beverage Testers and Graders	7413
229	Tobacco Preparers and Tobacco Products Markers	7414
230	Wood Treaters	7421
231	Cabinet Makers & Related Workers	7422
232	Wood Working Machine Setter Operators	7423
233	Basketry Weavers, Brush Markers and Related Workers	7424
234	Fiber Preparers	7431
235	Weavers, Knitters and Other Hand Textile Products Makers	7432
236	Tailors, Dress Makers and Hatters	7433
237	Fur Tailor and Related Workers	7434
238	Textile Patternmakers and Cutters	7435
239	Sewers, Embroiderers and Related Workers	7436
240	Upholsterers and Related Workers	7437
241	Pelt Dressers, Tanners and Fell mongers	7441
242	Shoe Makers and Related Good Workers	7442
243	Mining plant Operators	8111
244	Mineral Ore and Stone-Treating Plant Operators	8112
245	Well Drillers and Borers and Related Workers	8113
246	Ore Smelting Metal Converting and Refining Furnace Operators	8121
247	Metal Melters, Casters and Rolling-mill Operators	8122
248	Metal Heat - Treating Plant Operators	8123
249	Metal Drawers and Extruders	8124
250	Glass and Ceramic Kiln Operators	8131
251	Other Glass & Ceramic Plant Operators	8132
252	Sawmill, Wood Panel and Related Wood-Processing Plant Operators	8141
253	Paper Pulp Preparation Plant Operators	8142
254	Paper Making Plant Operators	8143
255	Crushing Mixing & Grinding Equipment Operators	8151

256	Cooking, Roasting & Related Heat - Treating Plant Operators	8152
257	Filtering and Separating Equipment Operators	8153
258	Still Reactor Operators	8154
259	Petroleum Refining Plant Operators	8155
260	Other Chemical-Processing Plant Operators	8159
261	Power-Generating Plant Operators	8161
262	Steam Turbine, Boiler & Engine Operators	8162
263	Other Power Generating & Related Operators	8169
264	Automated Assembly-Line Operators	8171
265	Industrial Robot Operators	8172
266	Cement and Other Mineral Processing Machine Operators	812
267	Pharmaceutical & Toiletry Products Machine Operators	8221
268	Ammunition and Explosive Products Machine Operators	8222
269	Metal Finishers, Plasters and Coaters	8223
270	Photographic Products Machine Operators	8224
271	Other Chemical Products Machine Operators	8229
272	Type Making & Vulcanizing Machine Operators	8231
273	Other Rubber and Plastics Machine Operators	8239
274	Wood Products Machine Operators	8240
275	Printing Machine Operators	8251
276	Binding Machine Operators	8252
277	Paper and Paperboard Product Machine Operators	8253
278	Spinning and Winding Machine Operators	8261
279	Weaving and Knitting Machine Operators	8262
280	Sewing and Knitting Machine Operators	8263
281	Textile Bleaching, Dyeing & Cleaning Machine Operators	8264
282	Other Textile Product Machine Operators	8269
283	Meat & Fish Processing Machine Operators	8271
284	Dairy Products Machine Operators	8272
285	Baked Goods Producing & Cereals Processing Machine Operators	8275
286	Sugar Processing and Refining Machine Operators	8276
287	Tea Coffee Cocoa & Chocolate Preparing & Producing machine Operators	8277
288	Tobacco Products Processing Machine Operators	8278
289	Brewers, Wine & Other Beverage Machine Operators	8279
290	Electrical Machinery Assemblers	8282
291	Metal, Rubber & Plastic Products Assemblers	8284
292	Wood Related Material Products Assemblers	8285
293	Other Stationery Machine Operators & Assemblers	8290
294	Railway Engine Driver	8311
295	Railway Barkers, Signalers & Shutters	8312
296	Motorcycle Drivers	8321
297	Cart, Taxi & Light Van Drivers	8322
298	Bus & Train Drivers	8323
299	Heavy Truck Drivers	8324
300	Motorized Farm & Forestry Machinery Operators	8331
301	Earth-Moving & Related Machinery Operators	8332
302	Crane, Hoist & Related Material Moving Equipment Operators	8333
303	Lifting -Truck Operators	8334
304	Ship's Deck Crews & Related recruits	8340
305	Street Foods Vendors	9111
306	Street Vendors, Other Products	9112
307	Door-to-Door & Telephone Sales Persons	9113

308	Shoe Cleaning & Other Street Services	9120
309	Domestic helpers and Cleaners	9131
310	Helpers and Cleaners in Offices & Hotels & Related Workers	9132
311	Hand Launderers and Pressers	9133
312	Building Caretakers	9141
313	Window Cleaners	9142
314	Messengers Package & Luggage	9151
315	Watchers and Doorkeepers	9152
316	Private Security Guards	9153
317	Vending Machine Money Collectors and Meter Readers	9154
318	Garbage Collectors	9161
319	Sweepers and Related Labourers	9162
320	Farmland & Labourers	9211
321	Forestry Labourers	9212
322	Fishery, Hunting & Tapping Labourers	9213
323	Mining & Related Labourers	9311
324	Construction & Maintenance Labourers Road, Dams & Similar Constructions	9312
325	Building Construction Labourers	313
326	Assembling Labourers	9321
327	Hand Packers and Other Manufacturing Labourers	9322
328	Freight Handlers	9331
329	Hand and Pedal Vehicle Drivers	9332
330	Drivers and Operators of Animal-Drawn Vehicles and Machinery	9333

## APPENDIX 2: International Standard for Industrial Classification

### INTERNATIONAL STANDARD INDUSTRIAL CLASSIFICATION OF ALL ECONOMIC ACTIVITIES (ISIC)

Notes: This is the International Standard Industrial Classification of Economic Activities (ISIC) Rev. 3.1. This classification becomes final after being approved by the Statistical Commission.

#### **A - Agriculture, forestry and fishing**

01 - Crop and animal production, hunting and related service activities

02 - Forestry and logging

03 - Fishing and aquaculture

#### **B - Mining and quarrying**

05 - Mining of coal and lignite

06 - Extraction of crude petroleum and natural gas

07 - Mining of metal ores

08 - Other mining and quarrying

09 - Mining support service activities

#### **C - Manufacturing**

10 - Manufacture of food products

11 - Manufacture of beverages

12 - Manufacture of tobacco products

13 - Manufacture of textiles

- 14 - Manufacture of wearing apparel
- 15 - Manufacture of leather and related products
- 16 - Manufacture of wood and of products of wood and cork, except furniture; manufacture of articles of straw and plaiting materials
- 17 - Manufacture of paper and paper products
- 18 - Printing and reproduction of recorded media
- 19 - Manufacture of coke and refined petroleum products
- 20 - Manufacture of chemicals and chemical products
- 21 - Manufacture of basic pharmaceutical products and pharmaceutical preparations
- 22 - Manufacture of rubber and plastic products
- 23 - Manufacture of other non-metallic mineral products
- 24 - Manufacture of basic metals
- 25 - Manufacture of fabricated metal products, except machinery and equipment
- 26 - Manufacture of computer, electronic and optical products
- 27 - Manufacture of electrical equipment
- 28 - Manufacture of machinery and equipment
- 29 - Manufacture of motor vehicles, trailers and semi-trailers
- 30 - Manufacture of other transport equipment
- 31 - Manufacture of furniture
- 32 - Other manufacturing
- 33 - Repair and installation of machinery and equipment
- D - Electricity, gas, steam and air conditioning supply**
- 35 - Electricity, gas, steam and air conditioning supply
- E - Water supply; sewerage, waste management and remediation activities**
- 36 - Water collection, treatment and supply
- 37 - Sewerage
- 38 - Waste collection, treatment and disposal activities; materials recovery
- 39 - Remediation activities and other waste management services
- F - Construction**
- 41 - Construction of buildings
- 42 - Civil engineering
- 43 - Specialized construction activities
- G - Wholesale and retail trade; repair of motor vehicles and motorcycles**
- 45 - Wholesale and retail trade and repair of motor vehicles and motorcycles
- 46 - Wholesale trade, except of motor vehicles and motorcycles
- 47 - Retail trade, except of motor vehicles and motorcycles
- H - Transportation and storage**
- 49 - Land transport and transport via pipelines
- 50 - Water transport
- 51 - Air transport
- 52 - Warehousing and support activities for transportation
- 53 - Postal and courier activities
- I - Accommodation and food service activities**
- 55 - Accommodation
- 56 - Food and beverage service activities



**J - Information and communication**

58 - Publishing activities

59 - Motion picture, video and television programme production, sound recording and music publishing activities

60 - Programming and broadcasting activities

61 - Telecommunications

62 - Computer programming, consultancy and related activities

63 - Information service activities

**K - Financial and insurance activities**

64 - Financial service activities, except insurance and pension funding

65 - Insurance, reinsurance and pension funding, except compulsory social security

66 - Activities auxiliary to financial service and insurance activities

**L - Real estate activities**

68 - Real estate activities

**M - Professional, scientific and technical activities**

69 - Legal and accounting activities

70 - Activities of head offices; management consultancy activities

71 - Architectural and engineering activities; technical testing and analysis

72 - Scientific research and development

73 - Advertising and market research

74 - Other professional, scientific and technical activities

75 - Veterinary activities

**N - Administrative and support service activities**

77 - Rental and leasing activities

78 - Employment activities

79 - Travel agency, tour operator, reservation service and related activities

80 - Security and investigation activities

81 - Services to buildings and landscape activities

82 - Office administrative, office support and other business support activities

**O - Public administration and defense; compulsory social security**

84 - Public administration and defense; compulsory social security

**P - Education**

85 - Education

**Q - Human health and social work activities**

86 - Human health activities

87 - Residential care activities

88 - Social work activities without accommodation

**R - Arts, entertainment and recreation**

90 - Creative, arts and entertainment activities

91 - Libraries, archives, museums and other cultural activities

92 - Gambling and betting activities

93 - Sports activities and amusement and recreation activities

**S - Other service activities**

94 - Activities of membership organizations

95 - Repair of computers and personal and household goods

96 - Other personal service activities

**T - Activities of households as employers; undifferentiated goods and Services – producing activities of household for own use**

97 - Activities of households as employers of domestic personnel

98 - Undifferentiated goods - and services -producing activities of private households for own use

**U - Activities of extraterritorial organizations and bodies**

99 - Activities of extraterritorial organizations and bodies

The Classifications registry keeps updated information on Statistical Classifications maintained by the United Nations Statistics Division (UNSD).

## APPENDIX 3: Area Measurement Using a GPS

When the plots are identified and a sketch map is drawn where possible, the plots are to be measured using a GPS, named Garmin eTrex 30x. For each plot to be measured, you MUST use the sketch map for orientation. You MUST mark your starting point with a stick and walk clockwise along the perimeter (outline) of each plot with the GPS activated for area measurement. When you return to the starting point and tell the GPS to stop the area measurement, the GPS will display the area measurement directly in SQUARE METERS. You should then record the results in the questionnaire with TWO decimals.

A GPS uses the information from satellites to find the geographical position on the earth's surface by longitude and latitude. The position is found by a continuous measurement of the time a satellite signal takes to reach your GPS from a satellite in the sky. With clear signals from at least four satellites, the GPS is able to calculate the geographical position with sufficient accuracy. The better sight to a large part of the sky a GPS has, the more signals and clearer signals are received. Shadows of buildings and even large trees should be avoided while using the GPS in the field. You should also make sure to stretch your hand holding the GPS forward when you do area measurements to avoid that your own body shadows for the satellite.

### ***Batteries and buttons***

The GPS uses two AA batteries. Each enumerator will get two sets of batteries. You MUST take the batteries out of the GPS when it is not in use. Make sure to put in the batteries in opposite direction, just as marked at the bottom of the battery compartment. You open the battery compartment by using the small triangle as handle and turn it anti-clockwise  $\frac{1}{4}$  round (= 90°) and carefully removing the rubber-lid. You close it by turning the handle clockwise  $\frac{1}{4}$  round.

The GPS has five buttons, including one double button. We are mostly going to use only four of them. The GPS has two buttons on the right side, the START button, marked with a light bulb and the BACK button, located above the light button.

In addition, the GPS has three buttons on the left side, one of these is the DOUBLE button, marked with arrowheads pointing up and down, used for zooming (in/out). The other is the MENU button, located below the zooming-in button. On the front side of the unit, there is the round, rubber THUMB STICK button. The THUMB STICK button can be pressed in or moved around to left, right, up and down. All other buttons are only to be pressed in.

### ***Instructions for using the GPS for finding the geographical coordinates of a plot***

- Proceed to the starting point (North Western corner), which should be the starting corner of the plot you will measure.
- Switch on the GPS by pushing and holding the START (left lower button) for up to 2-3 seconds or until you hear a beep or see a GARMIN picture on the screen.
- Make sure you are on the main MENU screen.
- Use the THUMB STICK button to move between the various menu-icons to the MARK-WAYPOINT and push the THUMB STICK button in to open the Mark Waypoint page. There, you will be able to read your location in south and east coordinates.
- Record the south coordinate and east coordinate on the appropriate plot roster. Write down all digits given on the screen. The south coordinate will start with an S and comprise degrees, minutes

and seconds, all together 7 digits. The east coordinate will start with E 0 and again be followed by 7 digits. Write down these 7 digits.

### ***Saving the coordinates of the PLOTS***

After recording the coordinates of the starting point of the PLOT, you MUST save these coordinates using the “HHID-ParcelID-PlotID” combinations. For example, if the HHID of the household is 123 and the PARCEL ID is 01 and the PLOT number on parcel 01 is 03, then save the coordinates as 123-01-03. Follow these steps to save the coordinates of the starting point of the plot:

- Stand at the NW Corner (starting point) of the PLOT
- Check that you have enough satellites!!
- Go to Main Menu
- Select Mark Waypoint
- Go to the top field and press the Thumb Stick
- Enter the HHID-ParcelID-PlotID
- Record the GPS Coordinates in the questionnaire.
- Select “DONE”

### ***Viewing the saved coordinates of the PLOTS***

To view the saved coordinates of the PLOT, use the following simple steps:

- From the Main Menu, select WAYPOINT MANAGER
- Highlight the track name you would like to review and press the THUMB STICK
- The coordinates and other information on the starting point of the saved PLOT is displayed here
- Press the MENU button twice to arrive back at the main menu and ready to do other tasks

### ***Instructions for using the GPS for measuring the area of a plot***

You may measure the area just after taking the location.

- Go to the starting point, which should be the North Western corner of the plot you will measure and mark the starting point by fixing a stick in the ground.
- Switch on the GPS by pushing and holding the LIGHT key for up to 2-3 seconds or until you see a screen picture.
- Make sure you are on the main MENU screen.
- Use the THUMB STICK button to move between the various menu-icons to the AREA CALCULATION and push the THUMB STICK button in to open the AREA CALCULATION page.
- You will now see a sketch map on the screen and at the bottom of the screen you will see the text: Start highlighted green (this means start area calculation). This DOES NOT mean the GPS has started the area calculation, but only that the GPS is READY to start the area calculation.
- You start the area calculation by pressing the THUMB STICK button. Subsequently, the text at the bottom of the screen will read Calculate. This DOES NOT mean the area calculation has stopped,

but only that the GPS is READY to stop the area calculation. In fact, the GPS has just started the area calculation.

- You are to start the area measurement by walking slowly clockwise around the perimeter of the plot. You should hold the GPS flat in your hand and stretch the hand slightly forward. You MUST walk on the edge of the field (NOT a meter outside or inside the field). At every corner, you MUST stop for 5 seconds (counting slowly 1001, 1002, 1003, 1004, and 1005) and then continue walking. You MUST walk all the way around the plot or parcel until you have returned to the location of the marking stick, with the GPS facing the direction in which it started the area calculation.
- Check that the text below the screen still reads 'Calculate'. If the text does read 'Start', it means that you failed to push the THUMB STICK button properly when you started. If you read Save Calculated Track, it means that you pushed in the THUMB STICK button while you were walking. In both cases you will need to repeat the measurement by starting over again.
- If the screen reads 'Calculate', you may stop the measurement by pushing in the THUMB STICK button and the screen will now display the area at the second line from the bottom. It is NOW time to write down the area measure on the appropriate plot roster. RECORD THE AREA IN SQUARE METERS AS IT APPEARS AT THE BOTTOM OF THE GPS.
- The second to last line on this screen has the text – Save Track, and you will be able to save the area measurement by pushing the THUMB STICK button. After selecting Save Track, delete the default track name (will be the date and time). Enter the track name as the "HHID-ParcelID-PlotID". For example, if the HHID of the household is 123 and the PARCEL ID is 02 and the PLOT number on parcel 02 is 03, then save the measure area as 123-02-03

It is recommended that you measure the area of each plot with the GPS at least twice to get a consistent value and confirm that the rotation around the plot has been completed properly.

If you lose the right position with the GPS system/menu, you are always able to back track to the main menu by pressing the MENU button twice. Once there, you can use the THUMB STICK button to select the AREA CALCULATION-icon, and repeat area measurement-related steps specified above.

You switch off the GPS by pressing and holding the START button for at least 2-3 seconds or until the screen light disappears.

### ***Instructions for other GPS functions needed from time to time***

You may also want to use the GPS for other purposes as well, such as for the following tasks:

- Having a look at the track you have recorded and area measured.
- Cleaning the stored tracks. The GPS storage will only be able to store 50 tracks and areas and hence you will need to clean the storage when you have finished an EA.
- Making sure to set the screen to low light in order to save batteries.

### ***Having a look at the map (perimeter) of the area measured***

Go to the main menu by pressing the MENU button twice. Move to the TRACK MANAGER-icon and push in the THUMB STICK button.

You will then open the Track Manager Page. Use the THUMB STICK button to move to the saved track you want to open and push in the THUMB STICK button. Now select the View Map icon using the THUMB STICK. The map of the selected track will be displayed on the screen.

Move back to the main menu by pressing the MENU button twice.

### ***Retrieving saved track/plot measurement***

In situations where you save the track but forgot to record the calculated area on the questionnaire, you use the following easy steps to retrieve the measured area.

- From the Main Menu, select TRACK MANAGER
- Highlight the track name you would like to review and press the THUMB STICK
- Select VIEW MAP
- Now press the MENU button once
- From the three displayed options, select Review Track using the THUMB STICK. The displayed screen contains the area measured as the second line item

### ***Cleaning the storage of tracks***

Go to the main menu by pressing the MENU button twice. Move to the TRACK MANAGER-icon and push in the THUMB STICK button.

You will then open the Saved Tracks Log Page. Use the THUMB STICK button to move to the Saved Track that you want to delete. Move the THUMB STICK down until you see Delete and then press the THUMB STICK to delete the selected track. Next, move the THUMB STICK to select 'Yes' option, and then press the THUMB STICK button to confirm deletion of the saved track. Repeat this procedure for all saved track in this EA.

PLEASE NOTE: DO NOT DELETE THE SAVED TRACKS OR WAYPOINTS UNTIL ALL THE SAVED FILES HAVE BEEN UPLOADED UNTO THE TEAM'S LAPTOP BY THE DATA ENTRY PERSON.

Move back to the main menu by pressing the MENU button twice.

### ***Set screen light to low in order to save battery***

Switch on the GPS by pressing the LIGHT button. While the GPS is locating the satellites, press the LIGHT button once more and a light meter will appear. Press the LIGHT button again for the light to get brighter and the light meter to go one step up. Press the LIGHT button several times until the light meter goes down to the lowest level. Leave the GPS alone for one minute and the light meter will disappear. The light is now at the lowest level to save battery capacity.

### **Garmin GPSMAP 64**

The Garmin GPSMAP 64, unlike eTrex 10, features a prominent antenna, with its power key on the right side of the device. On the back is the battery cover D-ring, similar to the eTrex 10 in operation. On the front of the device are several navigational buttons, which will be used to measure the plot and calculate the area.

The main menu appears when you turn on the device, by pressing on the power button. The menu pages' major features for the plot measurement are the Area Calculation, Track Manager and Setup. The Area Calculation is to measure the cultivated area and should be configured to square meters (m<sup>2</sup>). The Track Manager is to view the farm area that has been measured and saved to ensure that it is closed. Begin to move and define the plot's boundaries taking into account every corner of the plot. The START button will remain highlighted while walking around the plot. When you return to the plot measurement starting point (cross your starting point SLOWLY, to ensure it closes), press ENTER key to display the area of the plot calculated in square meters. Select SAVE TRACK and press ENTER. Record the area on your CAPI device. On the Garmin, save the new track on the TRACK LOG page by pressing ENTER. Use the format explained above to create a NAME for the saved plot measurement.