


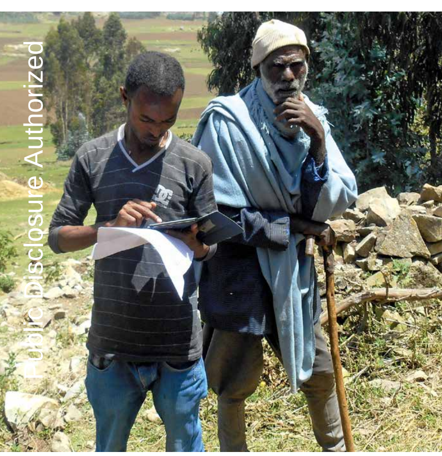

LSMS GUIDEBOOK
SECOND EDITION
December 2021

Capturing What Matters

Essential Guidelines for Designing Household Surveys

Gbemisola Oseni, Amparo Palacios-Lopez, Harriet Kasidi Mugera, and **Josefine Durazo**

LSMS
Living Standards Measurement Study

WORLD BANK GROUP

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Essential Guidelines for Designing Household Surveys

Prepared by the
World Bank Data Production and Methods Unit

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Gbemisola Oseni, Amparo Palacios-Lopez, Harriet Kasidi Mugera, and **Josefine Durazo**

ABOUT LSMS

The Living Standards Measurement Study (LSMS), a survey program housed within the World Bank's Development Data Group, provides technical assistance to national statistical offices in the design and implementation of multi-topic household surveys. Since its inception in the early 1980s, the LSMS program has worked with dozens of national statistical offices around the world, generating high-quality data, developing innovative technologies and improved survey methodologies, and building technical capacity. The LSMS team also provides technical support across the World Bank in the design and implementation of household surveys and in the measurement and monitoring of poverty.

ABOUT THIS SERIES

The LSMS Guidebook series offers information on best practices related to survey design and implementation. While the Guidebooks differ in scope, length, and style, they share a common objective: to provide statistical agencies, researchers, and practitioners with rigorous yet practical guidance on a range of issues related to designing and fielding high-quality household surveys. The series draws on experience accumulated from decades of LSMS survey implementation, the expertise of LSMS staff and other survey experts, and new research using LSMS data and methodological validation studies.

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TABLE OF CONTENTS

LIST OF FIGURES

LIST OF TABLES

LIST OF BOXES

ABBREVIATIONS AND ACRONYMS

CAFE	Computer-Assisted Field Entry
CAPI	Computer-Assisted Personal Interview
CATI	Computer-Assisted Telephone Interview
CAWI	Computer-Assisted Web Interview
CPI	Consumer Price Index
DDI	Data Documentation Initiative
DECPM	Development Data Group's Data Production and Methods Unit
DHS	Demographic and Health Surveys
EA	Enumeration Area
FIES	Food Insecurity Experience Scale
GIS	Geographic Information Systems
GPS	Global Positioning System
HBS	Household Budget Survey
HIES	Household Income and Expenditure Survey
HSWG	Household Survey Working Group
ICLS	International Conference of Labor Statisticians
ILO	International Labour Organization
ISWGHS	Intersecretariat Working Group on Household Surveys (of the UN Statistical Commission)
LFS	Labor Force Survey
LSMS	Living Standards Measurement Study
MICS	Multiple Indicator Cluster Survey
MTF	Multi-Tier Framework
NGO	Non-Governmental Organization
NSOs	National Statistical Offices
NSU	Non-Standard Unit
PAPI	Paper and Pencil Interviewing
PTA	Parent-Teacher Association
SDGs	Sustainable Development Goals
SWIFT	Survey of Well-being via Instant and Frequent Tracking
TTLs	Task Team Leaders
UN	United Nations
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
WASH	Water, Sanitation, and Hygiene
WG-SS	Washington Group Short Set
WHO	World Health Organization

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1. Introduction

Reliable data is a critical tool in the fight against extreme poverty. Poverty reduction depends on high-quality data to identify and assess the drivers of poverty, as well as to track changes in poverty over time. Household surveys are the primary source of this data, as they are highly flexible and adaptable with regards to their scope and coverage. Monitoring the World Bank's twin goals of ending extreme poverty and boosting shared prosperity relies heavily on household survey data. Household survey data also play a fundamental role in informing the design of national policies, understanding the welfare of the world's poor, and monitoring progress towards the 2030 Sustainable Development Goals (SDGs).

The World Bank is an international leader in the methodology and implementation of household surveys, working in close partnership with national statistics offices (NSOs) around the world. As a member of the UN Statistical Commission's Intersecretariat Working Group on Household Surveys (ISWGHS), and through its own Household Survey Working Group (HSWG) and Data Production and Methods Unit (DECPM), the World Bank endorses standards and best practices for household surveys, establishes priorities for future methodological innovation and technical assistance, and advises its thematic and operational teams on household survey planning and implementation. DECPM's role in the HSWG builds on decades of household survey experience and methodological research carried out under the Living Standards Measurement Study (LSMS) program, which has been at the forefront of household survey methodology for more than 30 years, sharing its knowledge through practical guidebooks such as *Designing household survey questionnaires for developing countries: lessons from 15 years of the Living Standards Measurement Study* (Grosh & Glewwe, 2000).

This guidebook is a consolidation of field-tested best practices to implement, improve, and modernize nationally representative multi-topic household surveys for monitoring welfare and poverty. Offered as a reference guide for Task Team Leaders (TTLs) within the World Bank[1], the guidebook is intended as a powerful tool for any survey practitioners (such as NSOs, development partners, educators, researchers, and students) implementing household surveys in low- and middle-income countries. Due to the evolving nature of household surveys, this will be a living document, to be continually updated as new recommendations become available.

[1] The World Bank's Household Surveys Protocol (World Bank, 2020) includes as mandates for LSMS/DECPM (identified therein as DECSU): "Produce methodological guidelines on the latest standards and best practices in household survey data collection, in coordination with global initiatives and partners".

This guidebook starts with Survey Design, the first step in any survey undertaking, with careful attention given to minimizing non-sampling errors. Subsequent sections are Sampling; Questionnaire Modules, which form the core of this guidebook; followed by Geographic Information Systems (GIS); Computer-Assisted Personal Interviewing (CAPI); and finally, Documentation and Dissemination of the resulting data. Some of the topics discussed here are summarized from more extensive LSMS guidebooks, which should be referred to for greater detail, the list of which can be found at Annex I.

2. Survey Design

Planning a household survey requires considering the objectives of the survey (see Table 1) as well as the needs and constraints of the client. Understanding how the survey data will ultimately be used is critical to beginning the survey design process, helping to clarify both the information needed as well as how it should be collected. Creating a User and/or Expert Committee to consult on questionnaire design helps ensure that the instruments cover the most relevant topics. During the survey design process, all potential stakeholders should be consulted, including relevant ministries in the government as well as representatives from civil society, academia, and non-governmental organizations.

Table 1. Types of Household Surveys

Survey Type	Purpose of survey
Multi-topic living standards survey	• Measures and monitors many relevant socioeconomic indicators (such as demography, health, education, occupation, income, expenditure, and consumption) • Defines poverty lines and establishes poverty profiles Explains and models the factors underlying poverty to guide policy design and analysis • Example: Living Standards Measurement Study (LSMS) surveys
Household Income and Expenditure Survey (HIES)	• Provides a detailed measure of income and expenditure • Defines the Consumer Price Index's basket of commodities • Measures household consumption (often for the system of national accounts) • Defines poverty lines and establishes poverty profiles • Similar in purpose to multi-topic surveys, but covers fewer topics
Household Budget Survey (HBS)	• Similar in purpose to HIES, but focus is primarily on household expenditures for goods and services • Compiles weights for important macroeconomic indicators, such as consumer price indices (used as measures of inflation) and national accounts • Usually does not cover income (or else collects only broad income details)
Special-focus household survey	• Multi-topic survey focusing in detail on specific themes and/or demographic groups • Usually does not include detailed consumption or income modules • Examples: Multiple Indicator Cluster Survey (MICS); Demographic and Health Survey (DHS); Labor Force Survey (LFS)
Phone survey	• Shorter survey with less questionnaire detail and only basic socioeconomic details • Provides high frequency poverty estimates • Examples: SWIFT (Survey of Wellbeing via Instant and Frequent Tracking)*; High Frequency Phone Surveys on topics such as COVID-19, food security in refugee camps, the World Bank's Listening to Africa Initiative, the Sauti za Wananchi [Voices of Citizens] survey in Kenya and Tanzania, etc.

*Requires baseline survey with detailed consumption information to calculate estimates.

Surveys used for poverty and welfare measurement need to be conducted frequently, so that countries can act based on relevant and timely information. Recognizing the lack of data availability in many poor countries, the World Bank reinforced its commitment to household surveys in October 2015, recommending that countries conduct one survey at least every three years. Many middle- and high-income countries conduct such surveys annually. Governments should schedule their national household surveys for poverty measurement within their national statistical development strategies, which should detail the sequencing of all planned surveys.

Like all surveys, household surveys are subject to measurement errors that reduce the accuracy of the survey estimates. Potential survey errors must therefore be kept in mind when designing, executing, and interpreting surveys. The two main categories of household survey errors that are usually encountered are non-sampling and sampling errors. Non-sampling errors are measurement errors that are not a function of the sample selection. These errors occur due to a variety of reasons, such as mistakes in recording the data, response errors driven by misunderstandings or misreporting by respondents, and data processing errors such as in the imputation of missing or inconsistent data. A critical goal of survey design and implementation is a reduction in these errors. Recommendations on reducing non-sampling errors are discussed in the following subsections; sampling errors are covered in Section 3.

2.1 COMPARABILITY

Comparability of data between survey rounds relies on consistency across several factors, including sampling methodology, questionnaire design, survey timing (seasonality), field team training quality, and survey implementation protocols. When it comes to questionnaire design, some countries may prefer to maintain current surveys to ensure comparability over time, while others might choose to redesign existing surveys partially or in their entirety. Issues of comparability arise whenever any change is made to a survey (see for example, Abay *et al.*, 2021, regarding non-sampling errors due to interview order of modules). However, there are also risks associated with maintaining an outdated survey instrument. The costs and benefits of modernizing or revising an existing instrument must be carefully weighed. Moreover, a certain level of comparability can be maintained across different survey instruments by employing available techniques to recalculate indicators from earlier surveys (Backiny-Yetna *et al.*, 2014; Durazo *et al.*, 2017).

2.2 INTERVIEW LEVEL AND UNIT OF ANALYSIS

Interview level refers to the person or group being represented by the respondent during the interview. For household-level questions, the respondent is speaking on behalf of all household members or the household as a singular unit; such questions are asked once per household. Meanwhile, individual-level questions are asked once to each person in the household; respondents answer on their own behalf or on behalf of other individuals as needed.

In community-level questionnaires, respondents representing the defined community are asked about issues related to the community at large, such as the location or number of schools, seasonal planting calendars, and so on. This guidebook focuses on household questionnaires, which contain modules collecting data at the household level as well as the individual level for certain modules such as health, education, and labor. Section 5 specifies the appropriate interview level for each module.

A unit of analysis is the level at which information is collected and assessed. Surveys commonly cover multiple units of analysis, all of which must be clearly defined. Examples of units of analysis include household, individual, enterprise, farm plot, food item, product, inter alia.

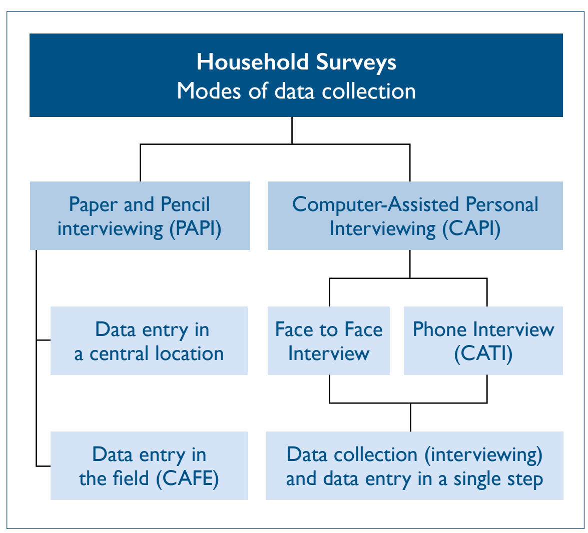
2.3 RECALL PERIOD

The recall period is the length of time over which the respondent is asked to recollect relevant details. While data analysts may prefer data encompassing periods of up to a year, some sections require shorter recall periods to make it easier for respondents to recall information accurately, especially for high frequency events. Section 5 provides guidance on recall periods for specific modules to help maximize accuracy (Bell *et al.*, 2019; Arthi *et al.*, 2017; Kjellsson *et al.*, 2014; Beegle *et al.*, 2010).

2.4 MODE OF INTERVIEW AND DATA COLLECTION

The three most common interview modes for household surveys are in person, over the phone, or self-administered. Each mode comes with its own benefits and costs. For example, phone-based interviews do not require in-person visits, but often imply a time constraint, which limits the length of the questionnaire. Self-administered interviews eliminate the need for an interviewer but require literacy and writing skills on the part of the respondent.

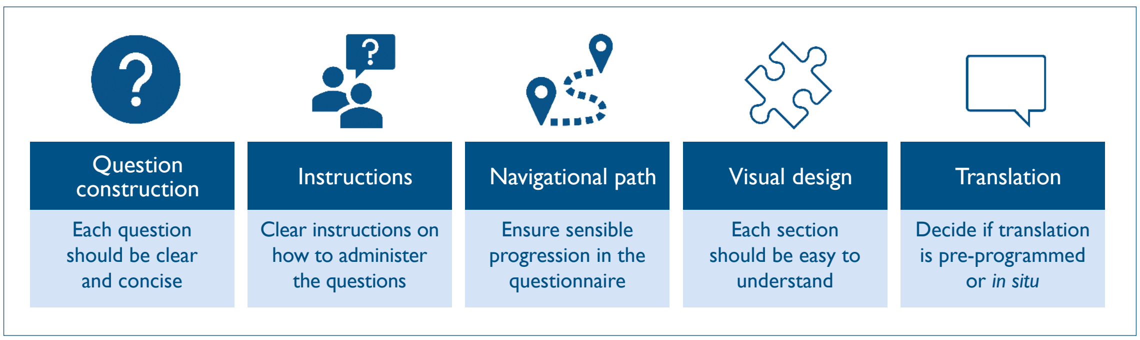
There are two modes of data collection for household surveys: paper and pencil interviewing (PAPI) and computer-assisted personal interviewing (CAPI). Both PAPI and CAPI can be used with all interview modes. When CAPI is combined with telephone interviewing mode, it is referred to as Computer Assisted Telephone Interviewing (CATI).



Data entry for PAPI questionnaires can be done either in a central location or in the field, known as computer-assisted field entry (CAFE). Although CAFE requires more field staff and supervision, it is preferable because it facilitates electronic data checks concurrently with ongoing data collection. Errors flagged during field entry can be returned to the interviewer while still working in the same enumeration area, allowing them the option of returning to the household to correct any errors, thereby improving data quality.

Moving beyond PAPI and CAFE, CAPI/CATI combine data collection (interviewing) and data entry into a single step. Fast becoming the most common mode for conducting multi-topic household surveys, CAPI[2] increases both the speed of collection and quality of data by allowing for real-time in situ data validity checks. Section 7 discusses CAPI in more detail.

2.5 QUESTIONNAIRE PREPARATION



Questionnaire preparation involves the drafting, framing, compiling, and organizing of questions in each of the survey modules. Questionnaire preparation calls for attention in the following areas:

- *Question construction*. Each question should be clear and concise, use simple wording, avoid jargon and leading questions,[3] and have straightforward mutually-exclusive response options.
- *Instructions*. Include clear instructions on how to administer the questions, such as when answer options should or should not be read aloud, given the risk of biasing responses. Provide definitions, background information, and scenarios as needed.
- *Navigational path.* Ensure sensible progression from one question to another (known as skip patterns), as well as between the different modules, to ensure narrative flow in the questionnaire.
- *Visual design.* Each section should be easy to understand, with clear and consistent formatting.
- *Translating.* For each language in which the survey will be administered, it should be decided beforehand whether translation will be programmed and printed in advance or translated *in situ* by interviewers. The former ensures consistency across interviews and should be done for the official and most commonly spoken language(s) in the country surveyed.

2 There are different software choices available for CAPI. One option is Survey Solutions, which is developed by the World Bank, offered free of charge, and compatible for use on low-cost tablets. For more information, visit http://mysurvey.solutions.

3 Leading questions contain information that suggest a desired or expected answer. These types of questions discourage respondents from reporting information truthfully and can hinder obtaining their honest opinions. For example, asking "Mia is 9 years old, so she is attending school, correct?" could make the respondent feel pressured to agree even if it is a false statement, because (a) it is the answer suggested and (b) the suggestion implies that this is the proper behavior. Leading questions should always be avoided. Instead of the example given above, the respondent should simply be asked, "Is Mia currently attending school?"

2.6 PRE-TEST AND FIELD PILOT

After a questionnaire has been drafted, it must be first tested in the field prior to survey implementation. Testing a survey instrument includes checking the content and flow of the questions as well as software design. A pre-test evaluates the software (CAPI or the data entry program, if using PAPI) to ensure that survey data is entered correctly, the questionnaire flow is consistent, and data checks are complete. This can be done with a very small sample – even just one or two households – as long as all the modules are administered.

A pilot is a more extensive test, which involves implementing the questionnaire in its entirety in the field with a small subset of households. Pilots are conducted to ensure that the wording of questions reliably elicits the desired information from respondents, as well as to test overall fieldwork coordination, supervision, and logistics, including the length of interviews, expected field schedule, estimated budget, and so on. Depending on the amount of revisions needed to the questionnaire following pre-testing and piloting, additional iterations of the pre-test and field pilot may be necessary.

2.7 FIELDWORK SUPERVISION AND DATA CHECKS

Fieldwork implementation is one of the primary determinants of the quality of the data collected. One of the key goals during data collection is minimizing both non-sampling errors and the amount of cleaning and editing needed after the data has been collected. Careful supervision of field staff and the implementation of regular data checks during fieldwork are both essential to meeting this goal.

Regardless of the data collection mode, built-in inter- and intra-record checks can help field staff identify errors *during* fieldwork, allowing them to work with respondents to immediately correct inconsistencies. This reduces the likelihood of invalid data points as well as the need for follow-up reviews, household visits, and data cleaning. The final data set should include a version that reflects the variables *as collected in the field*.

3. Sampling

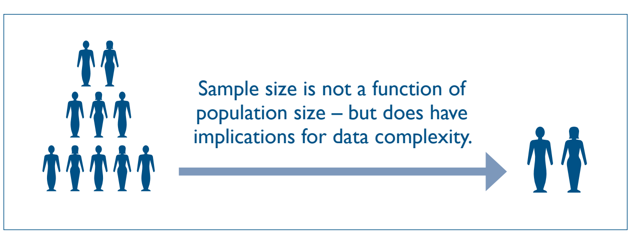
Sampling is the process by which a sample or subset of units (households, for the purposes of this guidebook) are selected from a population and surveyed to estimate characteristics for the whole population with a known level of error or precision. This section provides a brief overview of the key terms and concepts on sampling.

For more detail and examples for developing countries, two guidebooks are recommended, both developed by the UN Statistical Division: *Household Sample Surveys in Developing and Transition Countries* (United Nations, 2005) and *Designing Household Survey Samples: Practical Guidelines* (United Nations, 2008).

3.1 KEY INDICATORS

Even though household surveys are used to estimate a range of indicators, sample calculations are usually based on just one or two key indicators. These indicators should be specific in definition and at the core of the intended analysis, such as district-level per capita real annual household consumption. For greater impact, these indicators should correlate with several other important measures – for example, income is correlated with education, health status, asset ownership, and more. If there are multiple indicators that are of equally high importance but not correlated, separate sample calculations should be done for each key indicator and of those, the highest required sample size should be used for the survey.

3.2 SAMPLE SIZE



Sample size is not a function of population size. While this may seem counter-intuitive, consider the popular analogy of a cook tasting soup. To taste a *small* pot of soup, a spoon is used. However, a ladle is not needed to taste a large pot of soup – a spoon is still sufficient. In the same way, sample size calculations should be based on the characteristics of the population (prevalence/variance) and not simply a percentage of the total population.

Sample size does have implications for the complexity of the data collection process. Larger samples cost more, require more time and enumerators, and imply investing more resources into quality control efforts. Given these tradeoffs, household sampling should aim for optimal precision by determining the smallest possible sample needed to adequately analyze the key indicators.

3.3 SAMPLING DESIGN

Household surveys aim to make generalized inferences about a target population, usually across multiple domains of inference. The sampling design outlines how households will be selected from the target population for inclusion in the survey. The design begins with a master sampling frame and usually includes stratification and clustering.[4]

The **master sampling frame** is the list of all sampling units in the target population. It must be comprehensive and non-overlapping, meaning that each unit selected – at any stage of selection – must have a known non-zero probability of selection. In most household surveys, the primary sampling frame is the complete list of census enumeration areas (EAs) or census blocks for the country. The EAs serve as the primary sampling units and the secondary sampling units are households within each selected EA. Households are randomly selected from a list of all households within an EA, which is either provided by the NSO or created by the survey team via a household listing exercise. When the sampling frame is not available or is out of date, additional sampling techniques may be needed, such as grid-based sampling or other geospatial data approaches.

For most national household surveys, the **target population** is the population of all households and/or individuals in the country. When defining the target population, it is important to note if any parts of the population have been excluded from the survey, such as residents of military barracks and other institutions, people living in remote or insecure parts of the country, the homeless, forcefully displaced persons living in camps, and so on. The target population figures are an essential input for calculating **survey weights**, which indicate the portion of the target population that is represented by each household or individual that is interviewed.

Domains of inference are the levels at which the survey data will be represented, analyzed, and reported, such as national, regional (or other political boundaries), urban and rural, agro-ecological zones, and so on. Increasing the number of domains may seem appealing from an analytical or political perspective, but it will also increase the sample size, thus likely increasing non-sampling errors as well.

4 Stratification splits the population into mutually exclusive sub-populations (based on domains of inference) called strata, then draws an independent sample from each. The objective is either to ensure a minimum level of precision at each domain of inference or to increase the overall precision of the overall survey estimates. Multi-stage sampling uses clustering to select groups of units in stages, called primary sampling units, secondary sampling units, and so on. While clustering decreases the precision of the estimates, it is often necessary to control costs. Sampling documents should detail these and other complex design features, and must be explicit about the expected impact on precision.

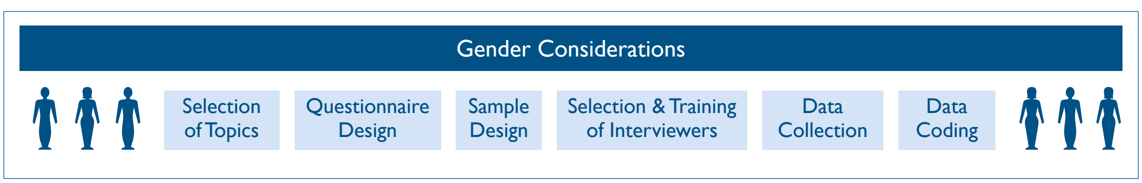
Sampling design should also address survey **non-response,** which occurs when selected households do not participate in the survey, most commonly due to respondent refusal. Protocols must be established to ensure non-response rates do not bias estimates. The two most common approaches are allowing replacements (that are interviewed only when necessary) or drawing larger samples (oversampling) to mitigate for non-response without using replacements. The appropriate method will depend on the country and survey contexts. As with all aspects of survey design, the sampling strategy must be well documented: see Section 8 on Documentation and Dissemination for more detail.

4. The Gender Perspective

Household surveys continue to be the primary source of data used to track the extent and impact of gender differences[5] in human endowments such as education and health, and economic opportunities such as labor and family enterprises. Increasingly, they are also used to understand intra-household resource allocation such as economic decision-making and spending patterns. Even so, consumption data – typically used to measure poverty in low- and middle-income countries – is usually collected at the household level. This limits the ability to understand the role of gender in any poverty analysis and to assess inequality within households (World Bank, 2018).

Integrating a gender perspective into surveys goes beyond recording the sex of the respondent or household members. Gender considerations are embedded into the entire survey process, including selection of topics to be covered by the survey, questionnaire design, sample design, selection and training of interviewers and supervisors, data collection in the field (including the identification of respondents), and data coding and editing.

Essentially, incorporating a gender perspective requires that attention be paid to all factors that could potentially lead to gender bias in the data. The various dimensions of gender statistics can be obtained using a number of different, sometimes overlapping, data collection vehicles, including population and housing censuses, agricultural censuses and surveys, labor force surveys, time-use surveys, and violence against women surveys (United Nations, 2016).



This section highlights some of the broad issues with respect to sex-disaggregated and gender-focused measurements in multi-topic household surveys. Topic-specific suggestions will be addressed in subsequent sections.

[5] While sex refers to biological characteristics (e.g. male, female), gender refers to the socially constructed characteristics such as norms, roles, and relationships which vary among cultures and change over time. These learned behaviors make up gender identity, which goes beyond the binary construct of man and woman, and determine gender roles. For more detail, see https://www.who.int/gender-equity-rights/news/factsheet-403/en/ or https://www.euro.who.int/en/health-topics/health-determinants/gender/gender-definitions. When the word gender is used in this guidebook, it refers to the binary construct of gender roles (men/women) and their socioeconomic impacts.

Box 1. Capturing Gender Dynamics in Household Surveys

- For individual level data, aim for self-reported (respondent answers on his/her own behalf) over the use of a proxy (respondent answers on behalf of another person).
- For household level data, ask who owns, manages, and inherits key assets and economic activities.
- The following table illustrates the gender dynamics themes typically captured in household survey modules.

Gender Themes	Household Survey Modules
Endowments	• Education • Health and Disability • Social Protection Programs
Economic Activity	• Labor/Employment • Household Enterprises (farm and non-farm) • Non-Labor Income • Durable Goods/Assets, including Housing • Credit/Savings • Land tenure
Voice and Agency	• Age at first marriage (HH roster)

Further details on questionnaire modules are addressed in the next section.

Data collected at the individual level automatically allow for sex disaggregation analysis. Typically, in individual-level modules, each person is expected to respond on their own behalf; when this is not possible, the use of proxy respondents is considered preferable to missing data. However, studies have shown that a proxy respondent may provide a different response than the actual individual, which can lead to bias in the analysis (Kilic and Moylan, 2016; Bardasi *et. al.*, 2010). The sex of the proxy, as well as their relationship to the target respondent, could also introduce additional bias. As such, it is important to collect the roster ID of the actual respondent providing data for each person, to capture whether individual-level information is being reported by proxies reporting on behalf of the individuals, or by the individuals themselves. In all cases, the best option is for each person to respond for themselves.

For certain modules that typically collect data at the household level, additional questions can be added to enable an analysis of gender dynamics. This includes modules on assets (that is, land and other durables) and some expenditure items. Regarding assets, it is recommended to ask who owns, manages, and inherits key assets, allowing for the identification of at least three individuals within the household for each question. For a deeper analysis of asset ownership and control, another option is to collect this data from multiple household members, using individual-level interviews for the specific modules. Potential double-counting (for example, two household members each reporting that the household has a television, which is then incorrectly counted as two televisions) and inconsistent reporting (for example, when two household members each report being the sole owner of the same television) should be taken into consideration when comparing or aggregating data reported in this manner. For household expenditure items that can be assignable by sex and age, collecting these disaggregated expenditures separately could allow for intra-household poverty analysis (for example, instead of collecting household expenditures on "clothes" as a single category, it could be separated into men's clothes, women's clothes, boys' clothes, and girls' clothes). For more details and guidance on intra-household consumption analysis and sex-disaggregated poverty analysis, see 'Inside the Household: Poor Children, Women, and Men' in *Poverty and Shared Prosperity 2018: Piecing Together the Poverty Puzzle* (World Bank, 2018).

Household surveys that wish to capture household-level economic activities, such as household enterprises and farms, should identify their respective owners and decision-makers within the household. For each enterprise, specific questions should ask which household members own the enterprise, make decisions on its operations, and decide on the use of earnings, listing at least three individuals for each category. The survey should also include questions on the household members who work in each activity. For farm enterprises, additional questions can be included to identify the individuals that make decisions on choosing crops to plant, the use of inputs, the timing of harvest, and the price and timing of crop sales. Since many of these issues are decided at the parcel or plot level, and because managers and decision makers can vary across a household's parcels/plots, collecting agriculture data at the parcel and/or plot level, rather than at the aggregate farm or household level as a whole, is necessary to fully understand gender differences in agriculture.

There are specific topics within household surveys that are important to understand women's voice and agency, such as their time-use or age at first marriage. Even a relatively brief time-use module can shed light on how individuals allocate time, and the impact this may have on their welfare. Information on tasks that are disproportionately assigned to women such as childcare, cooking, and collecting firewood or water can be captured in household surveys, if desired. Other key issues related to women's voice and agency, such as gender-based violence, and/or changing social norms about masculinity and femininity, while critical, are difficult to capture in multi-topic household surveys and may thus require specialized survey efforts. Box 1 summarizes where data related to the World Bank's Strategic Objectives for Gender Equality (World Bank, 2015) are best collected when using the Core Questionnaire modules articulated in the World Bank's Household Survey Protocol (see Section 5).

5. Questionnaire Modules

Household surveys are often multi-topic in nature, with separate modules for each topic. The priority policy issues and availability of resources determine the selection of modules as well as the level of detail at which data will be collected.

Box 2 shows the modules that are usually included in a household survey, most of which are the Proposed Core Modules from the World Bank's Household Survey Protocol and are essential for a complete and thorough understanding of living standards and household welfare.

Box 2. Recommended Household Survey Questionnaire

Household Modules - Core Questionnaire Modules from the World Bank's Household Survey Protocol

Module (guidebook section)	Content	Key analysis areas and indicators
Household Identification	Household location, sample-related detail	
Household Roster (5.1.1)	Household composition, demographics	
Education (5.1.2)	Literacy, educational attainment, school attendance,school expenditures	**SDG 4**
Health and Disability (5.1.3)	Illness and injury, health care use and expenditure, disability, child anthropometrics (optional)	**SDG 3, 4, & 5**
Labor/Employment (5.1.4)	Employment, unemployment, underemployment, unpaid labor	**SDG 8**
Household Enterprises	Income from self-employment and family enterprises	**SDG 8**
Non-Labor Income	Rental incomes, dividends and interests, transfer payments, etc.	**SDG 10**
Durable Goods /Assets	Physical and financial assets (not related to household enterprises)	**SDG 10**
Credit/Savings*	Financial assets and obligations	**SDG 9.3 & 10**
Food Consumption (5.1.5)	Amount spent on food consumed at home and food away from home	**SDG 1 & 2. Nutrition. Consumer Price Index (CPI). Food security. Poverty.**
Non-Food Expenditures	Amount spent on non-food items	**SDG 1 & 2. Poverty. CPI.**
Housing (5.1.6)	Dwelling characteristics, property tenure, energy, water, sanitation	**SDG 6, 7, & 11**
Food Security	Food Insecurity Experience Scale (FIES) or the Household Food Insecurity Access Scale	**SDG 2.1**
Social Protection Programs	Participation and benefits	**SDG 1.3 & 5.4**
Shocks and Coping Strategies	Household coping strategies when faced with significant unexpected events (shocks)	**SDG 1.5**
Land Tenure* (5.1.7)	Land tenure type and degree of security. Contributes to Durable Goods	**SDG 1.4.2 & 5.a.1**

Box 2. Recommended Household Survey Questionnaire (cont.)

Agriculture Modules - Inclusion and degree of detail are based on the country or survey context.

Module (guidebook section)	Contents and Characteristics	Key indicators
Land Area Measurement* (5.2.1)	Area and use type for all land owned or used	SDG 2 Agricultural productivity.
Crop Production (5.2.2)	Crop type, inputs, harvest, and disposition Trees on Farms^ warrant additional questions	SDG 2 Agricultural productivity. Income.
Agriculture Labor* (5.2.3)	Household and non-household labor	SDG 8.5 Income. Employment.
Agriculture Equipment	Ownership and use	Assets
Livestock (5.2.4)	Types and quantities owned, details on production and earnings	SDG 2 Productivity. Income.
Fisheries^	Types, quantities, methods, and equipment used, details on production and earnings	SDG 2 & 14 Productivity. Income.
Forestry^ (5.2.5)	Use, production, and earnings from non-cultivated lands	SDG 2 & 15 Productivity. Income.

Special-Focus Modules - Inclusion is based on the needs and interests of the country or survey context.

Module (guidebook section)	Contents and Characteristics
Migration^ (5.3.1)	Demographics, determinants, and displacement experience of migrants
Conflict Exposure^ (5.3.2)	Impact and severity
Tourism^	Expenditures on temporary travel (non-migration trips) for work, leisure, etc.
Wellbeing^	Self-reported perceptions of wellbeing
Behavioral Health^	Assessing the mental and behavioral health of individuals

* Not listed as separate modules in the Core Questionnaire but are integral components of core modules.

^ Not part of the Proposed Core Questionnaire but recommended when relevant to the country/project context.

For more details on SDG targets and indicators, visit https://unstats.un.org/sdgs/indicators/indicators-list/. This guidebook is a living document; many of these sections are currently covered while others will be added over time. That said, it is not intended to be an exhaustive list of indicators that can be calculated using household surveys.

5.1 SELECTED HOUSEHOLD MODULES

This section presents further guidance on selected household modules that allow for the analysis of overall household welfare. Each section is organized as follows:

- Introduction to the module and its relevance to household welfare.
- Notes on the level of reporting (household or individual) and the preferred respondent(s) of the module.
- A discussion of key aspects of the module with regards to measurement and content.

Many of these topics have dedicated module-level guidebooks that are published by the World Bank's LSMS team, as indicated in the relevant subsections.

5.1.1 HOUSEHOLD ROSTER (AND MEMBERSHIP)

The household roster lists all members of the household in the survey, collecting basic demographic information such as age and sex that serve as key factors in computing welfare aggregates. Additionally, information provided in the household roster determines the subsequent modules that will be administered for each household as well as the household members to be interviewed for each module.

Level of Reporting and Respondent

The primary respondent should be an adult household member knowledgeable about the composition of the household. Once the members of the household are confirmed, each individual should self-report their demographic information. When this is not possible (that is, if adults are absent during the interview or children are too young to respond on their own), then the primary respondent or another knowledgeable household member can serve as their proxy.

Key Aspects of Measurement and Content

The two core components of the household roster are household membership and standard demographic information about each household member.

A. Household Membership

Clearly defined criteria for household membership[6] ensures the correct individuals are included in the household roster. Membership inclusion will impact data collection and analysis for nearly all

[6] Household members and family members are two different concepts. Household members are not necessarily related. For example, two friends who share a dwelling and pool their resources are considered household members, even though they are not family members. Conversely, an adult son of the household's head who lives elsewhere with his own spouse and children is most likely not a member of the same household, even if he joins them for dinner most nights.

subsequent modules, and accurate household size is critical for many data analysis measurements. Household membership is often defined using a combination of criteria, such as time spent in the household, pooling of resources, and communal eating habits. With regards to time spent in the household, a commonly used protocol is that a person who has lived in the household for more than *X* (usually 3 or 6) of the past 12 months is considered a member. Whether or not to include domestic workers as household members will depend on the specific definition of household membership for the particular country or survey.

Protocols must be agreed upon for special cases that will likely be encountered, such as new members (people who joined less than *X* months ago but do not belong to any other household), children away at boarding school, and spouses that have out-migrated but are still considered an integral part of the household and its income. For example, in countries with very high seasonal or semi-permanent migration, people living overseas may be considered members for the purpose of the roster. Data on these household members is collected in migration modules on time away and remittances, but they are excluded from per-capita and per-adult-equivalent calculations. While the definition of household membership may vary across countries or surveys, data reliability depends on the definition remaining consistent across all households within a given survey.[7] A clearly worded definition of household membership must be included in enumerator training manuals and understood clearly by all survey enumerator teams.

Box 3. Example of Household Membership and Polygamy

For household survey purposes, each person should belong to only one household. Where polygamy is practiced, membership protocols will need to clarify whether different wives residing in separate dwellings constitute separate households. Often, such cases are considered separate households, and the shared husband will be assigned membership to only one of the households (one option is to assign him membership in the household where he spent the night before the enumerator's first visit). Resources sent by him to the other household(s) would be considered transfers. This is just one of many living situations that should be examined closely to ensure household and membership definitions comprehensively account for the specific survey and country contexts.

Table 2 presents the standard information that should be collected for each household member listed in the household roster.

[7] It is important that the definition of household membership remains consistent over time.

Table 2. Standard Information on Each Household Member

Information	Details
Name	• Full names used in official documents (school records, birth certificates, national ID, etc.) and (optional) nickname • Allows for matching with other data sources and re-contacting each individual as needed
Sex	• Identifies respondents for sex-specific modules (most commonly reproductive health) and any sex-disaggregated modules (assets ownership, etc.)
Relationship to household head*	• Understanding relationships among members is crucial for both data analysis and data quality control
Date of birth (day, month, year)	• Used to determine respondents for age-specific modules • Important for collecting child anthropometrics (see birth certificate, if possible)
Age	• Provides an estimate when date of birth is unknown or not collected • Collect age in years and months, if under 5 years old
Marital status	• Depending on the survey needs, additional questions may be added regarding the spouse of each married household member (where spouse resides, roster ID when applicable)
Mapping additional family relationships (optional)	• Necessary for in-depth analysis of gender dynamics • Includes identifying spouses of all married household members and parents of all household members • Record whether spouses and parents are household members and, when applicable, record their roster ID
Other information depending on country/context and interests	• Ethnicity, religion, nationality, languages spoken, migration (see Section 5.3), and so on • Details on the parents of every household member (even when parents are not household members) from basic status (household ID, residing elsewhere, or deceased) to more detailed intergenerational human capital information (education and employment status)

* Surveys that exclude concepts of household headship should ask about the relationship of all household members to the questionnaire's primary respondent.

5.1.2 EDUCATION

Due to the high importance of education for development, collecting timely and quality data on education is critical. Many household surveys collect at least basic information on the education of all household members. Various aspects of education are important benchmarks for development progress, most significantly literacy and school attendance/attainment. Furthermore, educational expenditures can constitute a considerable portion of a household's overall expenditures, which is a key component of common measures of welfare and poverty.

Level of Reporting and Respondent

Education is an experience specific to an individual; thus, it is strongly recommended that information on education be collected at the individual level. It should be collected for all household members over a certain age, and not only for those of school age at the time of the survey. Minimum age for this module is usually set between two and five years, depending on the expected age at which primary school starts as well as whether the survey intends to collect data on early childhood development (via pre-primary schooling status). Each household member should respond directly about their education; when this is not possible (that is, if adults are not home during the interview or children are too young to respond on their own), then the household member who is most familiar with the education information should respond.

Key Aspects of Measurement and Content

There are four main topic areas typically collected in the education module.

A. Literacy and Numeracy

Literacy data can be self reported or collected through objective testing

Basic literacy, defined as the ability to read and write, is one of the most common and important education indicators. There are two common methods used to collect literacy information. The most basic method is to ask the individual to self-report whether they can read and write in any language, without any verification. While this method is simpler and widely used across multi-topic household surveys, it is subjective and could lead to over-reporting by respondents who overestimate their abilities. The alternative is to conduct an objective test of literacy, which takes significantly more time than self-reporting. A minimum approach[8] to literacy testing is to show the respondent a sentence (on a card or other device) and ask them to read it aloud. The interviewer then records whether the respondent was able to read the sentence fully, partially, or not at all. The minimum requirement in capturing literacy is for the respondent to self-report whether they can "read and write in *any language*". Where multiple languages are common, literacy can be asked separately for different languages. The official language or the language of educational instruction should always be included.

A related and important skill is numeracy, or the ability to conduct basic arithmetic operations. While numeracy could ostensibly be captured in an education module, inclusion of such questions is rare; numeracy questions are usually reserved for in-depth education surveys.

B. Previous Education

Collect data on both current and previous schooling

Previous education typically includes whether the individual ever attended school, at what age they began attending school, and the highest level of schooling they have completed. The age reported for beginning school can be compared with the expected age to begin school to determine whether the individual began on schedule. Questions on the extent of schooling should include two components: the level (that is, primary, secondary, post-secondary) and grade/class within that level (second year, first grade, etc.). The response options

[8] See the Demographic and Health Survey questionnaires. More involved literacy tests also exist and are typically used in surveys focused specifically on education.

for the question on the highest level and grade/class should ideally correspond to a specific class year in accordance with the national education system[9] (for example, the second year/grade/level of primary school). Different types of post-secondary education relevant to the local context – university, technical school, teaching school, and so on – should also be included as answer options.

Questions to confirm the highest grade of schooling completed can also be used to calculate the highest level of schooling completed and the number of years of education completed, which are other commonly used indicators of educational attainment.[10] 'Successfully completed' can be defined as having been approved to continue onto the next class/grade, regardless of whether the individual did so. Alternately, this can be addressed via a separate question about the highest certificate/exam passed by the individual. The appropriate definition of successful completion should be clearly outlined in the enumerator training and manuals.

C. School Attendance

The reference period for schooling depends on the timing of the survey

School attendance refers to participation in formal education.[11] Information on informal schooling (that is, education that does not follow standard curriculum) should be captured separately if it is deemed relevant in the local context.

Begin by asking all household members of schooling age, as well as adults who reported any previous education, if they are currently attending school. The reference period should be the current school year; however, if the interview is taking place in the break between academic years, then the reference period is the previous school year (that is, the recently-ended academic year).

For all individuals currently attending school, the following details should be captured:

- Level and grade/class of the individual. The response options should mirror those for the highest level-grade completed (discussed above).
- Type of school (public or private), as well as the type of institution/organization that operates the school, such as religious organization, non-governmental organization (NGO) or other.
- Means of transport to school. This is used to assess the potential travel burden faced by students and includes mode of transport as well as travel time and/or distance. Response options can also capture students who board at school (and therefore do not commute).
- Whether they were absent from school for an extended period in the current school year (typically two consecutive weeks) and the reason for their absence.

For household members of schooling age that are not currently attending school, a follow-up question should capture the reason for their absence from school.

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9 Response options should include old systems or classifications specific to the country.

10 For example, if someone started the first year (Y1) of secondary school (Level 2), but stopped attending after 1 month, then the highest class attended is Level 2, Y1 and the highest class completed is the highest year of primary school (Level 1). Likewise, the highest level attended is secondary school, while the highest level completed is primary school.

11 Formal education is described in the ISCED (UIS, 2011) as institutionalised, intentional, and planned education through public organizations and recognised private bodies.

Table 3. List of Items for Education Expenditure

Minimum list (categories)	More detailed optional list (individual items)
Payments to educational institutions	
Tuition and other fees (e.g. exam, registration fees)	Tuition fees
	Exam, registration, and other official fees
Other contributions to school (PTA, SMC, school fund, in-kind contributions)	Contribution to PTA (parent-teacher associations) and/or SMCs (school management committees)
	Contribution to construction, maintenance, or other school funds
	Cash estimates of in-kind contributions
Ancillary fees (boarding, canteen, transport, health services)	School canteen fees
	School boarding fees
	Fees for transport organized by the school
	Fees for health services
Payments and purchases made outside educational institutions, required for school attendance	
Uniforms and other school clothing	Uniforms and other school clothing
Textbooks and other teaching materials	Textbooks and other teaching materials (stationery, etc.)
	Other required purchases (such as computer, extra books, athletic equipment, material for arts lessons, other school-related expense specific to the country)
Payments and purchases made outside educational institutions, not required for school attendance	
Private tutoring	Private tutoring
School meals and transport purchased outside educational institutions	Transport to and from school not organized by the school
	School meals purchased outside school
Additional books, computer, or learning software to be used at home in support of formal schooling	Additional books, computer, or learning software to be used at home in support of formal schooling
Optional separate items (not included in international comparison and NEA)	
Other categories (music and art lessons, gifts, extra-curricular activities, etc.)	Music and art lessons
	Gifts
	Extra-curricular activities
Not allocable	When respondent is unable to itemize expenses to fit within the listed items

D. Education Expenditures

All expenditures incurred by household members on formal education should be collected. Following international standards,[12] information should be collected on the items listed in Table 3. Since accuracy is improved when respondents are asked about more specific items, expenses should be reported for each item individually, or at least by grouping categories of expenses (Pradhan, 2001; United Nations, 2005). Aggregated or collapsed reporting (that is, the total cost of all education expenses reported as one amount) should only be allowed for respondents that

[12] Relevant international standards include the UNESCO-OECD-Eurostat (UIS *et al.*, 2016) manual and the National Education Accounts framework (IIEP et al., 2016).

are not able to disaggregate spending. The recall period for education expenditures should allow for calculating annual estimates of household education expenditures (that is, the estimates should cover an entire school year). For detailed instructions on collecting education expenditures, see the LSMS guidebook, *Measuring Household Expenditure on Education* (Oseni *et al.*, 2017).

5.1.3 HEALTH, INCLUDING DISABILITY

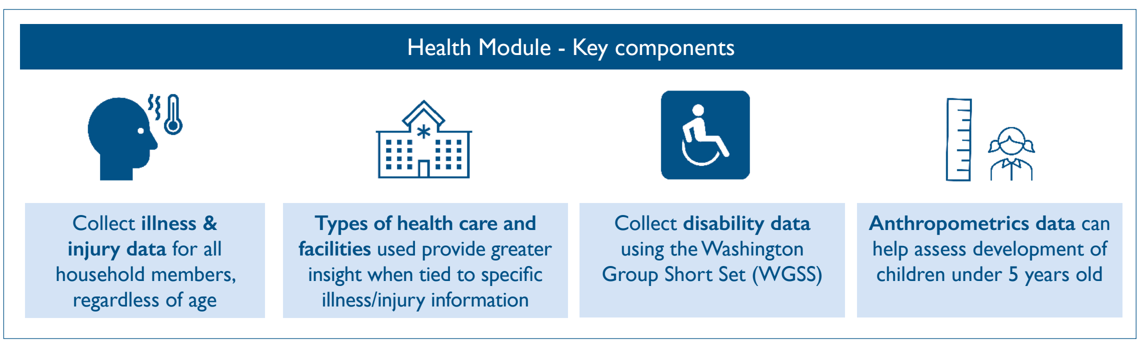
A health module collects information on the health conditions of household members, expenditures on health care, and barriers to health care access and use.

Level of Reporting and Respondent

All questions about health and health care should be asked at the individual level for all household members, regardless of age. Each household member should be interviewed about their own health status and health care strategies. In the case of children or dependents who are unable to respond for themselves, the household member most familiar with their health information should be the respondent.

Key Aspects of Measurement and Content

There are four main topic areas that should be addressed in a health module of a household survey.



A. Illness and/or injury

A health module should collect information on self-reported illness and/or injury. The most commonly used reference periods for the occurrence of illness and injury are one month (either the past 4 weeks or past 30 days) for incidents not requiring hospitalization, and one year (the past 12 months) for incidents requiring hospitalization. To fully capture the burden of the illness or injury on the household, additional questions may be asked about whether the illness/injury has affected the individual's regular activities. In addition to details about illness and injury, questions about the use of bed nets and related expenditures are recommended for all household members in countries where malaria is endemic.

B. Health care utilization and expenditure

This module should collect information on the use of, access to, and expenditures on healthcare. Questions on health care utilization may or may not be tied to a reported illness or injury. However, tying these questions to an illness or injury can help capture information about ease-of-use, barriers to access, types of health facilities/practitioners, and common types of treatment in a given area. Other relevant details to collect include the reason(s) that an individual did not use health care facilities as well as the respondent's distance (in kilometers or time) to the nearest health facility. Depending on the country's data needs, the questionnaire can also include questions on health care use during a woman's pregnancy and/or information on the delivery of children for recent births (including the place of birth and professional classification of the person who delivered the child).[13]

Health care expenditures should be collected, regardless of whether specific illnesses or injuries are reported.[14] There are different ways to disaggregate the various components of health care expenditures, and the appropriate breakdown can depend on country-specific and contextual factors, such as the means of obtaining medicine, payment and financing mechanisms, and so on. Where appropriate, the questionnaire should include a question on whether the individual has health insurance and if relevant, indicate if the insurance is at the individual or household level.

C. Disability

To capture information on disability, it is recommended at minimum to use the Washington Group Short Set (WG-SS).[15] The WG-SS is a set of questions that identify people with disabilities, focused on difficulty performing activities across six functional domains: seeing, hearing, walking, cognition, self-care, and communication. The WG-SS questions avoid using terms such as "disability" and "handicap" because the negative connotations of these terms often lead to underreporting. Instead, the question and response options ask about specific abilities, such as "*Do you have difficulty walking or climbing steps? Would you say: No, no difficulty; Yes, some difficulty; Yes, a lot of difficulty; or Cannot do it at all*". Questions should be asked of all household members, ages five years and older. Additional questions can be added to address labor impact, rehabilitation, and duration of the disability. For further details, see the LSMS publication: *Disability Measurement in Household Surveys: A Guidebook for Designing Household Survey Questionnaires* (Tiberti and Costa, 2020).

D. Anthropometry and other health-related questions for young children

If the country-specific data needs include assessing the nutritional status of children, the weight and height/length measurements for children ages 6-59 months can be collected as part of the household survey.[16] Doing so allows for studying linkages between the nutritional status of children and household poverty/welfare characteristics. This process requires significantly

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[13] Such questions would complement a more detailed reproductive module when one is implemented.

[14] Depending on wider country needs (and taking into consideration topics already addressed in other national surveys), questions can also be included for expenditures on preventive health such as vaccines, wellness check-ups, and so on.

[15] http://www.washingtongroup-disability.com/washington-group-question-sets/short-set-of-disability-questions/

[16] Some household surveys also collect weight and height measurements for adults or specific age groups, such as women of reproductive age.

more supervision, specialized training and equipment, and in-situ validation to ensure that the data is reliable.[17] If desired, the survey can also capture additional factors affecting child health and nutrition, including questions on breastfeeding (was the child breastfed, duration, and how many of those months were exclusive), illness, and diarrhea (incidence in the past two weeks, whether the child was given anything other than the normal amount of water, food, and/or oral rehydration salts, and whether healthcare was sought), among others.

5.1.4 LABOR

International standards for collecting labor statistics are set by the International Labor Organization (ILO), with best practices established by the International Conference of Labor Statisticians (ICLS) held every five years. This section conforms with the 19th ICLS guidelines and is summarized from the LSMS guidebook, *Employment and Own-Use Production in Household Surveys: A Practical Guide for Measuring Labor* (Durazo *et al*., 2021).

Level of Reporting and Respondent

Data on employment should always be collected at the individual level for all working-age household members. The minimum age for respondents depends on country context. When possible, each person should be interviewed about their own employment and labor information. If a given individual is unavailable, another household member with knowledge of the topic can respond on their behalf.

Key Aspects of Measurement and Content

A labor module should provide data to determine a comprehensive measurement of participation in all forms of work.[18] Work is defined as any productive activity to produce goods or services, whether paid or unpaid, done for one hour or more during the reference period ("the last completed week" as per international standards, although some surveys will also ask about the past 12 months). The module should produce headline labor market indicators (specifically employment rate, labor force participation rate, and unemployment rate) and labor underutilization indicators, as well as new indicators regarding different forms of work.

A. Identification of persons in employment

Employment is a specific subset of work, defined as work performed for pay or profit (ILO, 2013).[19] A comprehensive measure of employment includes:

- Persons working for wage or salary (employees)

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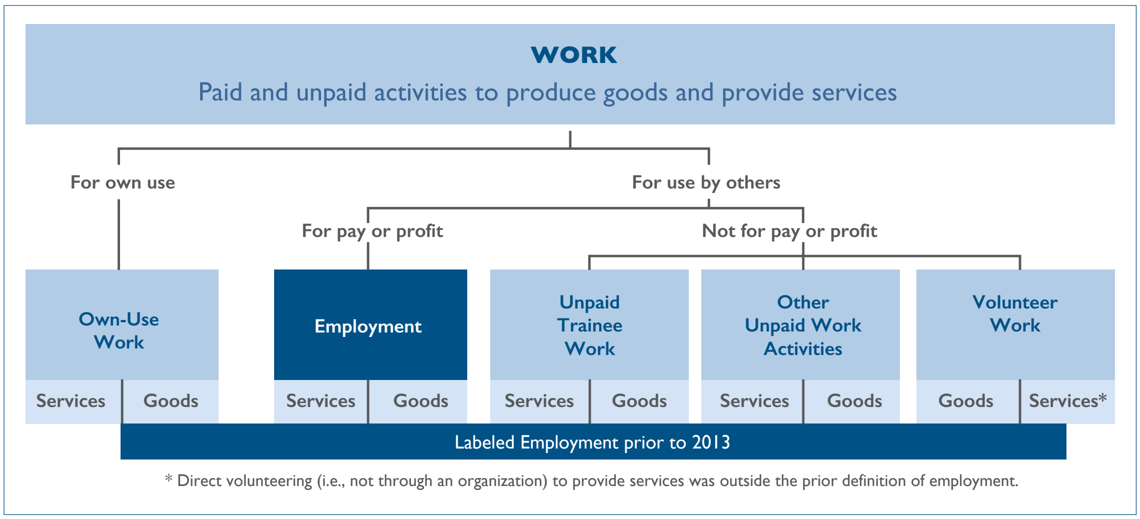
[17] See http://mics.unicef.org/tools#data-collection for the UNICEF manual on anthropometric data collection.

[18] This section currently focuses on paid work and own-use production of goods. A sub-section for own-use production of services is forthcoming.

[19] The 19th International Conference of Labor Statisticians (ICLS 19) adopted new international standards on the measurement of work, employment, and labor underutilization (International Labor Organization, 2013). Before this resolution, own-use production of goods, unpaid trainee work, other unpaid work activities, and volunteer work on goods and activities were considered employment.

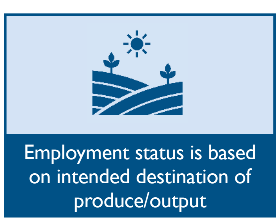
- Persons engaged in own-account activities (self-employed) for pay or profit, which can include selling products or working for a family enterprise, as well as growing crops or tending livestock when such goods are intended mainly for the market (see Section 5.1.4.B), and
- Persons not at work during the reference period but who have a job or business to which they will return, for example those temporarily absent from work because of vacation, maternity leave, sickness, and so on (see Section 5.1.4.D).

Figure 1. Work and Employment



In addition to a set of core questions based on the above criteria, the inclusion of "recovery questions" may be effective in capturing work and even employment that could otherwise be missed. Persons engaged in small scale, casual, and/or unpaid activities may not consider this to be work, even if they are in fact contributing to the family's income-generating activities. This underreporting has a greater impact on outcomes for women and youth due to their disproportionate engagement in such activities as well as social norms and gender biases on what constitutes work. An example of a recovery question for those that report not *working* in family farm activities is, "Last week, did [NAME] *help* growing crops in a household farm, raising livestock, fishing or foraging/ hunting for one or more hours?"

B. Determining the employment status of those who work in household agricultural activities[20]



Employment status is determined based on the main intended destination of production. If the main intended destination of the output of the work done is for sale or barter, then the person is considered employed (for profit). If the main intended destination is for own or household use, then the activity is classified as own-use production work (and not

[20] Household agricultural activities include crop farming, livestock, and fishing.

employment).[21] To differentiate, the labor module must ask the intended use of own-production goods, for example "all for sale; mainly for sale; mainly for household use; only for household use". It is important to remember that any person can be engaged in more than one activity simultaneously. Thus, own-use production farmers could be considered employed, based on other wage work activities.

C. Employment/Job Details

Once the employed household members have been identified, the following information should be collected for their main and (when applicable) secondary jobs: occupation, status in employment, industry sector, work time arrangements (i.e. actual, usual, and contractual hours), type of payments and income, characteristics of the enterprise, and time-related underemployment details. Evidence of work informality is obtained by asking information on the main job, such as contract type and duration, who the person works for, whether the firm is incorporated and/or registered with civil authorities, the type of work location, whether tax is deducted from pay, the number of employees (if a private firm), and the availability of various kinds of social protection benefits through their job (i.e. employer contributions to pension, paid annual or sick leave, and other benefits).

D. Identification of those employed but not at work

A specific set of questions is used to account for individuals who were not working during the reference period but have ongoing employment to return to and are thus still considered to be employed. This includes people who have employment to which they expect to return, for example after vacation, sick leave, or maternity leave; or people whose business is closed for repairs during the reference period.

To correctly determine whether a specific worker can be classified as "employed but not at work (temporarily absent)", the questionnaire needs to capture: reason for the absence; total duration of the absence; and whether any tasks or duties were performed during the absence. A person with a seasonal job cannot be considered "employed, not at work" during their off-season if they cease to perform all tasks and duties of the job.

E. Identification of unemployed persons

Unemployment is defined based on three criteria: 1) currently not employed, 2) seeking paid employment or seeking to start a business within a specific period (such as in the last four weeks or last month), and 3) available to be employed within a specified period (such as the next two weeks). "Future starters", meaning those who have already found a job and are slated to start within the next 3 months (but have not yet started), are also classified as currently unemployed.

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[21] For example, if the household member farmed on a plot only dedicated to producing food for the household's consumption, that person will be classified as working but not as employed. Broadly speaking, the differentiation pertains to subsistence versus commercial agricultural work.

F. Measures of labor underutilization

To measure labor underutilization, a few key concepts must be considered when collecting data: labor force, time-related underemployment, potential labor force, and extended labor force (see Table 4).

Table 4. Labor Underutilization Indicators

Indicator	Calculation summary
Unemployment rate	$\frac{\text{persons in unemployment}}{\text{labor force}}$
Combined rate of time-related underemployment and unemployment	$\frac{\text{(persons in time-related underemployment + persons in unemployment)}}{\text{labor force}}$
Combined rate of unemployment and potential labor force	$\frac{\text{(persons in unemployment + potential labor force)}}{\text{(extended labor force)}}$
Composite measure of labor underutilization	$\frac{\text{(persons in time-related underemployment + persons in unemployment + potential labor force)}}{\text{(extended labor force)}}$

ICLS standards provide operational concepts, definitions, and guidelines for classifying the working-age population based on labor force status. The **labor force** is the total number of working-age persons actively engaged in the labor market, which includes both persons in employment and in unemployment.

Time-related underemployment includes all persons in employment who satisfy the following three criteria: 1) want to increase their total paid hours of work either by desiring an additional job, changing their current job(s), increasing the hours of work in their current job(s), or a combination of the above; 2) are available to work additional hours within a specified period of time (such as the next two weeks); and 3) usually work less than a given threshold defined as working "full time" (specified according to national circumstances/definitions).

The **potential labor force** includes not just unemployment, but all instances of inadequate absorption of labor, meaning persons with an "interest in employment," divided into two mutually exclusive groups:

- unavailable jobseekers – persons without employment who are seeking employment but are not available to work
- available potential jobseekers – persons without employment who are not seeking employment but are available.

The **extended labor force** is defined as the sum of the labor force plus the potential labor force.

A question may be needed to assess desire to work for those not seeking work, such as "If additional paid work was available, could [NAME] start working more hours within the next two weeks?" Othewise, the same questions are used to identify unemployed persons are used to identify the different labor force groups: job search activity, availability, and desire for work.

5.1.5 FOOD CONSUMPTION

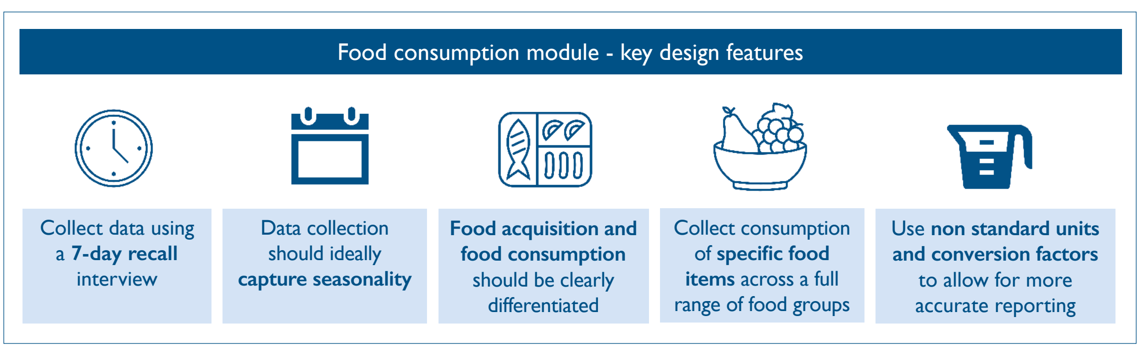
This section discusses recommendations for the design of food consumption modules in household surveys in low- and middle-income countries.[22] Based on the contributions of a large community of experts, national statistical offices, and international organizations, the recommendations are summarized from guidelines endorsed by the UN Statistical Commission in 2018 and the LSMS guidebook, *Food Data Collection in Household Consumption and Expenditure Surveys: Guidelines for Low- and Middle-Income Countries* (FAO and World Bank, 2018).

Level of Reporting and Respondent

Food consumed at home is most often collected at the household level, with the respondent being the most knowledgeable household member, often the primary person responsible for the preparation of food for the household. Food away from home can be collected at both household and individual levels, but is best collected through individual-level interviews of adults. A proxy respondent can be used as needed to report meals away from home for children and unavailable adults. Surveys should use the same reference period for both food away from home and food consumed at home.

Key Aspects of Measurement and Content

The main recommendations of the UN guidelines are organized around key survey design features, including the use of non-standard units of measurement.



[22] Food consumption data are used in the calculation of a wide range of indicators related to undernourishment prevalence, household expenditures (food budget share), and dietary diversity, among others. Food insecurity scales and specific consumption score indicators require separate, purposely designed modules.

Food Consumed at Home

A. Recall versus diary and length of reference period

It is highly recommended to use a recall interview with a seven-day recall period. Diary surveys, where respondents are responsible for recording their own food consumption over a period, require even more careful and continuous supervision and should not exceed 14 days. While a well-implemented diary is considered to be the most accurate way of collecting food consumption and expenditure data, there is ample evidence that in low-income settings with a prevalence of high illiteracy, diaries are often implemented as a series of short recall interviews. In such instances, data quality will be affected by mixing techniques (recall and diary), varying recall periods of the short interviews, respondent and enumerator fatigue, and unsustainable implementation costs.

B. Seasonality and number of visits

Data collection should be spread out to capture seasonal variation in food consumption and expenditure patterns. Two main approaches for achieving this are: at least two visits per household within a 12-month period, taking into account agricultural seasonality; or one visit per household with the sample spread over a 12-month period.

C. Acquisition and consumption

Data should be collected on the main modes of acquisition (food purchases, own production, and food received as gifts), and it should be made clear to respondents, enumerators, and data users whether the survey is collecting data on food expenditures, food consumption, or both.

D. List of food items for recall surveys

Data should be collected on all types of foods and beverages that make up a country's diet. These lists should be updated before each survey, taking into account changes in dietary habits and that some products that account for minimal budget shares can have nutritional values of interest (e.g. meeting certain nutrition requirements or being key in household rankings). General guiding principles include:

- Detailed food lists to accurately capture the total quantity of food consumed
- Food consumption/expenditure analysis should include only food (no other commodities)
- Processed foods need to be adequately represented
- All food groups (vegetables, fruits, grains, meats, etc.) need to be represented with specific items (carrots, mangos, rice, chicken, etc.)
- Food consumption should not be reported in broad categories (such as "fish" or "vegetables"). Instead, for each basic food group, list the most common items and add an "other" category as needed. Items from subsidized programs, food fortification programs, and micronutrient rich foods should be listed individually (Beegle *et al.*, 2010).

Box 4. Measuring Food Consumption with NSUs

Food quantities can be reported in a variety of ways, including metric or standard units (kilograms or liters) and non-standard local units (piles of onions, baskets of tomatoes, or bunches of bananas). To ensure the availability of valid conversion factors for the NSUs reported, additional preparation and implementation details are necessary. Allowing NSU reporting – and properly collecting and thoroughly documenting NSUs – can ensure more accurate respondent estimates.

The Library: data and materials needed for NSUs that must be compiled prior to the start of regular fieldwork

- List of valid NSU item-unit combinations commonly used in the country/region of the survey (rice-pail, rice-cup, egg-piece, banana-bunch, etc.)
- National and, if needed, regional standard-unit conversion factors for all NSUs
- Strongly recommended: A photo reference guide of the most common NSUs that can be shown to respondents to help standardize the NSUs
- Clear protocols and training materials for collecting and using reference photos
- Documentation on how conversion factors were collected and should be used

Market Survey: preparing to use NSUs

Any existing materials for the NSU library should be updated for accuracy, to reflect changes in consumption preferences and purchasing options over time, or to recalculate any data that has insufficient documentation. To create the new/updated library, a market survey should be conducted prior to the household survey. The list of valid NSU item-unit combinations becomes the questionnaire for the market survey, where weights and photographs of all valid combinations are collected.

Main Survey: properly implementing NSUs

The list of allowable NSUs should be programmed into the main survey, limiting responses to only valid options. Use the photo reference guide to help standardize the reported NSUs. Record originally-reported units and quantities; neither respondents nor enumerators should be required to convert quantities into standard units in-situ. Instead, CAPI can be used to apply conversions during on-site data validation checks, upload conversion factors as reference tables, and program in-situ checks for invalid and unlikely values by computing item rankings by consumption quantities, reasonable per person calorie intakes overall or per item, and so on.

For more detailed implementation instructions, see the LSMS guidebook, *The Use of Non-Standard Units for the Collection of Food Quantity* (Oseni *et al.*, 2017).

E. Use of non-standard units of measurement (NSUs)

Allowing respondents to report in non-standard units (piece, cup, bottle, etc.) with which they are most familiar can improve the accuracy of food consumption data. Establishing standardized conversion factors for all NSU quantities at the national and, if needed, sub-regional levels ensures data reliability and allows for the aggregation and comparison of consumption data.[23] See Box 4

[23] Requiring respondents to report only in standard units, especially when they may be more familiar with NSUs for a particular item, involves multiple steps of cognitive and memory recall that could impose a greater cognitive burden on the respondent, therefore creating greater opportunity for measurement errors.

for an overview of NSU use. For more detailed implementation instructions, see the LSMS guidebook, *The Use of Non-Standard Units for the Collection of Food Quantity* (Oseni *et al.*, 2017).

Food away from home

The importance of food away from home warrants the design of a separate module. Clear protocols will need to be established for potentially ambiguous categories of food, such as "food prepared at home and consumed outside" and "food prepared outside and consumed at home" (take-out food). One option is to integrate the latter into the food-at-home module, and the former into either food at home or food away from home (consistent across all households). Data collection should be organized around meal events to assist respondents in their recall. The meal events list should be adapted to the local context and include, for example, breakfast, lunch, dinner, solid snacks, and drinks. Surveys should also collect the monetary value of each meal.

5.1.6 HOUSING

Housing modules typically gather information on housing characteristics including access to electricity, drinking water source, type of dwelling, sanitation and toilet facilities, fuel types, and number of rooms. Related housing expenditures are also collected for inclusion in the consumption aggregate.

Level of Reporting and Respondent

Housing information is collected at the household level and the respondent should be the household member most knowledgeable about the ownership of the dwelling and use of facilities.

Key Aspects of Measurement and Content

Below are the main categories of data that should be collected in a housing module. Information is country-specific, so the list of responses should be developed through in-country piloting, while also taking into consideration internationally established categories and definitions for each feature.

A. Dwelling and Utilities

Table 5 highlights the key items to consider when collecting data on dwellings and utilities.

B. Water, Sanitation, and Hygiene (WASH)

WASH questions allow for the assessment of drinking water, other water used by the household, sanitation facilities, and basic hygiene measures. For water and sanitation components, not only should type/source be captured, but also quality, access, and availability. Data should be collected on features generally used by household members, even if they are off-premises (as in, not part of the dwelling). Table 6 highlights characteristics that should be captured as part of a standard housing module or as its own WASH module. Surveys interested in greater detail can add objective measurements to the self-reported data, such as enumerator observations of WASH features

Table 5. Dwelling Characteristics

Feature	Details
Housing Characteristics	• Type and age of dwelling, main construction materials, size of structure by area and number of rooms • Additional questions, such as expenditures on maintenance and repairs, may also be included
Property Rights and Tenure	• Determine whether the people living in the dwelling have the right to live there and the type of rights they have • Details on property rights categorized as owning versus renting, informal versus formal/secure tenure, and public/social versus private ownership
Rental/ Sales Price	• Sales value or rental price of the dwelling, whether actual or hypothetical
Household utilities	• Type, access/reliability, use, and expenditures on major utilities • Water, Sanitation, and Hygiene (WASH) details (see Table 6) • Energy Access and Attributes (see Box 5)

Table 6. Characteristics for Water, Sanitation, and Hygiene

Feature	Details
Drinking water	• Source type (possibly for both high and low seasons), treatment (measures to make it safe, if any), accessibility/distance (where it is located, how long does it take for household members to get there), availability (can the household obtain drinking water from the source when needed), all of which can vary by season
Other water	• Source type, accessibility, availability
Sanitation	• Type of facility, accessibility, exclusivity (whether it is shared with non-household members), facility disposal (method, frequency)
Hygiene	• Hand washing facility – access and attributes (running water, type of washing agent)

(especially hand washing facilities) or quality testing of drinking water. For further information on collecting and using WASH data, refer to the United Nations Children's Fund (UNICEF) and WHO's guidelines, *Core questions on drinking water, sanitation, and hygiene for household surveys: 2018 update* (UNICEF & WHO, 2018).

C. Energy Access – Attributes for Electricity and Cooking

Household surveys collect information on two components of energy access – energy supply and cooking facilities. The data usually collected provides a basic understanding of energy access through primarily binary metrics (whether the household has an electrical connection, if electricity is used for lighting, type of fuel for cooking). Since a more detailed understanding

Box 5. MTF Attributes for Energy Access

Household energy access is evaluated based on multi-tiered framework (MTF) attributes across two components: energy supply and cooking facilities.

ATTRIBUTES FOR ENERGY SUPPLY:	ATTRIBUTES FOR COOKING FACILITIES:
• Capacity	• Cooking exposure
• Availability	• Efficiency
• Reliability	• Convenience
• Quality	• Affordability
• Legality/formality	• Safety
• Affordability	• Fuel availability
• Health & Safety	

is now recommended for poverty analysis, a multi-tier framework (MTF) was created for each component.

Both MTFs go beyond basic measures of access by establishing a set of attributes (Box 5) and classifying each attribute into tiers. For each component (energy supply and cooking facilities) the household is assigned an overall classification tier equivalent to the lowest tier among its attributes.[24] These overall tiers can then be averaged over the population or sub-populations of interest.

For further information on these indicators, refer to the LSMS guidebook, *Measuring Energy Access: A Guide to Collecting Data Using 'The Core Questions on Household Energy Use'* (2021).

5.1.7 LAND TENURE SECURITY

Land tenure security refers to how secure people are (actual and perceived) across three types of land rights: use, control, and transfers. More information on this topic can be found in the LSMS guidebook, *Measuring Individuals' Rights to Land: An Integrated Approach to Data Collection for SDG Indicators 1.4.2 and 5.a.1* (FAO, World Bank, and UN-Habitat, 2018).

Level of Reporting and Respondent

Land tenure details can be reported at the parcel level[25] (list all parcels, then for each parcel, record each individual with tenure rights) or the individual level (list all the household members, then ask whether they have tenure rights on any parcels). Regardless of the level, the information can be self-reported or reported by proxy. When reporting tenure rights at the parcel level, questionnaires should collect household member IDs and allow for all household members with rights to be listed.

[24] For example, at the lower end of the tier structure for energy supply (electricity), a dwelling would only be able to run lamps or fans. At the higher end of the tier structure, power would be available to the dwelling with few interruptions, allowing for the household to run multiple high energy appliances simultaneously.

[25] For the definition of parcel, see Section 5.2 Agriculture Modules, Box 6.

Key Aspects of Measurement and Content

Differences in tenure systems, institutional efficiency and accessibility, and intra-household dynamics can impact the security of land tenure. As such, questions on multiple aspects of land tenure security are needed.

A. Documentation

Legally recognized documentation for a given parcel of land that include an individual's name as an owner or use-rights holder provides tenure security. The individual can present this document to a court of law or other authority to prove their rights to the land.

B. Alienation rights

A proxy indicator of tenure security is the presence of alienation rights, such as an individual's right to sell and/or bequeath a given parcel of land. These proxies can be particularly useful for understanding tenure security in contexts where the penetration of legally-recognized documentation is low, where land-related or legal institutions are inaccessible, or where traditional/informal land tenure is prevalent.

C. Perception of tenure security

An individual's perception of land tenure security can be an illustrative proxy, particularly where legally-recognized documentation is rare and/or trust in institutions is low. Perceptions of tenure security, regardless of the presence of documentation, may also differ across genders (Deininger, *et al.*, 2021). To assess tenure security perceptions, SDG guidelines recommend asking individual household members to rate the likelihood of involuntarily losing access, ownership, or rights to the parcel of land in the next five years.

5.2 AGRICULTURE MODULES

Agriculture modules should include information on crops and livestock, as well as forestry and fishing sectors when appropriate. The intended purpose of the survey will determine how much detail should be collected for each sector.[26]

[26] In countries where household-level agriculture is not a large sector, pertinent information for households that do participate in the agricultural sector may be collected as part of other sections. The same applies for livestock, forestry, and fishing

5.2.1 LAND AREA MEASUREMENT

Land area estimates and utilization type (rented out, cultivated, pasture, fallow, etc.) should be collected for all plots to which the household has access, regardless of tenure status. This subsection is summarized from the LSMS guidebook, *Land Area Measurement in Household Surveys* (Carletto *et al*., 2016).

Level of Reporting and Respondent

Land area estimates should be collected or reported at the plot level (see Box 6). Land area measurements are most important for cultivated plots, but may be useful for other utilization types as well.

Box 6. Definitions for Parcel and Plot

Land-related data in household surveys are typically collected at the parcel or plot level. In some contexts, the two terms are used interchangeably, with the survey asking about land at one level of division. For very detailed agriculture modules, data may be collected at two levels - both parcel and plot. While the detailed specifications of each may vary by country, they generally conform to the following definitions:*

- A **parcel** is any piece of land under one land tenure type entirely surrounded by other land, water, road, forest, or other features not forming part of the holding, or forming part of the holding under a different land tenure type.
- A **plot** is a part of a parcel under one utilization category. A parcel may consist of one or more plots.

Example: A household owns two parcels. One is used only for growing corn inter-cropped with beans, thus it contains only one mixed-crop plot. The other parcel is split into three plots: one for growing only corn, one for animal grazing, and another rented out to a neighbor.

*Definition of terms adapted from FAO (2017).

Key Aspects of Measurement and Content

Household surveys use three main methods for the measurement of land area: self-reported land area, Global Position System (GPS)-based measurement, and compass-and-rope.

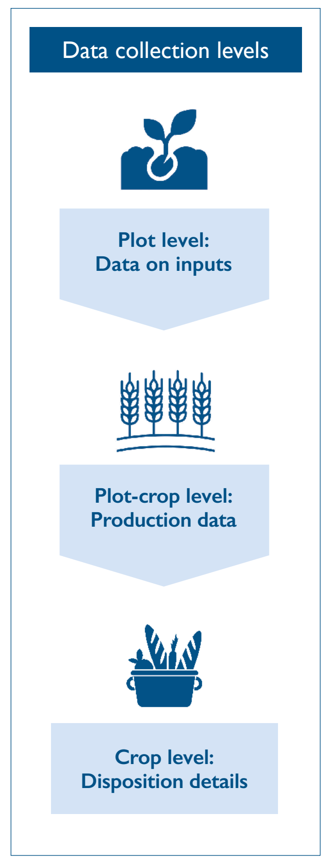
- **Self-reported land area.** Self-reporting by the respondent is by far the most common means of collecting land area data in household surveys, because it is inexpensive and fast. However, methodological research has raised concerns regarding the method's accuracy as well as the likelihood that resulting data will include systematic biases (Carletto *et al*., 2013; De Groote & Traoré, 2005). When collecting self-reported land measurements, it is important to allow respondents to report areas using non-standard units and to establish corresponding conversion factors.

- **GPS-based measurement.** Measuring land area with portable GPS devices has become increasingly popular among survey practitioners. Compared to self-reporting, this method is more time intensive but also more accurate, while still being relatively cheap. Two main concerns with this method are that survey staff may not be able to access all plots for measurement (distance from the dwelling to the plot, lack of road, security issues, etc.), and the accuracy of measurements on very small plots may be less reliable.
- **Compass-and-rope (traversing).** This method is considered the most accurate method of measuring land area. However, it is significantly more time consuming than either self-reporting or GPS-based measurement.

Based on the options listed above, the recommended practice is to use GPS measurement on all accessible plots, complemented with self-reported estimates. Collecting self-reported plot sizes alongside GPS measurements enables the imputation of improved area estimates for plots where GPS measurements are missing (Kilic *et al*., 2017a; Kilic *et al*., 2017b).

5.2.2 CROP PRODUCTION

Crop production data is collected for all plots cultivated by the household. Collecting household agriculture data at the plot level, instead of at the level of the household farm as a whole, represents a shift in household survey guidance over the past decade. Based on field experience and research, it has become apparent that collecting details at the plot level is important, as managers and decision makers can vary across household plots.



Level of Reporting and Respondent

Crop data is collected at three different reporting levels: plot (inputs), plot-crop (production), and crop (disposition). The respondent for each plot should be the manager or owner of that parcel. When this is not possible, the respondent should be the household member most informed about the agricultural activities of the household.

Key Aspects of Measurement and Content

A. Timing and reference period

It is recommended that the questionnaire cover an entire agricultural season so as to collect inputs, outputs, and crop disposition. For surveys with only one interview per household, the survey should ideally be conducted shortly after the harvest of the main agricultural season.[27] For more intensive agriculture surveys that are conducted over multiple interview periods, the first interview should be conducted shortly after planting (for inputs and planting details), and the second interview should be conducted after harvest (for quantities and disposition).

B. Crop inputs

Crop input information should be collected at the plot level. For a full cost accounting of agriculture inputs, land productivity, and agricultural income, the quantities and costs of every input should be collected. Non-labor inputs include fertilizers, pesticides, seeds, and so on. Some land features may also be collected together with inputs, such as irrigation, land slope, or soil type and quality. Information should be collected on the non-labor inputs that are of greatest relevance to the country or survey context.

C. Types of crops and harvest

Information on agricultural practices (mono-culture or inter-cropped), area harvested, pre-harvest losses, and harvested quantities should be collected at the plot-crop level, meaning for each of the crops grown on each plot. This allows matching of inputs and harvest quantities to individual crops. To evaluate tree crop yields, a few tree-specific questions are recommended, particularly the number of trees per parcel and year planted. In countries where tree-based crops are an important agriculture component, consider adding additional questions or a separate dedicated module. For further guidance, see the LSMS guidebook, *Trees on Farms: Measuring Their Contribution to Household Welfare* (Miller *et al*., 2019).

D. Crop disposition

Information on sales, household consumption, and other uses of the crops harvested (in-kind payments, post-harvest loss, etc.) during the reference period should be collected at the crop level, meaning the combined harvest across all parcels for each crop.

5.2.3 AGRICULTURAL LABOR

Collecting agricultural labor details enables more accurate analysis of agricultural productivity at the plot level. The following recommendations are summarized from the LSMS guidebook, *Measuring Agricultural Labor: A Guidebook for Designing Household Surveys* (Sagesaka *et al*., 2021).

[27] For surveys that are not spread across 12 months, conducting agricultural interviews shortly after the main harvest season provides a shorter recall period for respondents to consider. While some countries may have multiple harvest seasons throughout the year, the main harvest season usually refers to the harvest season of the main staple and/or cash crop.

Level of Reporting and Respondent

Agricultural labor data is collected at the plot level for household members as well as for hired and free/exchange workers. Table 7 shows the information to be collected from each labor type. The respondent for this module should be the person who makes decisions concerning the plot.

Key Aspects of Measurement and Content

A. Timing and reference period

The timing and the reference period for agricultural labor should be aligned with the reference period for the related crop modules (see above).

B. Activity level: disaggregated or aggregated information

Labor information could be collected either by combining all activities (all work done on the farm/plot throughout the reference period) or by reporting each activity separately (work done preparing the land, planting, weeding, harvesting, and so on). Although data collected at the disaggregated activity level may seem desirable, it runs the risk of being less accurate, as respondents who are not accustomed to tracking time use at this disaggregated level might report the total of their labor hours across all activities for each activity, leading to duplication. Collecting data at the aggregated activity level is faster and may reduce duplication risks.

Table 7. Collecting Agricultural Labor Data

Labor Type	Information Collected (Plot Level)
Household	• Each member of the household that worked on the plot • Number of days and typical number of hours worked on the plot during the reference period, irrespective of specific activities performed by the person • For more detailed agriculture surveys, ask about the specific activities performed on the plot for the specified days and hours • Probe for marginal workers, such as reminding the respondent to include all household members, even if they only worked one hour over the week, will help capture more accurate total farm labor, including workers that are more likely to be "forgotten"
Hired	• Information at the person-type-plot level, where person-type could be defined by gender or age cohort (e.g. totals for all adult men that worked on the plot, all adult women and children) • Number of each person-type hired throughout the reference period, and number of days and typical number of hours that each person-type worked on the plot • Wages paid per day to each person-type, including in-kind payments. The wage rate also helps to impute the cost of household and exchange labor • For more detailed agriculture surveys, ask about disaggregated activities performed by each person-type on the plot
Exchange	• Information at the person-type level for non-household members that worked on the plot without pay • Use the same design as hired labor, except that no wage information is captured

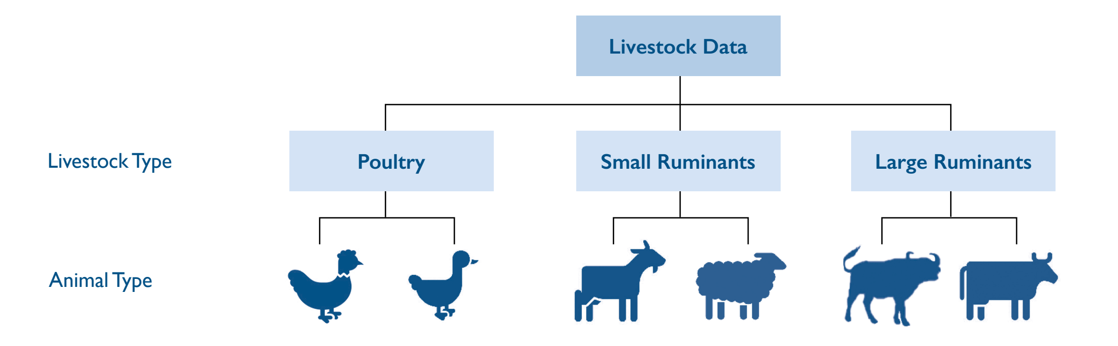
5.2.4 LIVESTOCK

This subsection is summarized from the LSMS guidebook, *Measuring the Role of Livestock in the Household Economy* (Zezza *et al.*, 2016).

Level of Reporting and Respondent

Livestock data is collected at two levels: animal-type such as cows, sheep, chickens, and livestock-type such as large ruminants or small ruminants. Table 8 illustrates when each level of reporting/aggregation should be used. The respondent should be the household member most knowledgeable about the household's livestock activities.

Table 8. Contents of a Detailed Livestock Module



Data domain	Sections/Topics	Level of questions
Livestock ownership	• Number of animals • Change in stock	Animal type. Can be further disaggregated by sex, maturity level (e.g. cow or calf), and breed to help understand herd structure and inter-species composition
Inputs and husbandry practices	• Breeding • Feeding • Watering • Animal health • Housing	Livestock type (e.g. large ruminants, small ruminants, pigs, poultry/birds, equines, other)
Monetary and non-monetary outputs	• Egg production • Milk production • Animal power • Dung	Livestock type. Include both the monetary and non-monetary value of production

Key Aspects of Measurement and Content

A. Timing and Reference Period

Three main domains of livestock data are summarized in Table 8 and described further below. The reference period varies by livestock type and data domain – normally 12 months for larger animals and 3 months for smaller animals that have shorter productive, reproductive, and commercial cycles.

B. Livestock ownership

It is important to distinguish different household member roles in relation to livestock: ownership, management, and control of earnings may be distinct roles. In many countries, for example, it is common for herders to manage livestock on behalf of others, with or without payment. Each role should be reported separately using household member IDs and allowing for at least two respondents per role.

For larger animals, data should be collected on changes in herd size as well as the reasons for those changes. Changes include animal births, deaths, sales, slaughters, purchases, and gifts made or received.

C. Inputs and husbandry practices

A major determinant of livestock productivity in the household sector is the availability of quality inputs such as feed, grazing space, water, animal health and extension services, and housing. When country or survey context warrants detailed livestock productivity analysis, this Information should be included in a livestock module. To capture seasonal differences, the feeding and watering questions (including the main source of water) could be asked for two seasons (e.g. wet and dry).

For a complete income-expenditure analysis of household livestock, data would also need to be collected on animal health (by animal types), including questions on vaccinations, treatments against internal and external parasites, curative treatments, and the monetary outlays associated with these interventions.

D. Products, services, and income from livestock

The diversity of benefits from livestock should be captured by including detailed questions on their food products (meat, milk, and eggs), non-food products (dung for fertilizing plots, construction material, and fuel), and services (transport and draft power).

For products that are produced continuously over the year, such as milk, a 12-month recall period can be used for most animals. A three-month recall period should be used for poultry products (i.e. eggs), given that clutching (egg production) periods are usually only a few weeks long.

To collect information on the use of animals for transport and draft power, include questions on whether and how the household uses different types of animals for such services, as well as whether these services were sold to other users.

5.2.5 FORESTRY

Forests can provide important provisions, support, and cultural services for households and communities. This subsection is summarized from the LSMS guidebook, *National Socioeconomic Surveys in Forestry* (FAO *et al.*, 2016).

Level of Reporting and Respondent

Forestry-specific information is usually collected at the household level. The respondent should be the household member most familiar with the forestry activities (collection of forest materials, processing of forest products, and so on).

Key Aspects of Measurement and Content

Forestry data can be collected with forestry-specific modules, forestry-related questions added to other modules (such as housing, food security, etc.), and/or forest-related answer options added to questions (such as coping methods, among others).

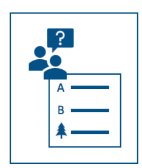
Forestry questions should collect data in the following areas:

- Employment or own-use labor in collecting, foraging and processing of forest products
- Income earned and input costs from processed and unprocessed forest products
- Consumption of forest goods (processed and unprocessed), including food
- Income and/or benefits from forest-related services
- Forest-related assets
- Contribution of forests to household energy use
- Contributions of and expenditures on forest-derived medicinal plants for household health
- The use of forest and wild products for energy and construction, as well as fodder for livestock
- Forest-related support received by communities
- Reliance on forest products during food shortages (i.e. forest contributions to food security) or economic shocks
- Governance of forests (rules and regulations on the use of forest and forest land) and governance mechanisms of forests (centralized government, decentralized forest management, or outright devolution of ownership to local governments or communities).

Options for data collection

Dedicated forestry module(s)

Forestry-related questions in other modules



Forestry-related answer options in some questions

5.3 SPECIAL-FOCUS MODULES

Based on the data needs of the country or survey, the following special-focus modules can be included in a household survey.

5.3.1 MIGRATION

Migration modules capture information on the determinants of migration decisions as well as the migrants' displacement experience by interviewing migrant families and individuals in their host countries or communities. Given the sensitivity of the topic in many countries, the nature of the questions should be thoroughly explained to ensure that the respondent feels comfortable in responding. This section draws from the LSMS guidebook, *Improving the Measurement and Policy Relevance of Migration Information in Multi-Topic Household Surveys* (de Brauw and Carletto, 2012) and the recent *Migration and Refugee Survey in the European Union* (Abdel *et al*., 2018).

Level of Reporting and Respondent

Information on migration is collected at the individual level and/or family-unit level. When collected at the individual level, each migrant should report their own personal information. In cases where the migrant is below 18 years of age, the interview should be conducted in the presence of an adult relative. When information is collected at the family-unit level, the respondent should be the most informed member of the family unit.

Key Aspects of Measurement and Content

The following migration-related details should be collected. When collecting migration data as part of a multi-topic household survey, some of this information may already be collected in other modules; thus, migration-related questions should be considered and appropriately integrated across all modules.

A. Demographic and socioeconomic details

Collect data around key aspects of individuals

- Birthplace
- Location 5 years ago
- Information regarding the last permanent residence, such as:
  - Urban/rural
  - Marital status
  - Partner/children location – now and 5 years ago
  - Family structure in the country of origin, and/or in host countries
  - Dwellings and assets, which should include the material assets both currently owned by the migrant and previously owned and sold before departure

B. Migration journey

- Starting point, reasons for leaving, total amount spent on the journey, and information about potential travel companions
- Specific questions about each transit point during the journey
- Questions regarding whether the migrant had the required legal documentation for migration

Collect key geographical information

C. Social networks, mental health, and aspirations

- Socialization details such as religion, family at home, acquaintances in host countries/ communities, and in the reception center
- Mental health issues such as anxiety or depression
- Future plans and aspirations for children

D. Human capital

- Language proficiency
- Employment history

5.3.2 CONFLICT EXPOSURE

Conflict exposure: privacy is paramount for the physical safety and emotional well-being of the respondents

Conflict exposure refers to external violent events faced by an individual, household, or community. It includes war, civil unrest, and insurgencies and excludes domestic violence. Each person may experience conflict differently, leading to different types of conflict exposure even within the same village or family. Conflict exposure also varies by gender, political view, and/or socioeconomic status. A thorough analysis of conflict exposure includes both whether a respondent was impacted as well as the severity of the impact.

This module addresses sensitive issues which may evoke traumatic memories about suffering, remorse, victimization, or guilt. Answering some of these questions may also risk incriminating or compromising a respondent. Conflict modules should avoid posing questions that could threaten the security of respondents and interviewers. When including this module, privacy is paramount.

This section summarizes the Conflict Exposure Questionnaire Model and related guidance from the LSMS guidebook, *Measuring Conflict Exposure in Micro-Level Surveys* (Brück *et al.*, 2013).

Level of Reporting and Respondent

Conflict information should be collected at the individual, household, and community levels.

Key Aspects of Measurement and Content

It is important to have a clear understanding of the specific conflict relevant to the household survey in question. The module should be made comprehensive by including conflict questions in multiple survey sections and including a range of conflict-related answer options. Additionally, the timing, reference period, and impact of conflict should all be carefully considered.

A. Timing and reference period

There are three main approaches to timing: administering the module while the conflict is ongoing, administering the module ex-post by asking respondents to assess before and after conditions, or conducting multiple interviews across different periods of the conflict (panel data). If the violent conflict is still ongoing at the time of the survey, a 12-month reference period is recommended to elicit information on the short-term effects of violent conflict on individuals and households. However, the reference period should be established to correspond to the dynamics of a specific conflict. If a major conflict event significantly impacted respondents just over 12 months before the survey, it is advisable to refer to the conflict event specifically (with prompts such as "since your village was attacked", "since the beginning of the conflict", or "since armed fighting ceased in your area").

Surveys cannot always be conducted during or immediately after conflict events. When conducting a survey after a conflict, issues of temporal comparison should be addressed by asking respondents to recall and compare their living standards before and after the conflict. This can be done by using phrases such as "before the conflict" or "since the start of the conflict".

B. Impact of conflict

To comprehensively identify the main direct and indirect channels through which conflict may impact individual and household welfare and behavior outcomes, data collection should include:

- changes in household composition
- changes in economic welfare, including changes in income, assets, and food consumption
- changes in household activities, including coping strategies
- changes in health and nutrition outcomes
- displacement
- education
- perceptions of security, life satisfaction, and expectations of the future.

A great deal of information regarding the impact of conflict on individuals and households can be gathered through the simple inclusion of additional response options to questions normally found in other modules of a household survey. For example, most surveys ask the reason why a new member joined a household. Effects of conflict can be captured by adding answer options that specifically reference conflict-related scenarios, such as changes in security, employment opportunities, discrimination, loss of family, and the experience of violence. When collecting information on reasons for school absence, conflict-related answer options could include displacement, security and harassment, travel to difficult or unsafe areas, and so on.

6. Geographic Information Systems (GIS) in Household Surveys

This section reviews the potential integration of GIS data and methods in all phases of survey implementation, from planning and design to implementation, post-processing, and dissemination.

6.1 THE PRIMARY SAMPLING UNIT

Administrative boundaries are a fundamental GIS layer required for implementing, analyzing, and visualizing the results of household surveys. The smallest spatial unit is the census enumeration area (EA), which is commonly used as the primary sampling unit for household surveys (see Section 3.3 on Sampling Design). However, EA-based sampling frames may become outdated if there has been a long gap between censuses in a given country. During such a gap, many factors can affect EA characteristics – such as natural hazards, conflicts, or other socioeconomic factors – which could lead to significant displacement of households. In rapidly growing peri-urban areas, for instance, the population of an enumeration area can double in size in just a few years. Incorrect measures of the size of sampling units can lead to inefficiencies in the sample design and complications in field work.

> GIS offers several ways to improve, maintain, or even redefine sampling frames between censuses

GIS offers several ways to improve, maintain, or even redefine sampling frames between censuses. Further research is needed to assess the advantages and limitations associated with the use of new spatial datasets and methods for survey sampling.

One approach is using **administrative boundaries** combined with datasets of streets, building footprints, waterways, and other landscape features to create digital enumeration boundaries while dramatically reducing data processing time. In the place of manual digitization, automated routines can be used to produce sampling units that are logical, respect administrative boundaries and other physical barriers, and are identifiable by enumerators on the ground.

Another option is to use current high-resolution **image basemaps** to update existing boundaries based on current ground conditions. Image basemaps provide more information about the sample frame while also helping simplify survey tasks such as sample validation, parcel delineation and measurement, the identification of missed households, clusters or new construction, and other types of data collection. This method can inform logistics both in advance of fieldwork and during survey implementation, particularly when combined with computer-assisted personal interview (CAPI) platforms that allow for the incorporation of imagery.

Finally, a **grid-based approach** combined with high resolution population maps may be suitable in cases where digital enumeration areas do not exist. When a grid is used, sampling units are composed of cells, and size is estimated using current high-resolution spatial datasets of the population distribution.[28]

6.2 GEO-REFERENCING

GPS units and GPS-enabled tablets (for CAPI) are used in household survey data collection to geo-reference dwellings, communities, agricultural parcel/plot locations, and other locations directly associated with survey content. The objects of GPS data collection may be points (household dwelling, plot corner point), lines (paths, routes, tracks), or polygons (fields, parcels, compounds). Depending on the type of survey, data collection may include additional community-level places of interest such as markets, water sources, and the location of health clinics, schools, or other facilities. This type of data collection facilitates integration with a wide range of spatial datasets.

When collecting geo-referenced data, the choice of device and data entry method should consider the accuracy, cost, and complexity of fieldwork. In general, hand-held mapping-grade GPS devices have greater accuracy than tablets but are not as easily integrated into the data collection instrument. GPS devices are also more expensive. Regarding data entry, automation is preferred, as it avoids errors common to manual data entry (such as typos and missing or incorrect information regarding coordinate reference system and units associated with GPS device settings) that can invalidate collected data.

When planning for GPS data collection, it is extremely important to notify respondents of the terms of use and obtain their consent accordingly. GPS data is considered confidential because it can be used to uniquely identify the household. The EU General Data Protection Regulation (European Parliament and Council of European Union, 2016) includes location data in its definition of personal data and holds collectors of such data to high standards in data protection and security.

When releasing GPS data, coordinates should be modified through aggregation and/or offsetting to ensure confidentiality. Modified community-level coordinates typically provide more precise information on location than larger administrative levels, such as regions or districts, while still avoiding positive identification of communities or individual households.[29]

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28 WorldPop, Landscan, GHSL, among others.

29 One well-documented coordinate-masking strategy is the method developed for the Demographic and Health Surveys (DHS) program funded by the United States Agency for International Development (USAID).

7. Computer-Assisted Personal Interviewing (CAPI)

Computer-assisted personal interviewing (CAPI) is a method of in-person interviewing where an electronic device such as a tablet, smart phone, or computer is used during the household interview to simultaneously display interview questions and record responses.

7.1 CONSIDERATIONS FOR USING CAPI

A. Benefits of CAPI

When using CAPI instead of PAPI (paper and pencil interviewing), data is available faster, as data is entered during the interview rather than in a separate subsequent stage. Data quality controls are similarly incorporated into the interview process itself, increasing the likelihood of more accurate data. Interviews can be made more efficient by programming questionnaire flow instructions (such as skip patterns and enabling conditions) into the interview software, minimizing the likelihood of enumerator error and ensuring accurate administration of the questionnaire. With electronic survey instruments, interviewers can also capture additional types of data more easily. Pictures, bar codes, and audio recordings can be captured through built-in devices (camera, microphone), while GPS measurements captured directly from the device minimize transcription errors.

B. Constraints to using CAPI

In addition to the usual survey preparations, CAPI requires specific activities be completed in advance of enumerator training, such as software design and thorough testing of the questionnaire, resulting in a longer survey preparation period. However, some of this additional upfront time is for data entry and data cleaning tasks that would be required at later points in a traditional PAPI survey (such as flagging invalid responses, ensuring correct skip patterns, and so on), thus saving time further down the project timeline. CAPI has the potential to save money in the long run by eliminating data entry, reducing printing costs, and eliminating fuel for transporting completed questionnaires from the field to the head office. However, it has potentially higher upfront costs, given the necessary initial investments in hardware and capacity.

C. How to select a CAPI software

There are different types of CAPI software, such as Survey Solutions, CSPro, Open Data Kit (Survey CTO and KoBoToolbox), Surveybe, and Blaise. Box 7 summarizes the main points of Survey Solutions, the free CAPI software created by the World Bank. When choosing the CAPI software that best meets the needs and the available resources for a given survey, several attributes should be considered: ease of use, data capture capabilities, data quality controls, data and survey management features, procurement details, and technical specifications for the CAPI hardware.[30]

D. CAPI by telephone (CATI)

The use of Computer-Assisted Telephone Interviews (CATI) has increased significantly in recent years. Although CATI may be a less expensive or more accessible alternative to face-to-face interviews (PAPI or CAPI), it requires survey design and methodology adaptions. Considerations to evaluate include increased rates of proxy respondents,[31] questionnaire complexity, the impact of cell phone ownership rates on sampling frameworks, and infrastructure needs, among others (Dillon 2012, Gourlay 2021). With regard to data entry and quality assurance, CATI has the same benefits of CAPI face-to-face interviews.

7.2 PREPARING A CAPI QUESTIONNAIRE

The CAPI application itself serves as the questionnaire that interviewers will use in the field. Allocating sufficient time to programming, reviewing, and testing the questionnaire is essential to the success of the survey. The following steps should be considered.

A. Develop the CAPI questionnaire

The CAPI questionnaire should not be programmed until the survey design and content are finalized. To determine the best programming design for the project, the programmer will need to coordinate with the survey design team. Desktop testing of the questionnaire instrument will require input from the survey design and implementation teams as well as the CAPI developers.

B. Define data quality checks

Data quality controls (validations) built into the CAPI questionnaire improve data quality by flagging issues during the interview, such as outliers, inconsistencies, and impossible values. This entails defining validation parameters and testing to ensure that all programmed validations work as intended. The programmer depends on input from the survey design and implementation teams for defining these checks and validations.

30 For a more comprehensive review of several CAPI software packages, see Shaw *et al.* (2011).

31 See Chapter 4 for more on proxy respondents

C. Test extensively

The CAPI questionnaire must be extensively tested to ensure it performs as intended, is efficient, and is easy to navigate. System testing is done by completing questionnaires from beginning to end to ensure that the application and all features perform correctly. Next, a pre-test of interviews with respondents should be conducted, as some flaws may only be discoverable through the actual interview process.

7.3 TRAINING REQUIREMENTS FOR CAPI

Beyond the broadwer training required to plan and implement a household survey, CAPI-specific trainings should target three different and separate audiences, to ensure that each group learns the tools specific to performing their role.

A. Interviewer training

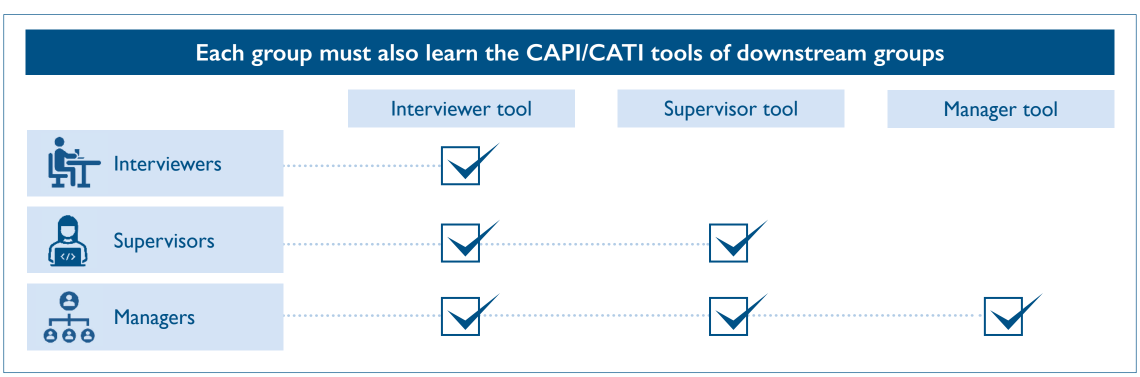
Interviewers should be trained on both the content of the questionnaire and the use of the CAPI application and equipment. Ample training on the CAPI questionnaire is recommended to ensure adequate familiarity with the devices, the software, and the questionnaire content. Sufficient time should be allotted to hands-on practice with the CAPI instrument, including self-completed questionnaires and/or mock interviews, and one day of field practice at minimum.

B. Supervisor training

Some CAPI software (such as Survey Solutions) have built-in supervisory capabilities. When this is the case, supervisors should be properly trained on software features that allow them to effectively monitor the progress and quality of their team's work. Supervisors should also be trained in conducting interviews with CAPI, to ensure they are properly prepared to help interviewers deal with potential issues in the field.

C. Manager training

The CAPI managers should be trained to create survey assignments, monitor progress, and assess data quality. To troubleshoot potential data collection problems effectively, managers must also have a reasonable understanding of interviewer and supervisor tools.



7.4 TROUBLESHOOTING CAPI

Even the most well-designed CAPI surveys will inevitably need troubleshooting. A troubleshooting guide that lists issues and outlines steps that can be taken to resolve issues should be created and shared with all survey staff. This guide should be updated with past issues and their resolutions. Surveys using CAPI will also require clear protocols on how and when issues from the field are relayed to headquarters.

Box 7. Main Functionality of Survey Solutions

- **Survey management.** While most CAPI software products focus solely on data capture, Survey Solutions also offers survey management. Prior to data collection, the software allows roles to be assigned, such as interviewer, supervisor, or survey manager, and dictates which survey instruments are used. During data collection, the software provides an overview of survey operations and detailed reports on interviewer performance, hardware health, and data quality checks.
- **Multi-mode and mixed-mode capabilities.** Survey Solutions offers capabilities for multiple data collection modes, whether for different surveys or within the same survey. This means CAPI, computer-assisted web interviewing (CAWI), and computer-assisted telephone interviewing (CATI) models can all be used within the same questionnaire and survey management system.
- **GIS capabilities.** In addition to capturing traditional survey data, Survey Solutions also allows users to capture GIS data. Using satellite imagery, it can capture geographical features offline, such as individual points, multiple points, paths, and shapes.
- **Ease of use.** Survey Solutions is user-friendly and does not require advanced technical skills.
- **Flexibility.** Survey Solutions provides users with choices on how to implement and monitor their surveys. It provides tools for creating custom workflows, extending data quality monitoring, and creating custom reports and dashboards.

8. Documentation and Dissemination

Data is of no value if it is not properly documented and shared. Releasing microdata in a timely manner allows researchers and policymakers to replicate officially published results, generate new insights into issues, avoid survey duplication, and provide greater returns to the investment in the survey process. To ensure microdata is used and appropriately preserved for institutional knowledge retention, it must be well-documented and include detailed metadata. Metadata is the descriptive information that accompanies the main data set (microdata). Good survey documentation should describe the full survey process and the dataset in detail, and provide any relevant assessments of the data quality. International standards and best practices should be followed to ensure all data are properly curated and disseminated.

8.1 ANONYMIZATION

When releasing microdata, the privacy of respondents is paramount. All identifying information must be removed from any datasets that will be shared publicly, including names, addresses, GPS coordinates (unless anonymized), and so on. The level and methods of anonymization depend on the sensitivity of the data as well as the access policy and terms of use.

8.2 DOCUMENTATION

A. Metadata standards

Metadata standards improve the usability of data and the quality of its documentation. The international metadata standard for the documentation of survey data is the Data Documentation Initiative (DDI), which provides a structured checklist of survey documentation that fully captures the microdata, its quality, and the entire survey lifecycle. Metadata prepared according to the DDI standard can easily be shared and transferred across systems and organizations.[32] For further

[32] For more information, see: https://www.ddialliance.org/.

guidance on properly documenting data, see the World Bank's *Quick Reference Guide for Data Archivists* (Dupriez *et al.*, 2019).

B. Data files

Data may be stored in different formats, such as Stata, SPSS, or SAS. Variables and response values should be properly labeled to provide a clear indication of the information that they contain. Data variables should be provided in their original form. If any transformed variables (such as consumption aggregates) are created, they should be provided in a separate dataset and properly documented.

C. Supporting documents

All relevant survey material that would allow the users to better understand the data and interpret the results should be included. These include questionnaires, interviewer manuals, descriptions of methodology, reports, publication citations, and so on. A Basic Information Document (Box 8) is a critical part of the supporting documentation. It should contain information on all aspects of survey implementation so that data users have all the information they need in one place. This also ensures that information about the survey is maintained over time.

The documentation must also address the sampling methodology and implementation details, such as sample size requirements and the analysis that informs the required size, as well as the implementation procedures for enacting the design. This includes all relevant details on updating the frame as needed, selection of sampling units, management of the sample (such as managing non-response and replacement protocols), calculation of survey weights, and explanation of how to use survey weights in the analysis.

D. Access conditions

Data terms of use should be clearly documented. For example, household surveys conducted with World Bank support typically require making the resulting data publicly available within a year of collection.

8.3 DISSEMINATION

To increase the potential value of data, they should be made publicly available in a timely manner; international standards strongly recommend dissemination within one year of the end of data collection.

Data are most effective when they can be discovered and used by a broad range of users. Making data more accessible adds value to existing data while reducing the need to collect new data. The most efficient and cost-effective way to ensure data discovery is to enable users to search, discover, and download microdata (and its accompanying metadata) from a single online platform, such as the World Bank's Microdata Library. This platform makes it easy to use and repurpose microdata. It serves as an institutional repository for survey microdata, allowing for data generated or supported by the World Bank to be shared with staff and the public (where appropriate). For more information on the World Bank's Microdata Library, visit https://microdata. worldbank.org.

Box 8. Contents of a Basic Information Document

- Background information on the survey, such as who carried out the survey, why the government chose to do the survey, etc.
- Description of the survey instruments
- Sample design details (see section 8.2c)
- Details on the field work: number of dwellings visited, refusal rates, total number of dwellings, households, and individuals included in the final sample, any problems that occurred during the administration of the survey (such as strikes, inclement weather, inability to enter parts of the country)
- Notes on how to use the data, including anomalies in the data
- Notes on the quality of the data, including how missing values were recorded, any data cleaning undertaken, and names of the variables used to match different parts of the dataset
- Notes explaining constructed datasets, such as consumption aggregates, income aggregates, or anthropometric data
- Information on how to obtain copies of the documentation and data
- Codes not printed in the questionnaires, such as industrial codes, plant/crop codes, animal codes, units of measurement, etc.
- Information on how the data compares to past surveys, including indicating if the data is longitudinal.

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ANNEX I: LSMS GUIDEBOOKS TO DATE

Measuring Energy Access: A guide to collecting data on access to electricity and clean household energy for cooking, heating and lighting in household surveys
World Bank and the World Health Organization
November 2021

Measuring Agricultural Labor: A Guidebook for Designing Household Surveys
Akiko Sagesaka, Amparo Palacios-Lopez, and Akuffo Amankwah
September 2021

Employment and Own-Use Production in Household Surveys: A Practical Guide for Measuring Labor
Josefine Durazo, Valentina Costa, Amparo Palacio-Lopez, and Isis Gadis
August 2021

LSMS+ Program: Overview and Recommendations for Improving Individual-Disaggregated Data on Asset Ownership and Labor Outcomes
Ardina Hasanbasri, Talip Kilic, Gayatri Koolwal, and Heather Moylan
May 2021

Remote Technical Assistance for Surveys: Technical Guidance Note
Akuffo Amankwah, Gbemisola Oseni, Amparo Palacios-Lopez, Akiko Sagesaka, and James Arthur Shaw
May 2021

Disability Measurement in Household Surveys: A Guidebook for Designing Household Survey Questionnaires
Marco Tiberti and Valentina Costa
January 2020

Trees on Farms: Measuring Their Contribution to Household Welfare
Dan C Miller, Juan Carlos Muñoz-Mora, Alberto Zezza, and Josefine Durazo
November 2019

Food Data Collection in Household Consumption and Expenditure Surveys
Prepared by The Inter-Agency and Expert Group on Food Security, Agricultural and Rural Statistics and endorsed by the forty-ninth session of the United Nations Statistical Commission, New York, 6–9 March 2018
April 2019

Measuring Individuals' Rights to Land: An Integrated Approach to Data Collection for SDG Indicators 1.4.2 and 5.a.1.
FAO, The World Bank, and UN-Habitat
August 2019

Measuring Household Expenditure on Education
Gbemisola Oseni, Friedrich Huebler, Kevin McGee, Akuffo Amankwah, Elise Legault, Andonirina Rakotonarivo
December 2018

Spectral Soil Analysis & Household Surveys
Sydney Gourlay, Ermias Aynekulu, Calogero Carletto, and Keith Shepherd
October 2017

The Use of Non-Standard Units for the Collection of Food Quantity
Gbemisola Oseni, Josefine Durazo, and Kevin McGee
July 2017

Measuring the Role of Livestock in the Household Economy
Alberto Zezza, Ugo Pica-Ciamarra, Harriet K. Mugera, Titus Mwisomba, and Patrick Okello World Bank and FAO
November 2016

Land Area Measurement in Household Surveys
Calogero Carletto, Sydney Gourlay, Siobhan Murray, and Alberto Zezza
August 2016

National Socioeconomic Surveys in Forestry
Riyong K. Bakkegaard, Arun Agrawal, Illias Animon, Nicholas Hogarth, Daniel Miller, Lauren Persha, Ewald Rametsteiner, Sven Wunder and Alberto Zezza
December 2016

Measuring Conflict Exposure in Micro-Level Surveys
Tilman Brück, Patricia Justino, Philip Verwimp, and Andrew Tedesco
August 2013

Improving the Measurement and Policy Relevance of Migration Information in Multi-topic Household Surveys
Alan de Brauw and Calogero Carletto
May 2012

Design and Implementation of Fishery Modules in Integrated Household Surveys in Developing Countries
Christophe Béné, Asafu D.G. Chijere, Edward H. Allison, Katherine Snyder, and Charles Crissman
May 2012

Understanding Agricultural Household's Adaptation to Climate Change and Implications for Mitigation
Nancy McCarthy
December 2011

Agricultural Household Adaptation to Climate Change: Water Stress & Variability
Sushenjit Bandyopadhyay, Limin Wang, and Marcus Wijnen
August 2011

Tracking in Longitudinal Household Surveys
Firman Witoelar
July 2011

Designing Household Survey Questionnaires for Developing Countries: Lessons from 15 Years of the Living Standards Measurement Study
Margaret Grosh and Paul Glewwe [editors]
2000

ANNEX II: MODEL HOUSEHOLD SURVEY QUESTIONNAIRE

DESIGNER OVERVIEW

USING THIS QUESTIONNAIRE

This sample questionnaire is designed in accordance with the LSMS Guidebook, "General Guidelines for Designing Household Surveys." This overview is a supplement to the guidebook and focuses on the design and layout of the questionnaire content; it does not summarize or replace the contents of the guidebook, which should be referred to for detailed guidance [link: LSMS General Guidelines]. The questionnaire content can be tailored to meet the specific survey's needs, but comparability should be maintained to the greatest extent possible.

In addition to the guidance provided here, the model questionnaire includes notes for survey designers (that is, those deciding the context and content of the survey) as well as programmers (that is, those formatting and preparing the questionnaire for implementation, whether on paper or in CAPI). These notes should be taken into consideration during the planning process and removed before the questionnaire is shared with enumerators and used in the field.

GENERAL EDITS THROUGHOUT THE QUESTIONNAIRE

Selecting questions. As questions are often interdependent from the perspective of survey analysis, adding and/or removing questions should be based on careful review of the survey analysis requirements. Any changes should also be carefully reviewed in the context of the flow of the entire section, ensuring that skip patterns and references are also updated. The sample module is based on the recommendations in the General Guidelines. In some cases, optional questions are provided that may allow for further analysis and more context on the section topics. These optional questions are sorted into two types:

- **Strongly encouraged:** These are questions that go beyond the minimum requirement for the analysis and calculations detailed in the guidebook, but are nevertheless common and allow for greater understanding of the collected data. Throughout the model questionnaire, these are coded in lavender and labeled E/O (strongly encouraged, but optional).
- **Optional, per survey demands:** These are questions that are often included and may be of interest depending on the needs of the survey and the country context. Throughout the model questionnaire, these are coded in light orange and labeled OCC (optional, depending on country/survey context).

The following notes apply to all questionnaire sections:

- **Questions and answer options.** Determining which questions to include is at the discretion of each survey design team and should be based on their data needs. Answer options should be tailored as appropriate for each country context, taking into account any relevant standards for calculating international indices (e.g. SDGs, poverty indicators, etc).
- **Item lists.** All item lists – other income sources, assets, food items, social assistance types, and so on – include example items and must be tailored to the country and survey needs in consultation with experts.
- **Currency.** Replace all occurrences of CURRENCY with the name of the local currency (such as NAIRA, DOLLAR, PESO, etc.).
- **Household members as response options.** Several questions ask the respondent to identify household members that conduct or are responsible for specific activities. For these questions, when using paper-and-pen interviewing (PAPI), allow space to report at least three possible household members per question. When using CAPI, the best option is to revise the question instruction to "List all" and design the response as a multi-select drop-down menu of all (age-appropriate) household members, from which the interviewer can select each household member reported by the respondent.
- **Page formatting.** Pages are formatted for reviewing the document. However, if the survey will be implemented using PAPI, the font size as well as space for writing responses should be increased.

SECTION 2 – EDUCATION

Reference period. In most cases, the appropriate reference period will be the current school year, although there are potential exceptions. The goal for this section is to collect consistent schooling data across all households (that is, all households are asked about the same reference period) while minimizing the household reporting burden.

- If the survey is taking place at the beginning of a new school year, it may be better to ask detailed information on the previous school year, as the respondent will likely have a better understanding of the details and costs of a complete year that has recently ended relative to one just beginning. In this case, we recommend the following question structure:
  - Q10 – Q13: Ask as written in the model questionnaire.
  - ADD A NEW QUESTION: Did NAME attend school during the previous [20XX/20XX] school year?
  - Change all subsequent questions to refer to the recently completed school year instead of the current one.
- Likewise, if the survey is taking place between school years, information should be collected on the recently completed school year. In this case, the same questions can be revised as follows:
  - Q10. Did NAME attend school during the [20XX/20XX] school year?
  - Q12. Why did NAME not attend school?
  - Q13. In what level was NAME enrolled during the recent [20XX/20XX] school year?
  - Change all subsequent questions to refer to the recently completed school year instead of the current one.

- Consistency matters. If the survey will span different phases of the school year, survey designers should weigh their options regarding reference period and must agree on ONE reference period to be used throughout the survey.

Education expenditures should be reported for each item individually, or at least by grouping categories of expenses.

- Collecting data at the item-level is strongly recommended. To do so, for Q21 & Q22, ask individually about items labeled A through T. Items A though M as well as O are highly recommended. Delete the row of item groupings labeled i through xii.
- For surveys that will ask about expense by grouping categories, for Q21 & Q22, ask about each grouping labeled i through xii. In this case, delete the row of items labeled A through T.

SECTION 3 – HEALTH

Labor impact. While not central to health and wellness calculations, Q7, Q8, and Q28 are highly encouraged for calculations regarding labor impact.

Treated bed nets. Q29 – Q32 are strongly recommended for countries where malaria is a common health risk. They are only labeled as optional because malaria is not prevalent in some regions.

Anthropometry. Q33 – Q39 are a sample of an extremely brief child anthropometry module. For more details on this topic and for more detailed questionnaire examples, see http://mics.unicef.org/tools,

SECTION 4B – OWN-USE PRODUCTION OF GOODS

The International Labor Organization recommends collecting data on all forms of work, including own-use production of goods (which is not classified as employment under current guidelines). Section 4B is an example of how such data may be collected. The questions can be asked as an extension of Section 4 or as a separate section (as shown here).

SECTIONS 5A & 5B – HOUSEHOLD ENTERPRISES

Section 5A contains filter questions used to establish whether any of the activities conducted by the household qualify as non-farm enterprises (commonly known as household or family enterprises) for the purpose of this survey. Any households that report Yes to any of the activities in Q2 through Q9 will complete Section 5B for each activity.

SECTION 7 – ASSETS

The item list for this section should be tailored to the country where the survey is being conducted. If the item list will be used to calculate the overall asset wealth of households, expand the list to include the most commonly owned assets as well as any high-priced assets (even if not commonly owned) to allow for ranking households by assets. Alternatively, the list can be used to create an asset index to rank households by quintiles or deciles, for example. In this case, the item list does not need to be an exhaustive list of all potential household assets – rather, it should include key items across all price ranges to help rank household wealth. Allowing for up to two additional items to be reported at the household's discretion (using an "Other, specify" response option) will help capture any significant items that may be overlooked. Items frequently reported as "Other, specify" should be evaluated for inclusion in future iterations of the survey.

SECTIONS 8 & 8B – SAVINGS & CREDIT AND CREDIT DETAIL

Section 8 collects savings and credit information at the individual level, allowing for intra-household analysis. Section 8 Q9 through Q14 ask about loans at the individual level (that is, each person is asked about the loans for which they applied) with details collected on one loan per person. Section 8B collects additional details specifically on loans at the loan level (that is, information is collected about each loan taken out by the household, identifying the household members who were applicants). Section 8B provides more detailed loan information and should be used if such information is explicitly requested by stakeholders. IMPORTANT NOTE: Data on loans should not be collected using both modules. When implementing Section 8B, the last question asked in S8 (which will become S8A) will be Q11.

SECTION 12 – FOOD SECURITY

This section is based on FAO's Food Insecurity Experience Scale (FIES), which requires that the set of questions are asked in their entirety. They can be asked at the overall household level (as shown here) or at the individual level, asked once for each adult household member. It is important that this section is NOT asked directly before or after the food consumption sections. There are two recommended options for the reference period for FIES:

- For SDG monitoring, a 12-month reference period is recommended, as it controls for possible seasonal changes in food security, thus improving comparability across countries and/or national regions with different environmental and climatic zones.
- A 30-day reference period can be used if the survey is conducted continuously across the year and time stratified, or if the intent is to collect FIES scores only during one specific month.

For further guidance on the Food Security module, see http://www.fao.org/in-action/voices-of-the-hungry/en/

color code for questions that are E/O: STRONGLY ENCOURAGED BUT OPTIONAL
color code for questions that are OCC: OPTIONAL, DEPENDS ON COUNTRY/SURVEY CONTEXT

BRIEF DEFINITION OF A HOUSEHOLD:	
1	A household is a group of people who have usually slept in the same dwelling and share their meals together. Examples of households are: • A man and his wife and children, father/mother, nephew, and other relatives. • A single person. • A couple or several couples living together, with or without children.

2	All listed persons that have been away from the household for more than six months are not considered to be household members except:
	• The person identified as the head of household even if he or she has not been with the household for more than 6 months
	  • Newly born (or newly adopted) children
	  • Students and seasonal workers who have not been living in or as part of another household
	  • New spouses

[SPACE FOR SURVEY HEADER]

SECTION 0: COVER PAGE

[Adjust to reflect country-specific listing information]

Household Questionnaire

THIS INFORMATION IS STRICTLY CONFIDENTIAL AND IS TO BE USED FOR STATISTICAL PURPOSES ONLY.

	CODE			NAME
1. DISTRICT:				....
2. ENUMERATION AREA:				....
3. PLACE / VILLAGE NAME:				....
4. HOUSEHOLD ID (FROM LIST):				
5. NAME OF HOUSEHOLD HEAD:				....
6. ENUMERATOR CODE:				
7. ENUMERATOR NAME:	....			

8. INTERVIEW DATE AND TIME.

	DATE	START		END	
Attempt 1					
Attempt 2					
Attempt 3					
		HH	MM	HH	MM

9. Did a household member give consent to be interviewed? YES... 1 / NO... 2 ▸ 12 [ ]

10. Name of member that gave consent: ____________________________

11. Is it possible to start the interview? YES... 1 ▸ 13 / NO... 2 [ ]

12. Reason why the household cannot be interviewed. [ ] ▸ **END OF INTERVIEW**

13. GPS COORDINATES OF THE DWELLING (to be collected outside the dwelling):

LATITUDE (N)	__	__	o	__	__	.	__	__	__	
LONGITUDE (E)	__	__	__	o	__	__	.	__	__	__

ENUMERATOR: IF YOU FIND THE HOUSEHOLD AND SOMEONE IS ANSWERING THE DOOR, INTRODUCE YOURSELF AND ATTEMPT TO SEEK OUT A COMPETENT RESPONDENT. A COMPETENT RESPONDENT MUST BE X YEARS OF AGE OR OLDER AND MUST HAVE KNOWLEDGE OF THE HOUSEHOLD AND ITS ACTIVITIES.

TO CONFIRM CONSENT TO BEGIN THE INTERVIEW, READ THE FOLLOWING TEXT.

Country-specific text. Mention the following:

i. Institution responsible for the survey
ii. Survey objectives and household selection protocol
iii. Confidentiality of the information collected during the interview
iv. Profile of the most appropriate respondent for this survey
v. Request explicit oral consent to be interviewed, noting that this does not obligate them to answer any or all of the questions (though it would be very appreciated if they do).

Codes for Q12

REFUSED 1
NO COMPETENT RESPONDENT AT TIME OF THE VISIT 2
NONE AT HOME FOR AN EXTENDED AMOUNT OF TIME 3
HOUSEHOLD MOVED TO ANOTHER VILLAGE/TOWN/DISTRICT 4
HOUSEHOLD MOVED TO A NEIGHBORING COUNTRY 5
HOUSEHOLD MOVED TO UNKNOWN LOCATION... 6
HOUSEHOLD NOT FOUND 7
DWELLING DESTROYED 8
OTHER (SPECIFY) 9

SECTION 1: HOUSEHOLD ROSTER

						CODED E/O		CODED OCC
	1	2	3	4		5	6	7
	NAME MAKE A COMPLETE LIST OF ALL INDIVIDUALS WHO NORMALLY LIVE AND EAT THEIR MEALS TOGETHER IN THIS HOUSEHOLD, STARTING WITH THE HEAD OF HOUSEHOLD. (CONFIRM THAT HOUSEHOLD HEAD HERE IS THE SAME AS HOUSEHOLD HEAD LISTED ON COVER.)	What is the sex of [NAME]? Male............1 Female.........2	What is [NAME]'s relationship to the head of household? HEAD............1 WIFE/HUSBAND............2 CHILD/ADOPTED CHILD............3 GRANDCHILD............4 NIECE/NEPHEW............5 MOTHER/FATHER............6 SISTER/BROTHER............7 SON/DAUGHTER-IN-LAW............8 BROTHER/SISTER-IN-LAW............9 GRANDFATHER/MOTHER............10 FATHER/MOTHER-IN-LAW............11 OTHER RELATIVE............12 SERVANT OR SERVANT'S RELATIVE............13 LODGER/LODGER'S RELATIVE............14 OTHER NON-RELATIVE............15	How old is [NAME] (in completed years)? IF 5 YEARS AND OVER, RECORD YEARS ONLY. IF LESS THAN 5 YEARS IN AGE, RECORD YEARS AND MONTHS.		In what year was [NAME] born? CHECK CONSISTENCY WITH AGE IN Q4.	During the past 12 months (since MONTH/YEAR), how many months has [NAME] been **away** from this household?	How many days did [NAME] eat in this household in the past 7 days?
ID CODE				YEARS	MONTHS	YEAR (YYYY)	CUMULATIVE MONTHS	NUMBER OF DAYS
1								
2								
3								
4								
5								
6								
7								
8								

FOR A COMPLETE LIST OF INDIVIDUALS CONNECTED TO THE HOUSEHOLD, USE THE FOLLOWING PROBE QUESTIONS:
First, give me the names of all the members of your **immediate family** who normally live and eat their meals together here.
WRITE DOWN NAMES, SEX, AND RELATIONSHIP TO HH HEAD. LIST THE HOUSEHOLD HEAD ON LINE 1.
Next, give me the names of any **other persons related to you or other household members** who normally live and eat their meals together here.
Are there any other people not here now who normally live and eat their meals here? For example, household members studying elsewhere or traveling?
Next, give me the names of any **other persons not related to you or other household members,** but who normally live and eat their meals together here, such as servants, lodgers, or others who are not relatives.
DO NOT LIST SERVANTS WHO HAVE A HOUSEHOLD ELSEWHERE, AND GUESTS WHO ARE VISITING TEMPORARILY AND HAVE A HOUSEHOLD ELSEWHERE.
USE A SECOND QUESTIONNAIRE IF NEEDED TO COLLECT ALL NAMES.

Designer Notes:
Criteria for household membership can be tailored to country or survey context. For Q4, age in months for children 5 years and under is only needed if anthropometric data or other early childhood details (e.g. breastfeeding, etc) will also be collected.

SECTION 1: HOUSEHOLD ROSTER

			CODED E/O	CODED E/O	CODED OCC									CODED E/O	CODED E/O
ID CODE	8	9	10a	10b	10 alternate									11	12
	CAPI/ ENUMERATOR CHECK: IS THIS PERSON XX YEARS OR OLDER? [REPLACE XX WITH MARRIAGE AGE CUT-OFF] YES... 1 NO... 2 ▸ Q11	What is [NAME]'s present marital status? MONOGAMOUS/MARRIED.1 POLYGAMOUS/MARRIED....2 ▸ **Q10ALT** NON-FORMAL UNION........3 SEPARATED ....4 ▸ Q11 DIVORCED...............................5 ▸ Q11 WIDOW OR WIDOWER.....6 ▸ Q11 NEVER MARRIED....................7 ▸ Q11	Is the spouse of [NAME] living in the household? YES... 1 NO... 2 ▸ Q11	ID CODE OF SPOUSE	FOR EACH SPOUSE, ASK THE FOLLOWING 3 QUESTIONS: A. Does the spouse live in this household? B. WRITE ID CODE FOR SPOUSES THAT LIVE IN HH C. In what year did [NAME] get married to [SPOUSE]? IF RESPONDENT DOES NOT KNOW, CALCULATE USING AGE OF [NAME] NOW AND AGE AT MARRIAGE									Does the biological father of [NAME] live in the household? YES... 1 NO... 2 ▸ Q13	Who is [NAME]'s biological father? ALL ▸ Q16
		CODE		ID CODE	FIRST SPOUSE			SECOND SPOUSE			THIRD SPOUSE				COPY ID FROM ROSTER
					YES... 1 NO... 2	ID CODE	YEAR	YES... 1 NO... 2	ID CODE	YEAR	YES... 1 NO... 2	ID CODE	YEAR		
1															
2															
3															
4															
5															
6															
7															
8															

SECTION 1: HOUSEHOLD ROSTER

	CODED OCC	CODED OCC	CODED OCC	CODED E/O	CODED E/O	CODED OCC	CODED OCC	CODED OCC
	13	14	15	16	17	18	19	20
ID CODE	Is [NAME]'s biological father alive? YES... 1 NO... 2 DON'T KNOW ... 3 ▸ Q18	What was the highest educational level completed by [NAME'S] biological father? [INSERT HERE COUNTRY-SPECIFIC EDUCATION CODES FROM PRESENT AND PAST.] CODE	What was/is the industry of occupation of [NAME'S] biological father? AGRICULTURE .... 1 MINING .... 2 MANUFACTURING .... 3 PROFESSIONAL, SCIENTIFIC, TECHNICAL ACTIVITIES........ 4 ELECTRICITY .... 5 CONSTRUCTION .... 6 TRANSPORTATION .... 7 BUYING AND SELLING .... 8 FINANCIAL SERVICES .... 9 PERSONAL SERVICES .... 10 EDUCATION .... 11 HEALTH .... 12 PUBLIC ADMINISTRATION........ 13 OTHER, SPECIFY .... 14 NEVER WORKED 15	Does the biological mother of [NAME] live in the household? YES... 1 NO... 2 ▸ Q18	Who is [NAME]'s biological mother? ALL ▸ Q21 COPY ID FROM ROSTER	Is [NAME]'s biological mother alive? YES... 1 NO... 2 DON'T KNOW ... 3 ▸ Q21	What was the highest educational level completed by [NAME'S] biological mother? [INSERT HERE COUNTRY-SPECIFIC EDUCATION CODES FROM PRESENT AND PAST.] CODE	What was/is the industry of occupation of [NAME'S] biological mother? AGRICULTURE .... 1 MINING .... 2 MANUFACTURING .... 3 PROFESSIONAL, SCIENTIFIC, TECHNICAL ACTIVITIES........ 4 ELECTRICITY .... 5 CONSTRUCTION .... 6 TRANSPORTATION .... 7 BUYING AND SELLING .... 8 FINANCIAL SERVICES .... 9 PERSONAL SERVICES .... 10 EDUCATION .... 11 HEALTH .... 12 PUBLIC ADMINISTRATION........ 13 OTHER, SPECIFY .... 14 NEVER WORKED 15
1								
2								
3								
4								
5								
6								
7								
8								

SECTION 1: HOUSEHOLD ROSTER							
	CODED OCC	CODED E/O	CODED E/O	CODED E/O	CODED E/O	CODED OCC	CODED OCC
	21	22	23	24	25	26	27
ID CODE	What is [NAME]'s main religion? CHRISTIAN.......... 1 ISLAM .... 2 HINDU.......... 3 FOLK RELIGION.......... 4 LOCAL RELIGION .... 5 ATHEIST/ NOT RELIGIOUS.......... 6 OTHER(SPECIFY).......... 7	In which district/ country was [NAME] born? INSERT NATIONAL DISTRICT CODES AS WELL AS A CODE FOR "IN ANOTHER COUNTRY". INCLUDE CODES FOR A FEW SPECIFIC OTHER COUNTRIES IF OF INTEREST.	How many years has [NAME] lived in this place/village? REFERS TO CURRENT HH LOCATION. IF LESS THAN ONE YEAR, RECORD 00. IF HERE SINCE BIRTH, RECORD 100 >>**NEXT PERSON**	In which district/ country did [NAME] live before moving to the current place of residence? INSERT NATIONAL DISTRICT CODES AS WELL AS A CODE FOR "IN ANOTHER COUNTRY". INCLUDE CODES FOR A FEW SPECIFIC OTHER COUNTRIES IF OF INTEREST.	What was the main reason for moving to the current place of residence? TO LOOK FOR WORK.......... 1 OTHER IMCOME REASONS .... 2 DROUGHT, FLOOD, OR OTHER WEATHER-RELATED REASON .... 3 EVICTION.......... 4 OTHER LAND-RELATED PROBLEM .... 5 ILLNESS, INJURY.......... 6 DISABILITY .... 7 EDUCATION.......... 8 MARRIAGE.......... 9 DIVORCE .... 10 ESCAPE INSECURITY (HOUSEHOLD LEVEL) .... 11 ESCAPE INSECURITY (COUNTRY)/DISPLACEMENT.......... 12 RETURN HOME FROM DISPLACEMENT.......... 13 FOLLOW/JOIN FAMILY.......... 14 OTHER, SPECIFY 15	In which district/ country did [NAME] live **5 years ago**? INSERT NATIONAL DISTRICT CODES AS WELL AS A CODE FOR "IN ANOTHER COUNTRY". INCLUDE CODES FOR A FEW SPECIFIC OTHER COUNTRIES IF OF INTEREST. DO NOT ASK IF Q23>=5	In how many places such as another village, town, or country, did [NAME] live during **the last 5 years**? IF Q22 AND 26 REFER TO THE SAME VILLAGE AND RESPONDENT LIVED IN NO OTHER PLACES, RECORD 1.
1							
2							
3							
4							
5							
6							
7							
8							

Designer Notes:
Q22-Q25 can be used to collect migration data when a more extensive migration section is not included.

SECTION 2A: EDUCATION

FOR ALL HOUSEHOLD MEMBERS 5 YEARS OLD OR OLDER, PLEASE ASK THE INDIVIDUAL THE FOLLOWING QUESTIONS.

		CODED E/O	CODED E/O				CODED E/O		CODED E/O
INDIVIDUAL ID	1	2	3	4	5	6	7	8	9
	CAPI/ ENUMERATOR: IS THIS PERSON 5 YEARS OLD OR OLDER? YES... 1 NO... 2 ▸ NEXT PERSON	IS THIS PERSON ANSWERING FOR HIMSELF/ HERSELF? YES... 1 ▸ Q4 NO... 2	WRITE THE ID CODE OF THE PROXY RESPONDENT	Can [NAME] read or write in any language? YES... 1 NO... 2	Has [NAME] ever attended school? YES... 1 if age <20 ▸ Q7 if age >=20 ▸ Q8 NO... 2 ▸ Q6	What was the main reason [NAME] never attended school? TOO YOUNG.......1 TOO FAR AWAY.......2 TOO EXPENSIVE.......3 WORKING (HOME OR JOB).......4 LACK OF MONEY.......5 DEATH OF PARENT(S).......6 SEPARATION OF PARENTS.......7 DID NOT HAVE INTEREST.......8 PARENTS DO NOT THINK IT IS IMPORTANT.......9 PARENTS OPPOSED TO SCHOOL.......10 ILLNESS.......11 DISABILITY.......12 CONFLICT (MILITANCY/ INSURGENCY)...13 OTHER (SPECIFY).......14 ALL RESPONSES ▸ NEXT PERSON	At what age did [NAME] start school?	What is the highest level [NAME] has <u>completed</u>? PRESCHOOL..01 P1.......11 P2.......12 P3.......13 P4.......14 P5.......15 P6.......16 JS1.......21 JS2.......22 JS3.......23 SS1.......24 SS2.......25 SS3.......26 Univ.1.......31 Univ.2.......32 Univ.3.......33 Univ.4.......34 Univ.5+.......35 <u>TRAINING COLLEGE</u> TC YR.1.......41 TC YR.2.......42 TC YR.3.......43 TC YR.4.......44	What is [NAME]'s highest qualification attained? NONE.......1 FSLC.......2 MSLC.......3 JSS.......5 SSS 'O LEVEL'.......6 A LEVEL.......7 VOC/COMM CERTIFICATE.......8 VOC/COMM DIPLOMA.......9 NCE/OND NURSING.......10 BA/BSC/HND.......11 PHD/MASTERS.......12 DOCTORATE.......13 OTHER (SPECIFY).. 14
			ID CODE				AGE		
1									
2									
3									
4									
5									
6									
7									

SECTION 2A: EDUCATION

FOR ALL HOUSEHOLD MEMBERS 5 YEARS OLD OR OLDER, PLEASE ASK THE INDIVIDUAL THE FOLLOWING QUESTIONS.

	CURRENT SCHOOL YEAR							EDUCATION EXPENDITURES	
	10	11	12	13	14	15	16	17	18
INDIVIDUAL ID	Is [NAME] currently attending school (the 20xx/20xx school year)? IF SCHOOL IS ON A REGULARLY SCHEDULED BREAK, BUT [NAME] WAS ATTENDING PRIOR TO THE BREAK, RECORD YES. YES... 1 ▸ Q13 NO... 2	CAPI/ ENUMERATOR: IS [NAME] [XX] YEARS OR OLDER? YES... 1 NO... 2 ▸ NEXT PERSON	Why is [NAME] not attending school this school year? HAD ENOUGH/COMPLETED SCHOOLING....1 AWAITING ADMISSION....2 NO SCHOOL/ LACK OF TEACHERS....3 NO TIME....4 NO INTEREST....5 LACK OF MONEY....6 MARITAL OBLIGATION....7 SICKNESS....8 DISABILITY....9 SEPARATION OF PARENTS....10 DEATH OF PARENTS....11 TOO OLD TO ATTEND....12 DOMESTIC OBLIGATION....13 CONFLICT (MILITANCY/INSURGENCY)....14 PREGNANCY....15 TOO YOUNG....16 OTHER, SPECIFY....17 ANSWER THEN ▸ Q25	What level is [NAME] attending this 20XX/20XX school year? INSERT NEW CODES LEVEL	What kind of organization runs the school that [NAME] is currently attending? FEDERAL GOVT....1 STATE GOVT....2 LOCAL GOVT....3 COMMUNITY....4 RELIGIOUS BODY....5 PRIVATE....6 NGO....7 OTHER (SPECIFY)....8	What means does [NAME] use to get to school? BOARDING....1 ▸ Q17 WALKING....2 BUS....3 TRAIN....4 BICYCLE....5 MOTORCYCLE....6 CAR....7 OTHER, SPECIFY....9	How much time does it take [NAME] to get to school? (IN MINUTES) REPORT TIME ONE WAY (NOT ROUND TRIP) MINUTES	Does [NAME] have a scholarship for the current school year? YES... 1 NO... 2 ▸ Q21	What is the amount of the scholarship [NAME] receives for the current school year? CURRENCY
1									
2									
3									
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Designer Notes:
For Q11, Replace XX with the upper age limit for expected secondary schooling age in the survey country (for example, 14 or 16, etc.).

SECTION 2A: EDUCATION

FOR ALL HOUSEHOLD MEMBERS 5 YEARS OLD OR OLDER, PLEASE ASK THE INDIVIDUAL THE FOLLOWING QUESTIONS.

	CODED OCC	CODED OCC	EDUCATION EXPENDITURES									
	19	20	21				22					
	How many years does the scholarship cover?	From which organization, did [NAME] receive the scholarship for the current school year? FEDERAL GOVT........1 STATE GOVT.............2 LOCAL GOVT ....3 COMMUNITY............4 RELIGIOUS BODY ....5 PRIVATE ....6 NGO.............................7 OTHER (SPECIFY).....8	How much did your household spend **monthly** for [NAME] on education during the 20xx/20xx school year for each of the following items? RECORD **MONTHLY** AMOUNTS. IF THERE WAS NO EXPENDITURE, WRITE '0'				During the current school year, how much will your household spend IN TOTAL for [NAME]'s education on the following items? Please include amounts already spent for the current school year as well as those you expect to spend for the rest of this CURRENT school year. **IF THERE WAS NO EXPENDITURE FOR A GROUP, WRITE '0' FOR THAT GROUP** **IF THE RESPONDENT CANNOT DIVIDE SCHOOL EXPENSES INTO VARIOUS CATEGORIES, THEN RECORD THE AGGREGATE EDUCATION EXPENDITURE FOR THE INDIVIDUAL IN COLUMN T or xii, NOT ALLOCABLE. FIRST, MAKE EVERY EFFORT TO OBTAIN EXPENSES BY CATEGORY. FILL IN ANY CATEGORIES POSSIBLE, AND RECORD ANY AMOUNT THAT CANNOT BE BROKEN DOWN IN COLUMN T or xii, NOT ALLOCABLE.**					
					i. School meals and transport purchased outside educational institutions		ii. Tuition and other fees (exam, registration, etc)		iii. Other contributions to school (PTA, SMC, school fund, in-kind contributions)			
INDIVIDUAL ID	YEARS		A. School canteen fees	B. Fees for transport organized by the school	C. Transportation to and from school not organized by the school	D. School meals purchased outside school	E. Tuition fees	F. Exam, registration and other official fees	G. PTA, SBMC and other association fees	H. Development levy or payment for construction, maintenance or other school funds	I. Gift or donation to teacher (cash or in-kind)?	J. Gift or donation to school (cash or in-kind)?
1												
2												
3												
4												
5												
6												
7												

Designer Notes:
For Q21 & Q22, it is strongly recommended to collect data at the level of DETAILED ITEMS(header labels A through T). However, data should be collected AT LEAST at the GROUP LEVEL(headers i through xi). Delete the row of headers not being used.

SECTION 2A: EDUCATION

FOR ALL HOUSEHOLD MEMBERS 5 YEARS OLD OR OLDER, PLEASE ASK THE INDIVIDUAL THE FOLLOWING QUESTIONS.

CODED OCC | **CODED OCC**

22

During the current school year, how much will your household spend IN TOTAL for [NAME]'s education on the following items? Please include amounts already spent for the current school year as well as those you expect to spend for the rest of this CURRENT school year.

IF THERE WAS NO EXPENDITURE FOR A GROUP,
WRITE '0' FOR THAT GROUP

IF THE RESPONDENT CANNOT DIVIDE SCHOOL EXPENSES INTO VARIOUS CATEGORIES, THEN RECORD THE AGGREGATE EDUCATION EXPENDITURE FOR THE INDIVIDUAL IN COLUMN T or x, NOT ALLOCABLE. FIRST, MAKE EVERY EFFORT TO OBTAIN EXPENSES BY CATEGORY. FILL IN ANY CATEGORIES POSSIBLE, AND RECORD ANY AMOUNT THAT CANNOT BE BROKEN DOWN IN COLUMN T or x, NOT ALLOCABLE.

INDIVIDUAL ID	iv. Ancillary fees (boarding, canteen, transport, health services)		v. Uniforms and other school clothing	vi. Textbooks and other teaching materials (stationery, computers, athletic equipment, etc.)		vii. Private tutoring	viii. Additional (OPTIONAL) books, computer, or learning software to use at home in support of formal schooling	ix. Other categories (music and arts lessons, gifts, extra-curricular activities, etc.)		x. Not allocable
	K. School boarding fees	L. Fees for health services	M. Uniforms and other school clothing	N. Textbooks and other teaching materials (stationery, etc.)	O. Other REQUIRED purchases, NOT TEXTBOOKS OR TEACHING MATERIALS (such as a computer, extra books, athletic equipment, material for arts lessons, or other school-related expenses specific to the country)	P. Private tutoring	Q. Additional (OPTIONAL) books, computer, or learning software to be used at home in support of formal schooling	R. Music and arts lessons	S. Extra-curricular activities	T. Not allocable
1										
2										
3										
4										
5										
6										
7										

SECTION 2A: EDUCATION

FOR ALL HOUSEHOLD MEMBERS 5 YEARS OLD OR OLDER, PLEASE ASK THE INDIVIDUAL THE FOLLOWING QUESTIONS.

	CODED E/O	CODED E/O	CODED E/O	CODED OCC	CODED OCC	CODED OCC
	23	24	25	26	27	28
INDIVIDUAL ID	During the current school year (20xx/20xx) was [NAME] ever absent for a period of 2 weeks or longer? YES... 1 NO... 2 ▸ Q25	Why was [NAME] absent for an extended period? ADD APPROPRIATE CODES FROM NOT ATTENDED SCHOOL	Has [NAME] ever repeated any class during Primary, Junior Secondary, or Senior Secondary? YES,PRIMARY ONLY ....1 YES,SECONDARY ONLY .....2 YES,BOTH ....3 NONE ....4 ▸ NEXT PERSON	What was the last class [NAME] repeated? P1 .... 11 P2............. 12 P3............. 13 P4............. 14 P5............. 15 P6............. 16 JS1 .... 21 JS2............ 22 JS3 .... 23 SS1 .... 24 SS2............ 25 SS3 26	What was [NAME]'s main reason for repeating [GRADE IN Q26]? FAILED EXAM ....1 PREGNANCY ....2 ILLNESS ....3 DISABILITY ....4 WORK COMMITMENT ....5 NO MONEY FOR BOOKS ....6 SCHOOL FEES ....7 ILLNESS OR INJURY OF OTHER HH MEMBER....................8 TOO MANY ABSENCES DUE TO CONFLICT (MILITANCY/INSURGENCY).......9 SCHOOL CLOSED DUE TO NATURAL DISASTER....................10 OTHER (SPECIFY)....................11	How many times has [NAME] repeated the class specified in Q26?
1						
2						
3						
4						
5						
6						
7						

SECTION 2B: TECHNOLOGY ACCESS

	CODED E/O	CODED E/O	CODED E/O	CODED E/O	CODED E/O	CODED E/O	CODED E/O
INDIVIDUAL ID	1	2	3	4	5	6	7
	CAPI/ ENUMERATOR: IS [NAME] 10 YEARS OLD OR OLDER? YES... 1 NO... 2 ▸ NEXT PERSON	IS THIS PERSON ANSWERING FOR HIMSELF/ HERSELF? YES... 1 ▸ Q4 NO... 2	Write the id code of the proxy respondent ID CODE	Does [NAME] have access to a mobile phone? YES... 1 NO... 2 ▸ Q6	If [NAME] wanted to make a phone call, whose mobile phone would they use? OWN.......... 1 HOUSEHOLD MEMBER.......... 2 RELATIVE/FRIEND/NEIGHBOR.......... 3 PAY FOR USE.......... 4 OTHER (SPECIFY).......... 5	Does [NAME] have access to the internet? YES... 1 NO... 2 ▸ NEXT PERSON	If [NAME] wanted to use the internet, how would they access it? PERSONAL DEVICE.......... 1 OTHER HOUSEHOLD DEVICE.......... 2 RELATIVE/FRIEND/NEIGHBOR.......... 3 WORKPLACE.......... 4 CYBERCAFE.......... 5 PUBLIC WIFI HOTSPOT.......... 6 OTHER (SPECIFY).......... 7
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							

SECTION 3: HEALTH

FOR ALL HOUSEHOLD MEMBERS

	CODED E/O	CODED E/O								CODED E/O	CODED E/O		
	1	2	3	4			5	6		7	8	9	
INDIVIDUAL ID	IS THIS PERSON ANSWERING FOR HIMSELF/ HERSELF? YES... 1 ▸ Q3 NO... 2	WRITE THE ID CODE OF THE PROXY COPY ID FROM ROSTER RESPONDENT	During the past 4 weeks, has [NAME] consulted a health practitioner, dentist, traditional healer, or pharmacist, or visited a health center? YES... 1 NO... 2 ▸ Q5	For what reason(s) did [NAME] seek consultation? LIST UP TO THREE REASONS ILLNESS....1 ▸ Q6 INJURY....2 ▸ Q6 GENERAL CHECKUP (NOT FOR PREGNANCY)....3 PRE/POSTNATAL CHECKUP....4 GIVING BIRTH....5			During the last 4 weeks, did [NAME] suffer from an illness or injury? YES... 1 NO... 2 ▸ Q17	What type of illness/injury did [NAME] suffer most? SELECT UP TO TWO IN ORDER OF SEVERITY MALARIA....1 TB....2 YELLOW FEVER....3 TYPHOID....4 CHOLERA....5 DIARRHEA....6 MENINGITIS....7 CHICKEN POX....8 PNEUMONIA....9 COMMON COLD....10 INJURY....11 OTHER (SPECIFY)....12 HYPERTENSION....13 FLU....14	CATARRH....15 COUGH....16 HEADACHE....17 DIABETES....18 GUINEA WORM....19 DYSENTERY....20 SCABIES....21 RINGWORM....22 HEPATITIS B....23 ULCER/STOMACH PAIN....24 EYE PROBLEM....25 TOOTH PROBLEM....26 BODY PAINS....27	Did [NAME] have to stop his/her usual activities in the past 4 weeks because of illness or injury? YES... 1 NO... 2 ▸ Q9	For how many days did [NAME] have to stop his/her usual activities in the past 4 weeks because of illness or injury?	Whom did [NAME] consult for this illness or injury in the last 4 weeks? TRADITIONAL HEALER....1 DOCTOR....2 DENTIST....3 NURSE....4 MEDICAL ASST....5 MIDWIFE....6 PHARMACIST....7 CHEMIST....8 SPIRITUALIST....10 NO ONE....0 ▸ Q17 OTHER (SPECIFY)....13 LIST THE TWO MOST IMPORTANT	
		ID CODE		REASON 1	REASON 2	REASON 3		1ST	2ND		NUMBER OF DAYS	A. 1ST	B. 2ND
1													
2													
3													
4													
5													
6													
7													

SECTION 3: HEALTH

FOR ALL HOUSEHOLD MEMBERS

					CODED OCC					CODED OCC
INDIVIDUAL ID	10	11	12	13	14		15		16	10-16 add'l
	Where did [NAME]'s consultation take place? HOSPITAL .... 1 DISPENSARY .... 2 PHARMACY .... 3 CHEMIST .... 4 CLINIC .... 5 MATERNITY HOME .... 6 CONSULTANT'S HOME .... 7 PATIENT'S HOME .... 8 ▸ Q16 TRADITIONAL HEALER'S HOME .... 10 SPIRITUALISTS HOME .... 11 OTHER (SPECIFY) 12	Who ran the establishment where [name]'s consultation took place? FEDERAL GOVT .... 1 STATE GOVT .... 2 LOCAL GOVT .... 3 COMMUNITY .... 4 RELIGIOUS BODY .... 5 NGO .... 6 PRIVATE .... 7 OTHER (SPECIFY) 8	How did [NAME] reach the [CONSULT LOCATION] for the first visit? NO TRAVEL/ AT HOME .... 1 ▸ Q16 WALK .... 2 ▸ Q14 BICYCLE .... 3 BUS/ PUBLIC TRANSPORT .... 4 PRIVATE CAR .... 5 TAXI .... 6 PRIVATE .... 7 OTHER (SPECIFY) 8	How much did [NAME] pay for the first trip (to and from) for consultation (transport costs only)? IF THERE WAS NO COST, WRITE 00	How long did it take to travel (one way) to [NAME]'s first consultation?		How long did [NAME] have to wait to be attended for this first consultation?		How much did [NAME] pay for the consultation? IF MULTIPLE CONSULTATIONS WITH THE SAME PROVIDER, REPORT ON THE FIRST CONSULT	REPEAT Q10-Q16 FOR THE SECOND CONSULTATION, REPORTED IN Q9b. DESIGN NOTE: INSERT QUESTIONS FOR SECOND VISIT AFTER ALL QUESTIONS ARE ASKED ABOUT FIRST VISIT.
	REFER TO CONSULT REPORTED IN Q9A	REFER TO CONSULT REPORTED IN Q9A		CURRENCY	HRS	MIN	HRS	MIN	CURRENCY	
1										
2										
3										
4										
5										
6										
7										

SECTION 3: HEALTH									
FOR ALL HOUSEHOLD MEMBERS									
			HOSPITAL ADMISSIONS				DISABILITY		
INDIVIDUAL ID	17	18	19	20	21	E1	22	23	24
	In the past 4 weeks, did [NAME] spend any money for drugs or medicines over the counter or at kiosks or by prescription? YES... 1 NO... 2 ▸ Q19	In the past 4 weeks, how much did [NAME] pay for these drugs or medicines? CURRENCY	During the past 12 months, was [NAME] admitted to a hospital or health facility? INCLUDE TRADITIONAL HEALING CENTERS YES... 1 NO... 2 ▸ Q22	During the past 12 months, how many nights did [NAME] stay in a hospital or health facility? INCLUDE TRADITIONAL HEALING CENTERS NIGHTS	How much did [NAME] pay in total for staying in a hospital or health facility in the last 12 months? CURRENCY	CAPI/ ENUMERATOR: IS RESPONDENT 5 YEARS OLD OR OLDER? **IF YES, READ:** "The next questions ask about difficulties you may have doing certain activities because of a HEALTH PROBLEM." YES... 1 NO... 2 ▸ Q29	Does [NAME] have difficulty seeing, even if he/she is using glasses? READ RESPONSES NO, NO DIFFICULTY........ 1 YES, SOME.................. 2 YES, A LOT .... 3 CANNOT DO 4	Does [NAME] have difficulty hearing, even if he/she is using a hearing aid? Read responses NO, NO DIFFICULTY........ 1 YES, SOME.................. 2 YES, A LOT .... 3 CANNOT DO 4	Does [NAME] have difficulty walking or climbing steps? Read responses NO, NO DIFFICULTY........ 1 YES, SOME.................. 2 YES, A LOT .... 3 CANNOT DO 4
1									
2									
3									
4									
5									
6									
7									

SECTION 3: HEALTH

FOR ALL HOUSEHOLD MEMBERS

INDIVIDUAL ID	DISABILITY			CODED OCC			CODED OCC — TREATED BEDNET			
	25	26	27	28			29	30	31	32
	Does [NAME] have difficulty remembering or concentrating? READ RESPONSES NO, NO DIFFICULTY........ 1 YES, SOME.................. 2 YES, A LOT .... 3 CANNOT DO 4	Does [NAME] have difficulty with self care such as washing all over or dressing? READ RESPONSES NO, NO DIFFICULTY........ 1 YES, SOME.................. 2 YES, A LOT .... 3 CANNOT DO 4	Using his/her usual (customary) language, does [NAME] have difficulty communicating, for example understanding or being understood? READ RESPONSES NO, NO DIFFICULTY........ 1 YES, SOME.................. 2 YES, A LOT .... 3 CANNOT DO 4	Does this difficulty (these difficulties) reduce the amount of work [NAME] can do at home, at school, or at work? YES, ALL THE TIME........................... 1 YES, SOMETIMES.............................. 2 NO, NOT AT ALL .... 3 NO, NOT ATTENDING SCHOOL OR WORKING.............. 4			Did [NAME] sleep under a bednet yesterday YES... 1 NO... 2 ▸ Q33	Was the bednet [NAME] slept under yesterday treated or untreated? YES, TREATED LESS THAN 6 MONTHS OLD............ 1 YES, TREATED MORE THAN 6 MONTHS OLD .... 2 NOT TREATED 3	How did the household obtain [NAME]'s bednet? FREE GIFT .... 1 ▸ Q33 PURCHASED....... 2 PURCHASED W/ VOUCHER..... 3	How much did the household pay for the bednet?
				AT HOME	AT SCHOOL	AT WORK				CURRENCY
1										
2										
3										
4										
5										
6										
7										

SECTION 3: HEALTH							
FOR ALL HOUSEHOLD MEMBERS							
	CODED OCC						
	ANTHROPOMETRY SECTION						
INDIVIDUAL ID	33	34	35	36	37	38	39
	CAPI/ INTERVIEWER: IS [NAME] A CHILD AGED LESS THAN 60 MONTHS (LESS THAN 5 YEARS)? YES... 1 NO... 2 ▸ NEXT PERSON	INTERVIEWER: WAS [NAME] MEASURED? YES... 1 ▸ Q36 NO... 2	INTERVIEWER: WHY WAS [NAME] NOT MEASURED? NOT AT HOME DURING SURVEY PERIOD .... 1 TOO ILL........ 2 UNWILLING .... 3 OTHER (SPECIFY)........ 4 ▸ NEXT PERSON	ENUMERATOR: IS [NAME] ABLE TO STAND ON THE SCALE? YES... 1 NO... 2	WEIGHT (up to two decimal places) KILOGRAMS	LENGTH OR HEIGHT FOR A CHILD UNDER 2 YRS OLD, MEASURE LENGTH LYING DOWN FOR A CHILD AGED 2 OR MORE YRS, MEASURE HEIGHT STANDING UP CENTIMETERS	ENUMERATOR: WAS CHILD MEASURED STANDING UP OR LAYING DOWN? STANDING UP .... 1 LAYING DOWN 2
1							
2							
3							
4							
5							
6							
7							

SECTION 4: LABOR

FOR HOUSEHOLD MEMBER 15 YEARS OLD OR OLDER

ENUMERATOR READ: *we would like to ask you questions regarding the different activities that you and your household members do.*

		CODED E/O	CODED E/O	Wage		NFE operator		NFE worker	Recovery NFE		Farm	Recovery farm
INDIVIDUAL ID	1	2	3	4	5	6	7	8	8a	9	10	11
	CAPI/ ENUMERATOR: IS THE RESPONDENT 15 YEARS OR OLDER? YES... 1 NO... 2 ▸ NEXT PERSON	IS [NAME] REPORTING FOR HIMSELF/ HERSELF? YES... 1 ▸ Q4 NO... 2	WHO IS RESPONDING ON BEHALF OF [NAME]?	*<u>Last week</u>, that is from Monday [DATE] up to Sunday [DATE]*, did [NAME] do any work for someone else for pay for one or more hours? INCLUDE PAID APPRENTICESHIPS AND PAID INTERNSHIPS. YES... 1 NO... 2 ▸ Q6	How many hours did [NAME] do this work last week?	Last week, did [NAME] work in a non-farm household business that [NAME] operates, for one or more hours? YES... 1 NO... 2 ▸ Q8	How many hours did [NAME] do this work last week?	Last week, did [NAME] work in a non-farm household business that is operated by another household member for one or more hours? YES... 1 ▸ Q9 NO... 2	Last week, did [NAME] help in a non-farm household business that is operated by another household member for one or more hours? YES... 1 NO... 2 ▸ Q10	How many hours did [NAME] do this work last week?	Last week, did [NAME] work on household farming, raising livestock, fishing or forestry activities, for one or more hours? YES... 1 ▸ Q12 NO... 2	Last week, did [NAME] help on a household farming, raising livestock, fishing or forestry activities for one or more hours? YES... 1 NO... 2 ▸ Q14
			ID CODE		HOURS		HOURS			HOURS		
1												
2												
3												
4												
5												
6												
7												

Designer Note:
See guidebook for guidance on determining age limit for this section.

SECTION 4: LABOR									
FOR HOUSEHOLD MEMBER 15 YEARS OLD OR OLDER **ENUMERATOR READ**: ***we would like to ask you questions regarding the different activities that you and your household members do.***									
					CODED E/O	CODED E/O	CODED E/O	CODED E/O	CODED E/O
	Recovery farm			Filter	Recovery question	Recovery question			
INDIVIDUAL ID	11	12	13	14	15	16	17	18	19
	Last week, did [NAME] help on a household farming, raising livestock, fishing or forestry activities for one or more hours? YES... 1 NO... 2 ▸ Q14	How many hours did [NAME] do this work in the last week? HOURS	Thinking about all the products [NAME] worked on household farming, raising livestock, fishing or forestry activities are they intended... READ OPTIONS Only for sale......1 ▸ Q20 Mainly for sale...2 ▸ Q20 Mainly for household use...3 Only for household use...4	CAPI/ ENUMERATOR: REVIEW QUESTIONS Q4, Q6, Q8, Q8A, Q10, AND Q11: IS THERE ANY YES? YES .. 1 ▸ Q20 if Q10=1 ▸ Q21 if Q10=2 NO .. 2	Last week, did [NAME] run or do any kind of business, farming or other activity to generate income? READ ONLY IF NEEDED: For example: making things for sale, buying or reselling things, provided paid services, growing products, raising animals, catching fish, hunting or foraging for sale. YES... 1 ▸ Q17 NO... 2	Or, did [NAME] help with the business, farm or paid job of a household member? YES... 1 NO... 2 ▸ Q20	How many hours did [NAME] do this work in the last week? HOURS	Was [NAME]'s work in HH farming, livestock, fishing, or forestry activities? YES... 1 NO... 2 ▸ Q20	Thinking about all the products [NAME] worked on, are they intended... READ OPTIONS Only for sale.......... 1 Mainly for sale....... 2 Mainly for household use....... 3 Only for household use....... 4
1									
2									
3									
4									
5									
6									
7									

Programmer Note:
Q14 is auto-calculated when using CAPI
Q39 is static text in CAPI

Designer Note:
Q15- Q19 are optional but encouraged. If used, must include the whole set. Not needed in contexts where most of the work is formal employment.

SECTION 4: LABOR

FOR HOUSEHOLD MEMBER 15 YEARS OLD OR OLDER

ENUMERATOR READ: *we would like to ask you questions regarding the different activities that you and your household members do.*

	Recovery question		Temporary absence			
	20	21	22	23	24	25
INDIVIDUAL ID	CAPI/ ENUMERATOR: IS (Q13==3 | Q13==4) OR (Q19==3 | Q19==4)? YES... 1 NO... 2	CAPI/ENUMERATOR: ENTER APPROPRIATE CODE 1. NO TYPE OF WORK Q4==Q6==Q8==Q8A==2 & Q10==Q11==Q15==Q16==2 ENTER 1 ▸ Q22 2. FAMILY FARM/AGRIC ONLY, Q20==1 & Q4==Q6==Q8==2 ENTER 2 ▸ Q28 3. WORKED ANY AGRIC FOR MARKET, ANY WAGE, OR ANY NFE Q4==1 | Q6==1 |Q8==1 | Q8A==1 |Q18==2 | Q20==2 ENTER 3 ▸ Q38	Does [NAME] have a job, business or family farm from which he/she was absent last week? YES... 1 NO... 2 ▸ Q28	Why did [NAME] not work during the last week? WAITING TO START NEW JOB OR BUSINESS.......... 1 LOW OR OFF-SEASON .... 2 ▸ Q25 SHIFT WORK, FLEXI TIME, NATURE OF WORK .... 3 VACATION, HOLIDAYS .... 4 SICKNESS, ILLNESS, ACCIDENT .... 5 MATERNITY, PATERNITY LEAVE .... 6 EDUCATION LEAVE OR TRAINING .... 7 OTHER PERSONAL LEAVE (CARE FOR FAMILY, CIVIC DUTIES).......... 8 TEMPORARY LAY OFF, NO CLIENTS OR MATERIALS, WORK BREAK .... 9 BAD WEATHER, NATURAL DISASTER , ETC .... 10 STRIKE OR LABOUR DISPUTE .... 11 LONG-TERM DISABILITY .... 12 OTHER (SPECIFY) 13	Including the time that [NAME] has already been absent, will [NAME] return to that same job, business or household farm in <u>*three months or less*</u>? YES... 1 ▸ Q26 NO... 2 ▸ Q28	During the low or off-season, does [NAME] continue to do some work for that job, business, or household farm? YES... 1 NO... 2 ▸ Q28
1						
2						
3						
4						
5						
6						
7						

SECTION 4: LABOR							
FOR HOUSEHOLD MEMBER 15 YEARS OLD OR OLDER **ENUMERATOR READ**: ***we would like to ask you questions regarding the different activities that you and your household members do.***							
	Temporary absence		**Job search**				
	26	**27**	**28**	**29**	**30**		**31**
INDIVIDUAL ID	Was [NAME]'s work in household farming, livestock, fishing or forestry activities? YES... 1 NO... 2 ▸ Q39	Thinking about all the products [NAME] worked on, are they intended... READ OPTIONS Only for sale.......... 1 ▸ Q39 Mainly for sale....... 2 ▸ Q39 Mainly for household use....... 3 Only for household use....... 4	During the *last four weeks*, did [NAME] do anything to find a paid job? YES... 1 ▸ Q30 NO... 2	Or did [NAME] try to start a business? YES... 1 NO... 2 ▸ Q32	What did [NAME] mainly do in the last four weeks to find a paid job or start a business? SELECT UP TO TWO APPLY TO PROSPECTIVE EMPLOYERS FOR A PAID JOB OR INTERNSHIP .... 1 PLACE OR ANSWER JOB ADVERTISEMENTS .... 2 POST/UPDATE RESUME ON PROFESSIONAL/ SOCIAL NETWORKING SITES .... 3 REGISTER WITH PUBLIC EMPLOYMENT SERVICE .... 4 REGISTER WITH A PRIVATE EMPLOYMENT CENTRE/AGENCY .... 5 TAKE PUBLIC SERVICE EXAM OR INTERVIEW .... 6 TAKE PRIVATE COMPANY'S EXAM OR INTERVIEW .... 7 SEEK HELP FROM RELATIVES, FRIENDS, OTHERS .... 8 CHECK AT FACTORIES, WORK SITES .... 9 WAIT ON THE STREET TO BE RECRUITED .... 10 SEEK FINANCIAL HELP TO START A BUSINESS .... 11 LOOK FOR LAND, BUILDING, EQUIPMENT, MATERIALS TO START A BUSINESS .... 12 DEVELOPED A BUSINESS PLAN .... 13 APPLY FOR A PERMIT OR LICENSE TO START A BUSINESS ... 14 OTHER (SPECIFY) .... 15 NO SECOND ACTIVITY 16		For how long has [NAME] been without work and trying to find a job or start a business? LESS THAN 1 MONTH......... 1 1 TO < 3 MONTHS......... 2 3 TO < 6 MONTHS......... 3 6 TO < 12 MONTHS......... 4 1 YEAR TO < 2 YEARS......... 5 2 YEARS OR MORE......... 6 ALL ▸ Q34
					Action 1	Action 2	
1							
2							
3							
4							
5							
6							
7							

SECTION 4: LABOR

FOR HOUSEHOLD MEMBER 15 YEARS OLD OR OLDER

ENUMERATOR READ: *we would like to ask you questions regarding the different activities that you and your household members do.*

	Job search				
	32	33	34	35	36
INDIVIDUAL ID	At present does [name] want to work? YES... 1 NO... 2 ▸ Q37	What is the main reason [NAME] did not try to find a paid job or start a business in the last 4 weeks? WAITING FOR RESULTS OF A PREVIOUS SEARCH .... 1 AWAITING RECALL FROM A PREVIOUS JOB....................... 2 WAITING FOR THE SEASON TO START .... 3 WAITING TO START NEW JOB OR BUSINESS..................... 4 TIRED OF LOOKING FOR JOBS, NO JOBS IN AREA .... 5 NO JOBS MATCHING SKILLS, LACKS EXPERIENCE.......... 6 CONSIDERED TOO YOUNG/OLD BY EMPLOYERS........... 7 IN STUDIES, TRAINING .... 8 FAMILY/HOUSEHOLD RESPONSIBILITIES .... 9 IN AGRICULTURE/FISHING FOR FAMILY USE .... 10 OWN DISABILITY, INJURY, ILLNESS .... 11 RETIRED, PENSIONER .... 12 OTHER SOURCES OF INCOME .... 13 OLD AGE ("TOO OLD") .... 14 OTHER (SPECIFY).. 15	If a job or business opportunity had been available, could [NAME] have started working last week? YES... 1 ▸ Q37 NO... 2	Or could [NAME] start working within the next 2 weeks? YES... 1 ▸ Q37 NO... 2	Why is [NAME] not available to start working? AWAITING RECALL FROM A PREVIOUS JOB..... 1 WAITING FOR SEASON TO START .... 2 IN STUDIES, TRAINING .... 3 FAMILY/HOUSEHOLD RESPONSIBILITIES .... 4 IN FAMILY FARMING/LIVESTOCK/FISHING FOR FAMILY USE.. 5 RETIRED, PENSIONER .... 6 OWN DISABILITY, INJURY, OR ILLNESS .... 7 OLD AGE.. 8
1					
2					
3					
4					
5					
6					
7					

SECTION 4: LABOR

FOR HOUSEHOLD MEMBER 15 YEARS OLD OR OLDER

ENUMERATOR READ: ***we would like to ask you questions regarding the different activities that you and your household members do.***

	Job search	Main job identification		Main job				
	37	**38**	**39**	**40**		**41**		**42**
INDIVIDUAL ID	Which of the following best describes what [NAME] is mainly doing at present? PLEASE READ ALL OPTIONS Studying or training .... 1 Engaged in household or family responsibilities .... 2 Household farming, livestock, fishing, or forest activities ***for household use*** ..... 3 Retired or pensioner................................. 4 With a long-term illness, injury or disability... 5 Doing volunteering, community or charity work... 6 Engaged in cultural or leisure activities .... 7 Old age .... 8 ALL ▸ NEXT SECTION	*<u>Last week, that is from monday [DATE] up to sunday [DATE]</u>*, did [NAME] have more than one job or business? Yes... 1 No... 2 ▸ Q40	ENUMERATOR READ: 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 last week).	What are [NAME]'s main tasks and duties in [NAME]'s main job?		What is the main activity of this business or organization where [NAME] works in this main job?		In [NAME]'s main job, does [NAME] work... READ RESPONSES In own business or farming activity......... 1 In a business or farm operated by a household or family member........... 2 As an employee for someone else......... 3 As an apprentice, trainee, intern............. 4 Helping a family member who works for someone else.. 5
				WRITTEN DESCRIPTION	ISCO CODE	WRITTEN DESCRIPTION	ISCO CODE	
1								
2								
3								
4								
5								
6								
7								

Designer Note:
For Q40-41, determine IN ADVANCE who will code, or how it will be coded/incorporated into CAPI. Applies to Q60-Q61 as well.

SECTION 4: LABOR

FOR HOUSEHOLD MEMBER 15 YEARS OLD OR OLDER

ENUMERATOR READ: *we would like to ask you questions regarding the different activities that you and your household members do.*

	Main job							
	43	44	45	46	47		48	48b
INDIVIDUAL ID	In the past 12 months, during how many months did [NAME] work this main job?	How many weeks per month does [NAME] usually work in this main job?	How many days per week does [NAME] usually work in this main job?	How many hours per day does [NAME] usually work in this main job?	How much does [NAME] usually earn in this main job? Over what time interval? FOR HH BUSINESS REPORT PROFIT (IE. NET INCOME AFTER COST DEDUCTIONS) TIME UNIT HOUR............ 1 DAY ....2 WEEK ....3 FORTNIGHT ....4 MONTH...............................5 QUARTER............................6 HALF YEAR ....7 YEAR....................................8		What kind of enterprise/ establishment does [NAME] work for in his/her main job? GOVERNMENT OR STATE-OWNED ENTERPRISE (FEDERAL, STATE, LOCAL)..................1 ▸ Q54 PRIVATE AGRICULTURAL ENTITY............................2 PRIVATE NON-AGRICULTURAL ENTITY...............3 OTHER HOUSEHOLD(S)/INDIVIDUAL (EX: DOMESTIC WORKER) ....4 ▸ Q53 NGO, NON-PROFIT INSTITUTION, OR CHURCH..5 INTERNATIONAL ORG. OR A FOREIGN EMBASSY..6 ▸ Q69	In what kind of place does [NAME] typically work? DO NOT READ OUT LOUD, CODE RESPONSE AS APPROPRIATE. AT YOUR HOME (NO SPECIAL WORK SPACE).......1 WORK SPACE INSIDE OR ATTACHED TO YOUR HOME..................................... 2 FACTORY, OFFICE, WORKSHOP, SHOP, KIOSK, ETC. (INDEPENDENT FROM HOME) .... 3 HOME OR WORKPLACE OF CLIENT (EXCEPT CONSTRUCTION)...................................... 4 EMPLOYER'S HOME .... 5 CONSTRUCTION SITE .... 6 MARKET OR BAZAAR STALL .... 7 STREET STALL (SEPARATE FROM THE DWELLING).......................... 8 NO FIXED LOCATION (MOBILE) .... 9 PLANTATION, FARMS, ESTATES, SHADES, SEA ETC. (AGRICULTURAL RELATED) 10
	MONTHS	WEEKS	DAYS	HOURS PER DAY	CURRENCY	TIME UNIT		
1								
2								
3								
4								
5								
6								
7								

Programmer Note:
For Q47, 0 is a valid option if Q26=2or5
For Q56-57, in CAPI use Yes/No radial buttons for each component.
Q59 is static text in CAPI
For Q67, 0 is a valid option if Q42=2or5

SECTION 4: LABOR

FOR HOUSEHOLD MEMBER 15 YEARS OLD OR OLDER

ENUMERATOR READ: *we would like to ask you questions regarding the different activities that you and your household members do.*

INDIVIDUAL ID	Main job				Employees & Interns only		
	49	50	51	52	53	54	55
	Is the business [NAME] works for incorporated, for example as a [limited company or partnership]? YES .... 1 ▶ Q52 NO .... 2 DON'T KNOW......... 98	Is the business [NAME] works for registered in the [National Business Register]? YES .... 1 NO .... 2 DON'T KNOW......... 98	What kind of accounts or records does this business keep? READ ALL OPTIONS COMPLETE WRITTEN ACOUNTS FOR TAX PURPOSES .... 1 SIMPLIFIED WRITTEN ACCOUNTS, NOT FOR TAX PURPOSES ....2 INFORMAL RECORDS OF ORDERS, SALES, PURCHASES................................3 NO RECORDS KEPT.............................4 DON'T KNOW 98	CAPI/ ENUMERATOR: IS Q42==3 OR 4? YES... 1 NO... 2 ▶ Q58	Including [NAME], how many people work at his/her place of work? 1 .... 1 2-4 .... 2 5-9........... 3 10-19....... 4 20-49....... 5 50+ 6	What is the status of [NAME]'s contract/ agreement in his/her main job? PERMANENT/PENSIONABLE/JOB...... 1 CONTRACT, LESS THAN 1 YEAR ....2 CONTRACT, 1-5 YEARS.........................3 CONTRACT, MORE THAN 5 YEARS....4 WITHOUT ANY CONTRACT............5 OTHER (SPECIFY)..................................6 DON'T KNOW.......................................98	Is [NAME]'s employer responsible for deducting any taxes on [NAME]'s income, or is that [NAME]'s responsibility? EMPLOYER RESPONSIBLE... 1 [NAME] RESPONSIBLE.........2 NOT APPLICABLE 3
1							
2							
3							
4							
5							
6							
7							

SECTION 4: LABOR

FOR HOUSEHOLD MEMBER 15 YEARS OLD OR OLDER

ENUMERATOR READ: *we would like to ask you questions regarding the different activities that you and your household members do.*

	Employees & Interns only									Optional (gender-focus)						
	56a	b	c	d	e	f	g	h	i	57a	b	c	d	e	58	59
	Does [NAME]'s main job employer pay/provide the following benefits? READ ALL THE OPTIONS TO THE RESPONDENT, AND MARK ALL THAT APPLY WITH "X"									Has [NAME] experienced any of the following difficulties in [name]'s main job? Read all the options to the respondent, and mark all that apply with "x"					CAPI/ENUMERATOR: IS Q38==1? YES... 1 NO... 2 ▸ Q68	**Enumerator read:** i am now going to ask you some questions about [NAME]'s secondary job. The secondary job is the one where [NAME] usually works the second highest number of hours, even if [NAME] was temporarily absent last week.
INDIVIDUAL ID	Paid annual leave or vacation	Paid maternity or parental leave	Paid medical/ sick leave	Health insurance benefits	Pension/ retirement	Disability pension	Paid/subsidized meals at work	Transport subsidy	Other benefits	Difficulty getting a promotion	Difficulty getting a raise in salary	Harassed at work	Difficulty traveling to/ from work	Assigned tasks below level of education		
1																
2																
3																
4																
5																
6																
7																

SECTION 4: LABOR

FOR HOUSEHOLD MEMBER 15 YEARS OLD OR OLDER

ENUMERATOR READ: *we would like to ask you questions regarding the different activities that you and your household members do.*

INDIVIDUAL ID	Second job (O/E)											
	60		61		62	63	64	65	66	67	
	What are [NAME]'s main tasks and duties in his/her secondary job?		What is the main activity of this business or organization where [NAME] works in this secondary job?		In [NAME]'s second job, does [NAME] work... READ RESPONSES In own business or farming activity.... 1 ▸ Q68 In a business or farm operated by household or family member......... 2 ▸ Q68 As an employee for someone else..... 3 As an apprentice, trainee, intern......... 4 Helping a family member who works for someone else...................... 5 ▸ Q68	In the past 12 months, during how many months did [NAME] work this job?	How many weeks per month does [NAME] usually work in this job?	How many days per week does [NAME] usually work in this job?	How many hours per day does [NAME] usually work in this job?	How much does [NAME] usually earn in this job? Over what time interval? FOR HH BUSINESS REPORT PROFIT (IE. NET INCOME AFTER COST DEDUCTIONS) **TIME UNIT** HOUR......................... 1 DAY............................ 2 WEEK......................... 3 FORTNIGHT........... 4 MONTH.................... 5 QUARTER................ 6 HALF YEAR.............. 7 YEAR.......................... 8	
	WRITTEN DESCRIPTION	ISCO CODE	WRITTEN DESCRIPTION	ISIC CODE		MONTHS	WEEKS	DAYS	HOURS PER DAY	CURRENCY	TIME UNIT
1											
2											
3											
4											
5											
6											
7											

SECTION 4: LABOR						
FOR HOUSEHOLD MEMBER 15 YEARS OLD OR OLDER **ENUMERATOR READ**: *we would like to ask you questions regarding the different activities that you and your household members do.*						
	Additional work desires (OCC)					
INDIVIDUAL ID	**68**	**69**	**70**	**71**	**72**	**73**
	During the last four weeks, did [NAME] look for additional or other paid work? YES... 1 NO... 2	Would [NAME] want to work more hours per week than usually worked, provided the extra hours are paid? YES... 1 NO... 2 ▸ Q72	If additional paid work was available, could [NAME] start working more hours within the next two weeks? YES... 1 NO... 2 ▸ Q72	How many additional hours per week could [NAME] work?	Does [NAME] want to change his/her current employment situation? YES... 1 NO... 2 ▸ NEXT SECTION	What is the main reason [NAME] wants to change his/her employment situation? PRESENT JOB IS TEMPORARY.......... 1 TO HAVE A BETTER PAID JOB.......... 2 TO HAVE MORE CLIENTS/BUSINESS.......... 3 TO WORK MORE HOURS.......... 4 TO WORK FEWER HOURS.......... 5 TO BETTER MATCH SKILLS.......... 6 TO WORK CLOSER TO HOME.......... 7 TO IMPROVE OTHER WORKING CONDITIONS...... 8 OTHER (SPECIFY).......... 9
1						
2						
3						
4						
5						
6						
7						

SECTION 4B: OWN USE PRODUCTION OF GOODS

THESE QUESTIONS REFER TO ACTIVITIES PERFORMED WITHOUT ANY PAY

	CODED OCC	CODED OCC	CODED OCC	CODED OCC	CODED OCC	CODED OCC	CODED OCC	CODED OCC	CODED OCC
	1	2	3	4	5	6	7	8	9
ID CODE	CAPI/ ENUMERATOR: IS THE RESPONDENT 15 YEARS OR OLDER? YES... 1 NO... 2 ▸ NEXT PERSON	**ENUMERATOR:** IS [NAME] REPORTING FOR HIM/HERSELF? YES... 1 ▸ Q4 NO... 2	**ENUMERATOR:** WHO IS RESPONDING ON BEHALF OF [NAME]? COPY ID FROM ROSTER SECTION 1	ENUMERATOR READ: The next questions are about other activities that [NAME] may have done last week, that is from Monday [DATE] up to Sunday [DATE], without pay, in addition to what you already told me.	Last week, did [NAME] spend any time gathering wild food, such as wild berries, nuts, herbs, mushrooms, roots, etc.), mainly for consumption by the household or family? YES... 1 NO... 2 ▸ Q7	How many hours did [NAME] do this activity last week?	Last week, did [NAME] spend any time hunting animals (e.g. for bush meat) mainly for consumption by the household or family? YES... 1 NO... 2 ▸ Q9	How many hours did [NAME] do this activity last week?	Last week, did [NAME] spend any time making goods for use by the household such as (furniture, pottery, baskets, clothing, mats...)? YES... 1 NO... 2 ▸ Q11
			ID CODE			HOURS		HOURS	
1									
2									
3									
4									
5									
6									
7									

Programmer Note:
This entire section is OCC. If this section (S4B) will be implemented, S4 will become S4A.

Designer Note:
This section captures own-use production of other goods, for a complete accounting of these labor activities. Questions should be reviewed and selected based on their relevance for the survey/country context. Own-use production of services will be forthcoming.

SECTION 4B: OWN USE PRODUCTION OF GOODS

THESE QUESTIONS REFER TO ACTIVITIES PERFORMED <u>WITHOUT ANY PAY</u>

ID CODE	CODED OCC	CODED OCC	CODED OCC	CODED OCC	CODED OCC	CODED OCC	CODED OCC	CODED OCC	CODED OCC
	10	11	12	13	14	15	16	17	18
	How many hours did [NAME] do this activity last week?	Last week, did [NAME] fetch water from natural or public sources for use by the household? YES... 1 NO... 2 ▸ Q13	How many hours did [NAME] do this activity last week?	Last week, did [NAME] collect any firewood or other natural products for use as fuel by the household? YES... 1 NO... 2 ▸ Q15	How many hours did [NAME] do this activity last week?	Last week, did [NAME] spend any time preparing food or drinks to preserve them for the household? [for example: flour, dried fish/meat, butter, cheese, marmalade, spirits, alcoholic beverages…] YES... 1 NO... 2 ▸ Q17	How many hours did [NAME] do this activity last week?	Last week, did [NAME] do any construction work her/himself to renovate, extend or build the household's dwelling? YES... 1 NO... 2 ▸ NEXT PERSON	How many hours did [NAME] do this activity last week?
	HOURS		HOURS		HOURS		HOURS		HOURS
1									
2									
3									
4									
5									
6									
7									

SECTION 5A: HOUSEHOLD ENTERPRISES				
1	**RECORD ID OF PRIMARY RESPONDENT**		**ID CODE**	
	During the past 12 months, has anyone in your household…			YES... 1 NO... 2
2	… owned a non-agricultural business or provided a non-agricultural service, either from home or from a household-owned shop? Examples include owning a carwash, metal worker, mechanic, carpenter, tailor, barber, etc.			
3	… sold *any processed products derived from PURCHASED* crops, livestock, fishing, or forest products? This means raw materials that were not grown, raised, fished, or foraged/collected by your household, but instead were purchased by your household and then processed for sale. Examples include flour, juice, beer, jam, oil, seed, fish filets, cured meats, wicker baskets, etc.			
4	… owned a trading business on a street or in a market?			
5	… offered any service or hawked/sold anything on a street or in a market? Examples include firewood, home-made charcoal, curios, construction timber, traditional medicine, mats, bricks, furniture, weave baskets, thatch grass, etc.			
6	… offered professional services, from home or from an office, as a doctor, accountant, lawyer, translator, private tutor, midwife, mason, etc.?			
7	… offered transportation or moving services as a driver of a household-owned or rented taxi, motorbike, or truck?			
8	… owned a bar, restaurant, or food stand?			
9	…owned any other non-agricultural business, even if it is a small activity run from home or on a street?			
E1	CAPI/ENUMERATOR: IS THERE ANY YES RESPONSE IN Q2 THRU Q9?	YES... 1 NO... 2 ▸ Q12		

Designer Note:
The wording of Q5 should take into consideration the final design of the Forest Use module in the accompanying Agriculture Questionnaire. As worded here, it includes products sold by the household (a) even if not processed or collected by the household; (b) collected/foraged by the household and sold unprocessed; and (c) collected/foraged by the household and processed by the household. Categories (b) and (c) should be collected either here or in the Agriculture module, not in both. The decision for each should be based on the desired level of detail for such activities.

Programmer Note:
When the questions coded as OCC are not used, the skip instruction in E1 must change to
"NO...2 ▸ Section 6"

SECTION 5A: HOUSEHOLD ENTERPRISES					
CODED OCC	10	Generally speaking, what are the 3 biggest constraints to starting a household (non-farm) business?	1st:		
			2nd:		
			3rd:		
	11	Currently, what are the 3 main constraints to operate and grow this household's (non-farm) business(es)?	1st:		
			2nd:		
			3rd ▸ S5B		
	12	In recent years, have you or anyone in your household thought about starting a non-farm business or a self employment activity?	YES... 1 NO... 2 ▸ SECTION 6		
	13	What are the three most important constraints to starting a household non-farm business?	1st:		
			2nd:		
			3rd ▸ S6		

CODES FOR Q10, Q11, Q13

ELECTRICITY 1	HIGH INTEREST RATES 6	REGISTRATION AND PERMITS 11
NETWORK 2	ACCESS TO MARKETS 7	HIGH TAXES 12
TRANSPORTATION 3	LOW DEMAND 8	CRIMINALITY, THEFT AND LAWLESSNESS .. 13
UNABLE TO BORROW MONEY 4	CORRUPTION 9	CONFLICTS AND SOCIAL FRICTION 14
UNWILLING TO BORROW MONEY 5	UNCERTAIN ECONOMIC POLICY 10	OTHER, SPECIFY 15

SECTION 5B: HOUSEHOLD ENTERPRISES

	CODED O/E	1		2	3	4	5		6			7		
ENTERPRISE NO	WRITE THE ID CODE OF THE RESPONDENT	**Please describe each of the businesses, trades or self-employed activities that individuals in your household did in the past 12 months. Include ALL activities even if they are not currently ongoing.** **INTERVIEWER: PLEASE PROVIDE A WRITTEN DESCRIPTION CONCERNING THE MAIN ACTIVITY/ PRODUCT/ SERVICE OF EACH ENTERPRISE THAT THE HOUSEHOLD OPERATED DURING THE PAST 12 MONTHS. FIRST, LIST ALL ACTIVITIES HERE. THEN, CONTINUE WITH THE FOLLOW UP QUESTIONS FOR ONE ACTIVITY AT A TIME.**		Is this [ACTIVITY] currently operating? YES... 1 ▸ Q6 NO... 2	Is this [ACTIVITY] closed permanently, seasonally, or temporarily? PERMANENTLY . 1 SEASONALLY.....2 ▸ Q5 TEMPORARILY...3	Why did this [ACTIVITY] stop? LEGAL PROBLEMS............ 1 COULD NOT OBTAIN INPUTS...............2 LACK OF DEMAND.........3 LOW PROFITS...................4 COULD NOT OBTAIN CREDIT ....5 TOO MUCH DEBT...........6 SECURITY ISSUES.............7 DEATH/SICKNESS OF OWNER ....8 CONFLICT (MILITANCY/ INSURGENCY)..................9 OTHER, SPECIFY 10	When did this [ACTIVITY] stop operating?		Who in the household owns this [ACTIVITY]? LIST ALL			Who in your household decides on the use of the earnings from this activity? LIST ALL		
	ID CODE								OWNER 1	OWNER 2	OWNER 3			
		TYPE OF ACTIVITY	INDUSTRY CODE				MONTH	YEAR	ID CODE	ID CODE	ID CODE	ID CODE	ID CODE	ID CODE
1														
2														
3														
4														
5														

SECTION 5B: HOUSEHOLD ENTERPRISES

							CODED OCC												
	8			9	10	11	11alt												12
	Who in the household manages this [ACTIVITY] or is most familiar with it? IF POSSIBLE, ASK THE REST OF THE QUESTIONS TO THE MANAGER(S). LIST UP TO THREE MANAGERS.			Who is the respondent providing information about this [ACTIVITY]?	How many YEARS ago did the [ACTIVITY] first start operating? IF STARTED IN THE LAST 12 MONTHS, ENTER 0	During how many of the past 12 months was [activity] in operation?	During which of the past 12 months was [ACTIVITY] in operation? INTERVIEWER: INDICATE THE MONTHS OPERATED WITH AN "X"												<u>Where</u> do you operate [ACTIVITY]? HOME (INSIDE RESIDENCE)........... 1 HOME (OUTSIDE RESIDENCE)....... 2 INDUSTRIAL SITE................. 3 TRADITIONAL MARKET .... 4 COMMERCIAL AREA SHOP............................ 5 ROADSIDE.............................. 6 OTHER FIXED PLACE .... 7 MOBILE/NO FIXED LOCATION .... 8 OTHER (SPECIFY)................. 9
ENTERPRISE NO	MANAGER 1	MANAGER 2	MANAGER 3																
	ID CODE	ID CODE	ID CODE	ID CODE	YEARS		mar 18	apr 18	may 18	june 18	july 18	aug 18	sept 18	oct 18	nov 18	dec 18	jan 19	feb 19	
1																			
2																			
3																			
4																			
5																			

Designer Note:
When using Q11 alt, Q5 is not needed and should be deleted.

SECTION 5B: HOUSEHOLD ENTERPRISES

ENTERPRISE NO	13	14	15												16		17		
	During the past 12 months, did your household make any payments to local authorities (government or non-government) to allow operation of this [ACTIVITY]? YES... 1 NO... 2	Is this [ACTIVITY] officially registered with the government? YES... 1 NO... 2	a. Who are the **household members** engaged in this [ACTIVITY]? b. During how many of the past 12 months did [NAME] work in this [ACTIVITY]? SELECT ALL THAT APPLY c. During these months, how many <u>days per month</u> did [NAME] work in [ACTIVITY]? d. How many <u>hours per day</u> did [NAME] normally work in [ACTIVITY]? ASK FOR ALL MEMBERS THAT WORKED ON THE [ACTIVITY] OCC OPTION FOR **Q15B**: ASK WHICH MONTHS INSTEAD OF HOW MANY. MONTHS ALL YEAR....0 JANUARY 2018....1 FEBRUARY 2018....2 MARCH 2018....3 APRIL 2018....4 MAY 2018....5 JUNE 2018....6 JULY 2018....7 AUGUST 2018....8 SEPTEMBER 2018....9 OCTOBER 2018.... 10 NOVEMBER 2018.... 11 DECEMBER 2018.... 12 JANUARY 2019.... 13 FEBRUARY 2019.... 14												How many <u>employees</u> are there who are <u>not household members</u>?		What was the main source of start-up capital for this [ACTIVITY]? LIST UP TO THREE IN ORDER OF IMPORTANCE. HOUSEHOLD SAVINGS....1 NGO SUPPORT....2 LOAN FROM BANK (COMMERCIAL, MICRO FINANCE, CREDIT UNION)....3 MONEY LENDER....4 ROSCAS - ROTATING CREDIT AND SAVINGS ASSOCIATIONS/ GROUPS {USE LOCAL NAMES}....5 OTHER LOANS....6 DISTRICT/TOWN ASSOCIATION SUPPORT....7 COOPERATIVE/ TRADE ASSOCIATIONS....8 REMITTANCES FROM ABROAD....9 PROCEEDS FROM FAMILY FARM....10 CHURCH/MOSQUE ASSISTANCE....11 PROCEEDS FROM FAMILY NON-FARM ENTERPRISE....12 RELATIVES/FRIENDS....13 OTHER (SPECIFY)....14		
			HH MEMBER #1				HH MEMBER #2				HH MEMBER #3								
			ID	MONTHS	DAYS PER MONTH	HOURS PER DAY	ID	MONTHS	DAYS PER MONTH	HOURS PER DAY	ID	MONTHS	DAYS PER MONTH	HOURS PER DAY	MALE	FEMALE	1ST	2ND	3RD
1																			
2																			
3																			
4																			
5																			

SECTION 5B: HOUSEHOLD ENTERPRISES

		CODED O/E									CODED O/E
ENTERPRISE NO	18	19	20	21	22	23		24		25	26
	During the past 12 months, did any member of your household try to get credit for this [activity] from banks or other formal financial agencies? **Note this only refers to business loans, not personal loans.** YES... 1 NO... 2 ▸ Q22	From which source did your household apply for the credit? **SELECT UP TO TWO** LOAN FROM BANK (COMMERCIAL, MICRO FINANCE, CREDIT UNION)............1 MONEY LENDER............2 COOPERATIVE/TRADE ASSOCIATIONS ....3 OTHER (SPECIFY)...........4	Did your household eventually get credit from the banks or other formal financial agencies for this [ACTIVITY]? YES... 1 NO... 2 ▸ Q22	During the past 12 months, how much has your household borrowed IN TOTAL for this [ACTIVITY]?	During the past 12 months, has your household been repaying any loans (in cash or kind) for this [ACTIVITY]? INCLUDE PAYMENTS IN PAST 12 MONTHS FOR ALL LOANS (NOT ONLY NEW LOANS IN PAST 12 MONTHS) YES... 1 NO... 2 ▸ Q25	How much MONEY does the household pay on all loans for this activity? WEEKLY..............................1 EVERY 2 WEEKS...............2 MONTHLY.........................3 EVERY 3 MONTHS.........4 EVERY 6 MONTHS.........5 YEARLY .... 6 OTHER (SPECIFY)...........7		To whom do you sell your products or services? LIST UP TO 2 BUYERS IN ORDER OF IMPORTANCE. FINAL CONSUMERS...........1 TRADERS..............................2 OTHER SMALL BUSINESSES..........................3 LARGE ESTABLISHED BUSINESSES..........................4 INSTITUTIONS (SCHOOLS, HOSPITALS, GOVT MINISTRIES).............5 EXPORT.................................6 MANUFACTURERS.............7 OTHER (SPECIFY)................8		What is the current value of the physical capital stock, including all tools, generators, equipment, buildings, land, and vehicles, that are used for this activity? NOT ASKED TO THOSE PERMANENTLY CLOSED	What is the total value of the current stock of inputs or supplies for this activity? INPUTS AND SUPPLIES **DO NOT** INCLUDE PHYSICAL CAPITAL STOCK REPORTED IN Q25 NOT ASKED TO THOSE PERMANENTLY CLOSED
		CODE		CURRENCY		CURRENCY	CODE	1ST	2ND	CURRENCY	CURRENCY
1											
2											
3											
4											
5											

SECTION 5B: HOUSEHOLD ENTERPRISES

	CODED E/O		CODED OCC	CODED OCC	CODED E/O	CODED E/O										
	27	28	28 alt1a	28 alt1b	28 alt2a	28 alt2b										
ENTERPRISE NO	What is the total value of your current stock of finished merchandise (goods for sale)? NOT ASKED TO THOSE PERMANENTLY CLOSED	During the LAST MONTH of operation, what was the total profit for [ACTIVITY]?	During the LAST MONTH OF OPERATION, what were the total sales/revenue for the [ACTIVITY]?	During the LAST MONTH OF OPERATION, what were the total COSTS for the [ACTIVITY]? This includes wages, raw materials and other inputs, generator fuel, rent, and so on.	During the LAST MONTH OF OPERATION, what were the total sales/revenue for the [ACTIVITY]?	What were the business costs during the LAST MONTH OF OPERATION in the following categories?										
						SALARIES AND WAGES	PURCHASE OF GOODS FOR SALE	RAW MATERIALS OR INPUTS	TRANSPORT	FUEL FOR GENERATOR	MAINTENANCE OF GENERATOR	INSURANCE	RENT	UTILITIES: GASE, WATER. ELECTRICITY, ETC.	INTEREST ON LOANS	OTHER
	CURRENCY	CURRENCY	CURRENCY	CURRENCY		CURRENCY	CURRENCY	CURRENCY	CURRENCY	CURRENCY	CURRENCY	CURRENCY	CURRENCY	CURRENCY	CURRENCY	CURRENCY
1																
2																
3																
4																
5																

Designer Note:
Three options are provided for collecting data to calculate one month of profit:
a) Q28,
b) Q28 alt.1, consisting of 2 questions, and
c) 28 alt.2, consisting of a table of questions.
Combining options is not recommended.

SECTION 6: OTHER INCOME IN THE LAST 12 MONTHS

1. PRIMARY RESPONDENT FOR THIS SECTION ID CODE

TYPE	CODE	SOURCE	2	3	4		
			During the last 12 months, did any members of your household receive any income from [SOURCE]? YES... 1 NO... 2 ▸ NEXT SOURCE	How much in total did your household receive from [SOURCE] during the last 12 months? ESTIMATE THE CASH VALUE OF IN-KIND TRANSFERS RECEIVED	Who in your household decides what to do with this income? LIST ALL		
				$	ID CODE # 1	ID CODE # 2	ID CODE # 3
INCOMING TRANSFERS /GIFTS	101	National remittances - cash transfers/gifts from individuals (relatives, friends) within the country					
	102	International remittances - cash transfers/gifts from individuals (relatives, friends) from abroad					
	103	In-kind gifts (food and non-food) from individuals (relatives, friends) anywhere					
PENSION & INVESTMENT INCOME	104	Savings, interest or other investment income					
	105	Contributory pension income					
	106	Rental income, residential property (apartment, house)					
	107	Rental income, commercial (shop, store)					
REVENUE, SALE OF ASSETS	108	Income from SALE of real estate (do not include rental income)					
	109	Other income (specify):					

Designer Note:
The list of sources is an example and must be tailored to the country and survey needs, in consultation with experts. It should be expanded to include any specific income sources that are common in the country of the survey. .

SECTION 7: HOUSEHOLD ASSETS

1. PRIMARY RESPONDENT ID FOR THIS SECTION **ID CODE** [ ]

ASK Q1 FOR ALL ITEMS FIRST. THEN, CONTINUE WITH THE FOLLOW-UP QUESTIONS FOR EACH ITEM OWNED BY THE HOUSEHOLD.		2	3	CODED E/O 4		5
		Does your household own any [ITEM]?	How many [ITEM]s does your household own?	Who in your HH owns (the majority of) [ITEM]? LIST ALL		If you wanted to sell (one of) the [ITEM] today, how much would you receive? IF MORE THAN ONE ITEM, REFER TO NEWEST
ITEM CODE	ITEM	YES... 1 NO... 2 ▸ NEXT ITEM	NUMBER	ID CODE	ID CODE	CURRENCY
101	Furniture (sofa or armchairs)					
102	Mattress					
103	Bed					
104	Gas (or kerosene) cooker					
105	Stove (electric or gas)					
106	Refrigerator					
107	Freezer					
108	Air conditioner					
109	Washing machine					
110	Bicycle					
111	Motorbike					
112	Cars and other 4-wheel vehicles					
113	Generator					
114	Fan					
115	Microwave					
116	Television					
117	Computer or tablet					
118	Satellite dish					
119	Smartphone					
120	Mobile phone (not smartphones)					
121	Other (specify):					
122	Other (specify):					

SECTION 8A: SAVINGS & CREDIT

THIS SECTION IS ONLY ASKED FOR HOUSEHOLD MEMBERS 15 YEARS OR OLDER

		CODED O/E	CODED O/E	BANKING			SAVINGS	
	1	2	3	4	5	6	7	8
	CAPI/ENUMERATOR: IS [NAME] 15 YEARS OLD OR OLDER? YES... 1 NO... 2 ▸ NEXT PERSON	IS THIS PERSON ANSWERING FOR HIMSELF/ HERSELF? YES... 1 ▸ Q4 NO... 2	WRITE THE ID CODE OF THE RESPONDENT ID CODE	Some people like to keep their money in an account at a bank or micro-finance institution. Does [NAME] have a bank account? YES... 1 NO... 2	Does [NAME] personally have access to mobile money [local example]? YES... 1 NO... 2	Is there someone who lets [NAME] cash cheques, transfer funds, or do other banking transactions using their account? YES .... 1 NO .... 2 DON'T KNOW......... 98	In the LAST 12 MONTHS, has [NAME] personally saved or set aside money using a commercial bank, a credit union, savings and credit cooperative [INSERT LOCAL EXAMPLE], micro-finance institution or any other formal or semi-formal institution? YES... 1 NO... 2	In the LAST 12 MONTHS, has [NAME] personally saved or set aside money by using any informal savings clubs (like [insert local example]) or a person outside the household? YES... 1 NO... 2
1								
2								
3								
4								
5								
6								
7								
8								

SECTION 8A: SAVINGS & CREDIT

THIS SECTION IS ONLY ASKED FOR HOUSEHOLD MEMBERS 15 YEARS OR OLDER

	If also using section 8B YES ▸ NEXT PERSON		If including section 8B, then section 8A ends here			
	CODED OCC	LOANS	CODED OCC			
	9	10	11	12	13	14
	During the last 12 months, did [NAME] try to borrow money from someone outside the household or from any institution (formal or informal)? INCLUDE EVEN IF LOAN WAS REFUSED. INCLUDE LOANS FOR EDUCATION. DO NOT INCLUDE BUSINESS LOANS REPORTED IN S5. YES... 1 ▸ Q12 NO... 2	Did [NAME] have need for a loan in the last 12 months? YES... 1 NO... 2 ▸ NEXT PERSON	Why did [NAME] not attempt to borrow in the last 12 months? PROBE & SELECT ALL THAT APPLY IN ORDER OF IMPORTANCE BELIEVED IT WOULD BE REFUSED........1 TOO EXPENSIVE........2 TOO MUCH TROUBLE FOR WHAT IT WAS WORTH........3 INADEQUATE COLLATERAL........4 DO NOT LIKE TO BE IN DEBT........5 DO NOT KNOW ANY LENDER........6 BAD CREDIT........7 STILL REPAYING OTHER LOAN........8 OTHER (SPECIFY)........9 ALL ▸ NEXT PERSON	Was the loan approved or denied? IF PERSON REQUESTED MULTIPLE LOANS, ASK ABOUT THE BIGGEST APPROVED. Approved .... 1 Pending decision... 2 Denied 3	From what type of institution or person did [NAME] request this loan? COOPERATIVE SOCIETY........1 SAVINGS ASSOCIATION........2 MICRO FINANCE........3 BANK........4 ROSCAS - ROTATING SAVINGS & CREDIT ASSOCIATION/GROUP {USE LOCAL NAMES}........5 FRIENDS & RELATIVES........6 MONEY LENDERS........7 HIRE PURCHASE........8 OTHER(SPECIFY)........9	What was the main reason for applying for this loan? PURCHASE LAND........1 PURCHASE INPUTS FOR CROPS........2 PURCHASE LIVESTOCK........3 CEREMONIES (MARRIAGE, BURIAL, OTHER SOCIAL FUNCTIONS ETC)........4 EDUCATION........5 MOTOR VEHICLE PURCHASE........6 HOME PURCHASE OR CONSTRUCTION........7 OTHER HOUSEHOLD CONSUMPTION........8 HEALTH EXPENSES........9 OTHER (SPECIFY)........10
1						
2						
3						
4						
5						
6						
7						
8						

SECTION 8B: CREDIT DETAIL

1	CAPI/ENUMERATOR CHECK: DOES S8A Q7==1 [YES] for any hh members?	Yes...... 1 No...... 2 ▸ **Next section**

LOAN ID	CODED OCC	CODED OCC			CODED OCC	CODED OCC
	2	3			4	5
	Please list all the types of sources - institutions and people - from which your household attempted to borrow money or applied for a loan <u>over the past 12 months</u>. * INCLUDE APPROVED & REJECTED LOANS. * DO NOT INCLUDE LOANS REPORTED IN S5 * FILL Q1 FOR ALL BEFORE GOING ON * IF MULTIPLE LOANS FROM THE SAME PERSON/INSTITUTION, LIST EACH ON A SEPARATE LINE. COOPERATIVE SOCIETY............................1 SAVINGS ASSOCIATION............................2 MICRO FINANCE...3 BANK...4 ADASHI/ESUSU/AJO....................................5 FRIENDS & RELATIVES................................6 MONEY LENDERS...7 HIRE PURCHASE...8 OTHER (SPECIFY)...9	Which household member(s) applied for the loan from [LENDER TYPE]? PROBE & LIST ALL			What was the <u>main reason</u> for applying for the loan from [LENDER TYPE]? PURCHASE LAND..1 PURCHASE INPUTS FOR FOOD CROP...........2 PURCHASE INPUTS FOR CASH CROP............3 PURCHASE LIVESTOCK.......................................4 CEREMONIES (MARRIAGE, BURIAL, OTHER SOCIAL FUNCTIONS ETC)..................5 EDUCATION...6 MOTOR VEHICLE PURCHASE............................7 HOME PURCHASE OR CONSTRUCTION.....8 OTHER HOUSEHOLD CONSUMPTION.........9 HEALTH EXPENSES...10 OTHER (SPECIFY)..11	Was this loan application approved? LOAN APPROVED AND RECEIVED.........................1 ▸ Q7 LOAN APPROVED, PENDING DISBURSEMENT...2 ▸ NEXT LOAN AWAITING APPLICATION DECISION...................3 ▸ NEXT LOAN LOAN NOT APPROVED/GIVEN...............................4
		ID CODE	ID CODE	ID CODE		
1						
2						
3						
4						
5						

SECTION 8B: CREDIT DETAIL

LOAN ID	CODED OCC	CODED OCC	CODED OCC		CODED OCC	CODED OCC		CODED OCC
	6	7	8		9	10		11
	What were the reasons why this loan application was refused? LACK OF COLLATERAL................................ 1 NO SAVINGS/SHARES .... 2 BAD CREDIT HISTORY.................................. 3 ITEMS DIDNT QUALIFY FOR A LOAN ..... 4 LACK OF GUARANTORS............................ 5 DON'T KNOW.. 6 OTHER (SPECIFY)... 7	How much was received under this loan?	When did your household receive this loan? MONTH CODE JAN..... 01 FEB...... 02 MAR ... 03 APR .... 04 MAY.... 05 JUN..... 06 JUL...... 07 AUG... 08 SEP...... 09 OCT... 10 NOV... 11 DEC.... 12		Has the loan from [LENDER TYPE] already been fully repaid? YES... 1 ▸ Q11 NO... 2	Approximately when does your household expect to make the final payment on the loan from [LENDER TYPE] MONTH CODE JAN..... 01 FEB...... 02 MAR ... 03 APR .... 04 MAY.... 05 JUN..... 06 JUL...... 07 AUG... 08 SEP...... 09 OCT... 10 NOV... 11 DEC.... 12		At completion of repayment of this loan, what is the total amount you expect to repay? (INTEREST + PRINCIPAL)
	PROBE & SELECT ALL THAT APPLY IN ORDER OF IMPORTANCE ▸ NEXT LOAN	CURRENCY	MONTH (MM)	YEAR (YYYY)		MONTH (MM)	YEAR (YYYY)	CURRENCY
1								
2								
3								
4								
5								

Designer Note:
- If using S8B, rename S8 to be S8A and drop S8A Q11-Q23. See questionnaire note for more details.
- Answer options for Q3 do not include loans for household non-farm enterprises (NFEs) as these are expected to be collected under the NFE section. Train enumerators to avoid double-counting of loans (e.g., reporting the same loan in two sections).

SECTION 9A: MEALS AWAY

1. Primary respondent for this section **ID code** [ ]

MEALS PREPARED AND CONSUMED OUTSIDE THE HOME		ITEM CODE	1 In the past 7 days, did any members of this household consume any of the following meals or drinks away from home? READ OUT EACH MEAL TYPE AND RECORD YES/NO. ANSWER Q1 FOR ALL MEAL TYPES BEFORE PROCEEDING. DO NOT COUNT FOOD EATEN FROM THE HOUSEHOLD'S OWN FAMILY BUSINESS. YES... 1 NO... 2 (▸ NEXT ITEM)	2 In the past 7 days, how much IN TOTAL did household members pay for [MEAL]? If it was free, please estimate what it would have cost if you had to pay. CURRENCY
Breakfast	Complete meals [local example]	1		
Lunch	Complete meals [local example]	2		
Dinner	Complete meals [local example]	3		
Snacks such as chips, biscuits, [local examples], etc.		4		
Dairy-based beverages such as milk, yoghurt, [local example], etc.		5		
Vegetable snacks (ex: carrot, pears, roasted corn, roasted plantain, roasted yam, etc.)		6		
Non-alcoholic drinks (Coke, Fanta, [local examples], etc.)		7		
Alcoholic drinks (palm wine, beer, etc.)		8		

Designer Note:
The item list is an example and must be tailored to the country and survey needs in consultation with local experts.

SECTION 9B: WITHIN-HOUSEHOLD FOOD CONSUMPTION & EXPENDITURE

1. PRIMARY RESPONDENT FOR THIS SECTION **ID CODE** [ ]

			1	2			3	4	5	6	7			8
	REPORT ONLY ITEMS CONSUMED WITHIN THE HOUSEHOLD. FOOD CONSUMED OUTSIDE THE HOUSEHOLD MUST BE REPORTED IN THE PREVIOUS SECTION. ASK Q1 FOR ALL ITEMS, BEFORE MOVING TO FOLLOW UP QUESTIONS.	ITEM CODE	During the past 7 days, did members of this household eat/drink any [ITEM] within the household? YES... 1 NO... 2 ▸ NEXT ITEM	In total, how much of [ITEM] did your household consume in the past 7 days? DO NOT INCLUDE FOOD CONSUMED OUTSIDE THE HOUSEHOLD SEE UNIT CODES ON NEXT PAGE			Of the [QUANTITY] [UNIT] of [ITEM] consumed, how much came from purchases? USE UNIT AND SIZE FROM Q2	Of the [QUANTITY] [UNIT] of [ITEM] consumed in the last 7 days, how much came from own production? USE UNIT AND SIZE FROM Q2	Of the [QUANTITY] [UNIT] of [ITEM] consumed, how much came from gifts and other sources? USE UNIT AND SIZE FROM Q2	Did your household purchase any [ITEM] in the past 30 days? YES... 1 NO... 2 ▸ NEXT ITEM	In the most recent purchase, how much [ITEM] did the household buy? SEE UNIT CODES ON NEXT PAGE			How much did your household spend on this [QUANTITY, UNIT, SIZE IN Q7] of [ITEM]?
				QUANTITY	UNIT	SIZE	QUANTITY	QUANTITY	QUANTITY	CODE	QUANTITY	UNIT	SIZE	CURRENCY
Grains & flours	Guinea corn/sorghum	100												
	Millet	101												
	Rice - local	102												
	Rice - imported	103												
	Maize flour	104												
	Cassava flour	105												
	Wheat flour	106												
	Maize (unshelled/on the cob)	107												
	Maize (shelled/off the cob)	108												
	Other grains and flour (specify)	109												
Baked/ processed products	Bread	110												
	Cake	111												
	Buns/pofpof/donuts	112												
	Biscuits	113												
	Meat pie/sausage roll	114												

SECTION 9B: WITHIN-HOUSEHOLD FOOD CONSUMPTION & EXPENDITURE

1. PRIMARY RESPONDENT FOR THIS SECTION **ID CODE** [ ]

	REPORT ONLY ITEMS CONSUMED WITHIN THE HOUSEHOLD. FOOD CONSUMED OUTSIDE THE HOUSEHOLD MUST BE REPORTED IN THE PREVIOUS SECTION. ASK Q1 FOR ALL ITEMS, BEFORE MOVING TO FOLLOW UP QUESTIONS.	ITEM CODE	1	2			3	4	5	6	7			8
			During the past 7 days, did members of this household eat/drink any [ITEM] within the household? YES... 1 NO... 2 ▸ NEXT ITEM	In total, how much of [ITEM] did your household consume in the past 7 days? DO NOT INCLUDE FOOD CONSUMED OUTSIDE THE HOUSEHOLD SEE UNIT CODES ON NEXT PAGE			Of the [QUANTITY] [UNIT] of [ITEM] consumed, how much came from purchases? USE UNIT AND SIZE FROM Q2	Of the [QUANTITY] [UNIT] of [ITEM] consumed in the last 7 days, how much came from own production? USE UNIT AND SIZE FROM Q2	Of the [QUANTITY] [UNIT] of [ITEM] consumed, how much came from gifts and other sources? USE UNIT AND SIZE FROM Q2	Did your household purchase any [ITEM] in the past 30 days? YES... 1 NO... 2 ▸ NEXT ITEM	In the most recent purchase, how much [ITEM] did the household buy? SEE UNIT CODES ON NEXT PAGE			How much did your household spend on this [QUANTITY, UNIT, SIZE IN Q7] of [ITEM]?
				QUANTITY	UNIT	SIZE	QUANTITY	QUANTITY	QUANTITY	CODE	QUANTITY	UNIT	SIZE	CURRENCY
Starchy roots, tubers, plantains	Cassava - roots	115												
	Yam - roots	116												
	Cocoyam	117												
	Plantains	118												
	Sweet potatoes	119												
	Potatoes	120												
	Other roots and tuber (specify)	121												
Pulses, nuts & seeds	Soya beans	122												
	Other beans	123												
	Groundnuts (unshelled)	124												
	Groundnuts (shelled)	125												
	Coconut	126												
	Kola nut	127												
	Other nuts/seeds (specify)	128												

SECTION 9B: WITHIN-HOUSEHOLD FOOD CONSUMPTION & EXPENDITURE

1. PRIMARY RESPONDENT FOR THIS SECTION ID CODE

	REPORT ONLY ITEMS CONSUMED WITHIN THE HOUSEHOLD. FOOD CONSUMED OUTSIDE THE HOUSEHOLD MUST BE REPORTED IN THE PREVIOUS SECTION. ASK Q1 FOR ALL ITEMS, BEFORE MOVING TO FOLLOW UP QUESTIONS.	ITEM CODE	1	2			3	4	5	6	7			8
			During the past 7 days, did members of this household eat/drink any [ITEM] within the household? YES... 1 NO... 2 ▸ NEXT ITEM	In total, how much of [ITEM] did your household consume in the past 7 days? DO NOT INCLUDE FOOD CONSUMED OUTSIDE THE HOUSEHOLD SEE UNIT CODES ON NEXT PAGE			Of the [QUANTITY] [UNIT] of [ITEM] consumed, how much came from purchases? USE UNIT AND SIZE FROM Q2	Of the [QUANTITY] [UNIT] of [ITEM] consumed in the last 7 days, how much came from own production? USE UNIT AND SIZE FROM Q2	Of the [QUANTITY] [UNIT] of [ITEM] consumed, how much came from gifts and other sources? USE UNIT AND SIZE FROM Q2	Did your household purchase any [ITEM] in the past 30 days? YES... 1 NO... 2 ▸ NEXT ITEM	In the most recent purchase, how much [ITEM] did the household buy? SEE UNIT CODES ON NEXT PAGE			How much did your household spend on this [QUANTITY, UNIT, SIZE IN Q7] of [ITEM]?
				QUANTITY	UNIT	SIZE	QUANTITY	QUANTITY	QUANTITY	CODE	QUANTITY	UNIT	SIZE	CURRENCY
Oils & fats	Palm oil	129												
	Butter/margarine	130												
	Groundnuts oil	131												
	Coconut oil	132												
	Animal fat	133												
	Other oil and fat (specify)	134												
Fruits	Bananas	135												
	Oranges/tangerines	136												
	Mangos	137												
	Avocados	138												
	Pineapples	139												
	Fruit, canned	140												
	Pawpaw	141												
	Apples	142												
	Guava	143												
	Other fruits (specify)	144												

SECTION 9B: WITHIN-HOUSEHOLD FOOD CONSUMPTION & EXPENDITURE

1. PRIMARY RESPONDENT FOR THIS SECTION ID CODE

	REPORT ONLY ITEMS CONSUMED WITHIN THE HOUSEHOLD. FOOD CONSUMED OUTSIDE THE HOUSEHOLD MUST BE REPORTED IN THE PREVIOUS SECTION. ASK Q1 FOR ALL ITEMS, BEFORE MOVING TO FOLLOW UP QUESTIONS.	ITEM CODE	1	2			3	4	5	6	7			8
			During the past 7 days, did members of this household eat/drink any [ITEM] within the household? YES... 1 NO... 2 ▸ NEXT ITEM	In total, how much of [ITEM] did your household consume in the past 7 days? DO NOT INCLUDE FOOD CONSUMED OUTSIDE THE HOUSEHOLD SEE UNIT CODES ON NEXT PAGE			Of the [QUANTITY] [UNIT] of [ITEM] consumed, how much came from purchases? USE UNIT AND SIZE FROM Q2	Of the [QUANTITY] [UNIT] of [ITEM] consumed in the last 7 days, how much came from own production? USE UNIT AND SIZE FROM Q2	Of the [QUANTITY] [UNIT] of [ITEM] consumed, how much came from gifts and other sources? USE UNIT AND SIZE FROM Q2	Did your household purchase any [ITEM] in the past 30 days? YES... 1 NO... 2 ▸ NEXT ITEM	In the most recent purchase, how much [ITEM] did the household buy? SEE UNIT CODES ON NEXT PAGE			How much did your household spend on this [QUANTITY, UNIT, SIZE IN Q7] of [ITEM]?
				QUANTITY	UNIT	SIZE	QUANTITY	QUANTITY	QUANTITY	CODE	QUANTITY	UNIT	SIZE	CURRENCY
Vegetables	Tomatoes	145												
	Tomato puree (canned)	146												
	Onions	147												
	Eggplant	148												
	Okra - fresh	149												
	Okra - dried	150												
	Fresh pepper	151												
	Leaves (cocoyam, spinach, etc.)	152												
	Other vegetables, fresh or canned (specify)	153												
Poultry & related	Chicken	154												
	Other domestic poultry	155												
	Eggs (from chicken)	156												
	Other eggs (not chicken) (specify)	157												

SECTION 9B: WITHIN-HOUSEHOLD FOOD CONSUMPTION & EXPENDITURE

1. PRIMARY RESPONDENT FOR THIS SECTION **ID CODE**

			1	2			3	4	5	6	7			8
	REPORT ONLY ITEMS CONSUMED WITHIN THE HOUSEHOLD. FOOD CONSUMED OUTSIDE THE HOUSEHOLD MUST BE REPORTED IN THE PREVIOUS SECTION. ASK Q1 FOR ALL ITEMS, BEFORE MOVING TO FOLLOW UP QUESTIONS.	ITEM CODE	During the past 7 days, did members of this household eat/drink any [ITEM] within the household? YES... 1 NO... 2 ▸ NEXT ITEM	In total, how much of [ITEM] did your household consume in the past 7 days? DO NOT INCLUDE FOOD CONSUMED OUTSIDE THE HOUSEHOLD SEE UNIT CODES ON NEXT PAGE			Of the [QUANTITY] [UNIT] of [ITEM] consumed, how much came from purchases? USE UNIT AND SIZE FROM Q2	Of the [QUANTITY] [UNIT] of [ITEM] consumed in the last 7 days, how much came from own production? USE UNIT AND SIZE FROM Q2	Of the [QUANTITY] [UNIT] of [ITEM] consumed, how much came from gifts and other sources? USE UNIT AND SIZE FROM Q2	Did your household purchase any [ITEM] in the past 30 days? YES... 1 NO... 2 ▸ NEXT ITEM	In the most recent purchase, how much [ITEM] did the household buy? SEE UNIT CODES ON NEXT PAGE			How much did your household spend on this [QUANTITY, UNIT, SIZE IN Q7] of [ITEM]?
				QUANTITY	UNIT	SIZE	QUANTITY	QUANTITY	QUANTITY	CODE	QUANTITY	UNIT	SIZE	CURRENCY
Meats	Beef	158												
	Mutton	159												
	Pork	160												
	Goat	161												
	Wild game/bush meat	162												
	Canned beef/corned beef	163												
	Other meat (excl. Poultry) (specify)	164												
Fish & seafood	Fish - fresh	165												
	Fish - frozen	166												
	Fish - dried	167												
	Seafood (lobster, crab, prawns, etc)	168												
	Canned fish/seafood	169												
	Other fish or seafood (specify)	170												

SECTION 9B: WITHIN-HOUSEHOLD FOOD CONSUMPTION & EXPENDITURE

1. PRIMARY RESPONDENT FOR THIS SECTION **ID CODE** [ ]

	REPORT ONLY ITEMS CONSUMED WITHIN THE HOUSEHOLD. FOOD CONSUMED OUTSIDE THE HOUSEHOLD MUST BE REPORTED IN THE PREVIOUS SECTION. ASK Q1 FOR ALL ITEMS, BEFORE MOVING TO FOLLOW UP QUESTIONS.	ITEM CODE	1	2			3	4	5	6	7			8
			During the past 7 days, did members of this household eat/drink any [ITEM] within the household? YES... 1 NO... 2 ▸ NEXT ITEM	In total, how much of [ITEM] did your household consume in the past 7 days? DO NOT INCLUDE FOOD CONSUMED OUTSIDE THE HOUSEHOLD SEE UNIT CODES ON NEXT PAGE			Of the [QUANTITY] [UNIT] of [ITEM] consumed, how much came from purchases? USE UNIT AND SIZE FROM Q2	Of the [QUANTITY] [UNIT] of [ITEM] consumed in the last 7 days, how much came from own production? USE UNIT AND SIZE FROM Q2	Of the [QUANTITY] [UNIT] of [ITEM] consumed, how much came from gifts and other sources? USE UNIT AND SIZE FROM Q2	Did your household purchase any [ITEM] in the past 30 days? YES... 1 NO... 2 ▸ NEXT ITEM	In the most recent purchase, how much [ITEM] did the household buy? SEE UNIT CODES ON NEXT PAGE			How much did your household spend on this [QUANTITY, UNIT, SIZE IN Q7] of [ITEM]?
				QUANTITY	UNIT	SIZE	QUANTITY	QUANTITY	QUANTITY	CODE	QUANTITY	UNIT	SIZE	CURRENCY
Milk & related	Fresh milk	171												
	Milk powder	172												
	Baby milk powder	173												
	Milk, tinned (unsweetened)	174												
	Cheese	175												
	Other milk products (specify)	176												
Coffee, tea & similar	Coffee	177												
	Chocolate drinks (including Milo)	178												
	Tea	179												
Sugar & sweets	Sugar	180												
	Honey	181												
	Other sweets and confections (specify)	182												
Other misc	Salt	183												
	Dried chili peppers	184												
	Other spices	185												

SECTION 9B: WITHIN-HOUSEHOLD FOOD CONSUMPTION & EXPENDITURE

1. PRIMARY RESPONDENT FOR THIS SECTION **ID CODE** [ ]

	REPORT ONLY ITEMS CONSUMED WITHIN THE HOUSEHOLD. FOOD CONSUMED OUTSIDE THE HOUSEHOLD MUST BE REPORTED IN THE PREVIOUS SECTION. ASK Q1 FOR ALL ITEMS, BEFORE MOVING TO FOLLOW UP QUESTIONS.	ITEM CODE	1	2			3	4	5	6	7			8
			During the past 7 days, did members of this household eat/drink any [ITEM] within the household? YES... 1 NO... 2 ▸ NEXT ITEM	In total, how much of [ITEM] did your household consume in the past 7 days? DO NOT INCLUDE FOOD CONSUMED OUTSIDE THE HOUSEHOLD SEE UNIT CODES ON NEXT PAGE			Of the [QUANTITY] [UNIT] of [ITEM] consumed, how much came from purchases? USE UNIT AND SIZE FROM Q2	Of the [QUANTITY] [UNIT] of [ITEM] consumed in the last 7 days, how much came from own production? USE UNIT AND SIZE FROM Q2	Of the [QUANTITY] [UNIT] of [ITEM] consumed, how much came from gifts and other sources? USE UNIT AND SIZE FROM Q2	Did your household purchase any [ITEM] in the past 30 days? YES... 1 NO... 2 ▸ NEXT ITEM	In the most recent purchase, how much [ITEM] did the household buy? SEE UNIT CODES ON NEXT PAGE			How much did your household spend on this [QUANTITY, UNIT, SIZE IN Q7] of [ITEM]?
				QUANTITY	UNIT	SIZE	QUANTITY	QUANTITY	QUANTITY	CODE	QUANTITY	UNIT	SIZE	CURRENCY
Non-alcoholic drinks	Bottled water	186												
	Sachet water	187												
	Malt drinks	188												
	Soft drinks (Coca Cola, Sprite, etc)	189												
	Fruit juice canned/pack	190												
	Other non-alcoholic drinks (specify)	191												
Alcohol	Beer (local and imported)	192												
	Palm wine	193												
	Other alcoholic beverages	194												

FOOD ITEM UNIT & SIZE CODES

UNIT	CODE
Kilograms (kg)	1
Grams (g)	2
Liters (l)	3
Centiliters (cl)	4

UNIT	CODE
Bin/basket	10
Paint rubber	11
Milk cup	12
Cigarette cup	13
Tin	14
Congo	20
Mudu	30
Derica	40
Tiya, small	50
Kobiowu	60
Bowl	70
Piece	80
Heap	90
Bunch / bundle	100
Stalk	110
Packet/sachet	120
Sack/bag	130
Basket	140
Loaf	200
Other (specify)	900

SIZE	CODE
SMALL	0
MEDIUM	1
LARGE	2
VERY LARGE	3
10 LITRES	4
20 LITRES	5
25 LITRES	6
50 LITRES	7
25 KG	10
50 KG	11
33 CL	20
35 CL	21
50 CL	22
60 CL	23
75 CL	24
1 LITRE	25
1.5 LITRE	26
ONE SIZE ONLY	99

Designer Note:
The unit list provided here is an example and must be tailored to the country and survey needs in consultation with local experts.

SECTION 10A: NON-FOOD EXPENDITURES - 7 DAY, 30 DAY, & 6 MONTH RECALL PERIODS			
1	ENUMERATOR: RECORD ID OF PRIMARY RESPONDENT ID CODE		
ITEM CODE	7 DAYS	2 Over the PAST 7 DAYS, did the household purchase or pay for any [...]?	3 In total, how much did your household spend on [ITEM] in the past 7 days?
	ITEM	YES... 1 NO... 2 ▸ NEXT ITEM	CURRENCY
101	Cigarettes or tobacco		
102	Matches (and rolling papers, smoking accessories, etc.)		
103	Public transport (moto, okada, keke, bus, boat, etc.) EXCLUDE EDUCATION RELATED EXPENSES		
104	Gambling, lotto, raffles		
ITEM CODE	30 Days recall	4 Over the PAST 30 DAYS, did the household purchase or pay for any [...]?	5 In total, how much did the household spend on [ITEM] in the past 30 days?
	Item	YES... 1 NO... 2 ▸ NEXT ITEM	CURRENCY
301	Kerosene		
302	Gas (for lighting/cooking)		
303	Other liquid cooking fuel		
304	Electricity, including electricity vouchers		
305	Candle		
306	Firewood		
307	Charcoal		
308	Petrol and diesel		
309	Lubricants (oil, grease, etc)		
310	Light bulbs/globes		
311	Water		
312	Soap and washing powders (body and clothes)		
313	Other household cleaning (cleaning, disinfectant, pesticides)		
314	Toilet paper		
315	Personal care goods (toothpaste/brush, razor blades, skin & hair products, cosmetics)		
316	Vitamin supplements		
317	Postal (including stamps, courier)		

SECTION 10A: NON-FOOD EXPENDITURES - 7 DAY, 30 DAY, & 6 MONTH RECALL PERIODS			
ITEM CODE	30 DAYS RECALL (continued)	6 Over the PAST 30 DAYS, did the household purchase or pay for any [...]?	7 In total, how much did the household spend on [ITEM] in the past 30 days?
	ITEM	YES... 1 NO... 2 ▸ NEXT ITEM	CURRENCY
318	(Cell phone) recharge cards		
319	Landline phone charges		
320	Internet services		
321	Recreational (cinemas, video/DVD rental, etc)		
322	Motor vehicle service, repair, or parts		
323	Bicycle service, repair, or parts		
324	Wages paid to household workers (maid, gardeners, etc)		
325	Mortgage - regular payment to purchase house		
326	Repairs & maintenance to dwelling		
327	Repairs to household items and personal items (radios, appliances, watches, shoes, etc.)		
ITEM CODE	6 MONTH RECALL	8 Over the PAST 6 MONTHS, did the household purchase or pay for any [...]?	9 In total, how much did your household spend on [ITEM] in the past 6 months?
	ITEM	YES... 1 NO... 2 ▸ NEXT ITEM	CURRENCY
401	Baby nappies/diapers		
402	Clothes for children - boys		
403	Clothes for children - girls		
404	Clothes for men		
405	Clothes for women		
406	Boy's shoes		
407	Men's shoes		
408	Girl's shoes		
409	Women's shoes		
410	Tailoring charges		
411	Laundry and dry cleaning		
412	Kitchenware (plates, utensils, cups, pots, etc)		
413	Cleaning utensils (brooms, brushes, etc.)		
414	Small household items (torch/flashlight, umbrella, etc)		
415	Books & stationery items (not for school)		

SECTION 10A: NON-FOOD EXPENDITURES - 7 DAY, 30 DAY, & 6 MONTH RECALL PERIODS			
ITEM CODE	6 MONTH RECALL	8 Over the PAST 6 MONTHS, did the household purchase or pay for any [...]?	9 In total, how much did your household spend on [ITEM] in the past 6 months?
	ITEM	YES... 1 NO... 2 ▸ NEXT ITEM	CURRENCY
418	Curtain and other linen		
419	Carpet and other floor covering		
420	Cell phone		
421	Personal computer, laptop, or tablet		
422	Night's lodging in rest house or hotel		
423	Donations (to church, mosque, charity, beggars, etc)		

SECTION 10B: NON-FOOD EXPENDITURES - 12 MONTH RECALL PERIOD

1. **PRIMARY RESPONDENT** **ID CODE**

ITEM CODE		2	3	4 (CODED E/O)		
		Over the PAST 12 MONTHS, did the household purchase or pay for any [...]?	In total, how much did your household spend on [ITEM] in the past 12 months?	Which household members have been covered by [TYPE OF] insurance at any point in the past 12 months?		
		YES... 1 NO... 2 ▸ NEXT ITEM	CURRENCY	ID CODE	ID CODE	ID CODE
501	Carpets, rugs, drapes, curtains					
502	Linens (towels, sheets, blankets)					
503	Mat (for sleeping or for drying maize flour)					
504	Mosquito net					
505	Mattress					
506	Small household appliances (electric kettle, mixer, toaster, iron, etc.)					
507	Sports & hobby equipment, musical instruments, toys					
508	Film, film processing, camera					
509	Building items (cement, bricks, timber, iron sheets, tools, etc.)					
510	Council rates					
511	Property tax					
512	Health insurance					
Alt*	other insurance (auto, home, life)					
513	Auto insurance					
514	Home insurance					
515	Life insurance					
516	Fines or legal fees					
517	Dowry costs					
518	Marriage ceremony costs					
519	Funeral costs					

SECTION 11: HOUSING CONDITIONS										
	CODED OCC									
1	2	3	4	5		6		7	8
INDICATE THE MAIN RESPONDENT FOR THIS SECTION	WHAT TYPE OF DWELLING DOES THE HOUSEHOLD LIVE IN? SEPARATE HOUSE(BUNGALOW)........1 SEMI-DETACHED HOUSE........................2 FLAT/APARTMENT ....3 COMPOUND HOUSE (SEPARATE ROOMS, SHARING FACILITIES) ....4 HUTS/BUILDINGS [SHARE COMPOUND]...........................5 HUTS/BUILDINGS [PRIVATE COMPOUND] ....6 TENTS..7 IMPROVISED HOME (KIOSK, CONTAINER) ....8 LIVING QUARTERS ATTACHED TO OFFICE/SHOP.....................................9 UNCOMPLETED BUILDING.............. 10 OTHER (SPECIFY)................................. 11	Does your household own, rent or stay for free in the dwelling that your household currently occupies? OWNED......................... 1 FREE, AUTHORIZED ... 2 ▸ Q5 FREE, NOT AUTHORIZED ... 3 ▸ Q5 RENTED.......................... 4 ▸ Q6	If your household sold this dwelling today, how much would you receive for it?	If you were to rent this dwelling on the open market, how much would you have to pay? TIME UNIT MONTH........ 1 YEAR..............2 ▸ Q7		How much does your household pay to rent this dwelling? IF IN KIND, INCLUDE VALUE OF IN KIND PAYMENTS TIME UNIT MONTH........ 1 YEAR..............2		What type of documentation does your household have to support occupancy status? TITLE/DEED............................ 1 OFFER OF LEASE..................2 CERTIFICATE OF LEASE OR RENT AGREEMENT......3 LETTER FROM CHIEF..........4 RECEIPT OF PAYMENT.......5 NONE .... 6 OTHER (SPECIFY)................7	Are any members of the household listed on the [DOCUMENT]? YES... 1 NO... 2
ID CODE			CURRENCY	CURRENCY	TIME UNIT	CURRENCY	TIME UNIT		

SECTION 11: HOUSING CONDITIONS

					CODED OCC
9	10	11	12	13	14
Which members of the household are listed on the [DOCUMENT]? PROBE & LIST ALL	MAIN CONSTRUCTION MATERIAL OF THE OUTSIDE WALLS OF THE DWELLING OBSERVE, DO NOT READ OUT MUD .... 1 STONE .... 2 UNBURNT BRICKS .... 3 BURNT BRICKS .... 4 CEMENT OR CONCRETE .... 5 WOOD OR BAMBOO .... 6 IRON SHEETS .... 7 CARDBOARD .... 8 OTHER (SPECIFY) 9	MAIN CONSTRUCTION MATERIAL OF THE ROOFING OF THE DWELLING OBSERVE, DO NOT READ OUT THATCH (GRASS OR STRAW ....) 1 CORRUGATED IRON SHEETS ...... 2 CLAY TILES .... 3 CONCRETE/CEMENT .... 4 PLASTIC SHEET .... 5 ASBESTOS SHEET .... 6 MUD .... 7 STEP TILES .... 8 LONG/SHORT SPAN SHEETS .... 9 OTHER (SPECIFY) 10	MAIN CONSTRUCTION MATERIAL OF THE FLOORING OF THE DWELLING OBSERVE, DO NOT READ OUT SAND/DIRT/STRAW .... 1 SMOOTHED MUD .... 2 SMOOTH CEMENT/ CONCRETE .... 3 WOOD .... 4 TILE .... 5 OTHER(SPECIFY) .... 6 TERRAZO 7	How many separate rooms do the members of your household occupy? (DO NOT COUNT BATHROOMS, TOILETS, STORE-ROOMS, OR GARAGES)	What type of cookstove is your household's **primary cookstove**? 3-STONE STOVE/OPEN FIRE .... 1 MOVEABLE FIREPAN .... 2 SOLAR COOKER (THERMAL ENERGY, NOT SOLAR PANELS) .... 3 BIOMASS FUEL STOVE, TRADITIONAL/ SELF BUILT .... 4 BIOMASS FUEL STOVE, MANUFACTURED .... 5 LIQUID FUEL (KEROSENE, ETC.) STOVE .... 6 BIOGAS STOVE .... 7 LPG/NATURAL GAS STOVE .... 8 ▸ Q16 PIPED NATURAL GAS STOVE .... 9 ▸ Q16 ELECTRIC STOVE .... 10 ▸ Q17 NO COOKING OPTION AT HOME .... 11 ▸ Q18 OTHER (SPECIFY) .... 12 **NOTE: SOLID/BIOMASS FUELS INCLUDE CHARCOAL, WOOD, CROP RESIDUE, ETC.**
ID CODE | ID CODE | ID CODE	YEAR			NUMBER	

Designer Note:
When Q14 is not included, Q15 must be revised to include Q14 answer options 8 - 11, with relevant skip instructions.

SECTION 11: HOUSING CONDITIONS

		CODED E/O			CODED E/O	CODED OCC
15	16	17	18	19	20	21
In the last 12 months, what is the most commonly used fuel for this cookstove? PROBE & SELECT TWO MOST USED FUELS IN ORDER OF USE FREQUENCY COAL/LIGNITE, UNPROCESSED.... 1 COAL/LIGNITE BRIQUETTES OR PELLETS....2 CHARCOAL, UNPROCESSED.........3 CHARCOAL BRIQUETTES OR PELLETS....4 WOOD....5 WOODCHIPS OR SAW DUST ......6 ANIMAL WASTE/DUNG....7 CROP RESIDUE/PLANT BIOMASS, UNPROCESSED....8 BIOMASS PELLETS OR BRIQUETTES....9 KEROSENE/PARAFFIN....10 ALCOHOL/ETHANOL....11 OTHER LIQUID FUEL NOT IN GENERATOR (PETROL, DIESEL, ETC) ....12 GARBAGE/PLASTIC....13 OTHER (SPECIFY)....14	How much did your household spend on the [FUEL TYPE IN Q15/Q16] for this stove in the last month? **ENTER THE ACTUAL AMOUNT SPENT, NOT THE MARKET VALUE OF THE FUEL**	Where does your household normally cook with the cookstove? IN DWELLING, NOT A SLEEPING AREA .... 1 IN DWELLING, IN A SLEEPING AREA....2 IN A SEPARATE DWELLING.....3 IN A VERANDA (ROOFED PLATFORM WITH AT LEAST TWO OPEN SIDES) ....4 OUTDOORS....5 OTHER (SPECIFY)....6	What is this household's MAIN source **for lighting?** PROBE & SELECT TWO MOST OFTEN USED SOURCES IN ORDER OF FREQUENCY ELECTRICITY (INCLUDING SOLAR PANELS, GENERATOR)... 1. ▸ Q20 SOLAR-POWERED LANTERN OR FLASHLIGHT ....2 RECHARGEABLE FLASHLIGHT, MOBILE, TORCH OR LANTERN.... 3 BATTERY POWERED FLASHLIGHT, TORCH OR LANTERN....4 BIOGAS LAMP....5 LPG LAMP....6 GASOLINE LAMP....7 KEROSENE/PARAFFIN LAMP .... 8 OIL LAMP....9 CANDLE....10 OPEN FIRE....11 OTHER (SPECIFY)....96	Do you have electricity from any source in your household? YES... 1 NO... 2 ▸ Q29	What are all the sources of electricity that your household use regularly? PROBE & SELECT ALL THAT APPLY PHCN/NEPA....1 LOCAL MINI GRID ....2 GENERATOR....3 SOLAR HOME SYSTEM....4 SOLAR LANTERN/ LIGHTING SYSTEM...........5 RECHARGEABLE BATTERY ....6 OTHER (SPECIFY)..............7	What is the household's MAIN source of electricity (the one used most of the time)? [NAME, NATIONAL GRID] ....1 LOCAL MINI GRID ....2 GENERATOR....3 SOLAR HOME SYSTEM...........4 SOLAR LANTERN/ LIGHTING SYSTEM....5 RECHARGEABLE BATTERY....6 DRY CELL BATTERY/ TORCH....7 OTHER (SPECIFY)....8

SECTION 11: HOUSING CONDITIONS

		CODED OCC							
22		23	24	E1	25	26	27	28	29
How much does your household typically pay for electricity? TIME UNIT DAILY............................1 WEEKLY........................2 FORTHNIGHTLY.......3 MONTHLY..................4 QUARTERLY...............5 YEARLY........................6		**In the last 7 days**, how many hours of electricity were available **each day on average** from [MAIN ELECTRICITY SYSTEM]?	**In the last 7 days**, how many hours of electricity were available, on average, **each evening from 6:00 pm to 10:00 pm** from [main electricity system]?	CAPI/ ENUMERATOR CHECK: DOES Q21==1 OR 2? YES... 1 NO... 2 ▸ Q29	**In the last 7 days, how many times** were there unscheduled outages/blackouts from [NAME OF MAIN ELECTRICITY SYSTEM]?	What was the total duration of all the unscheduled outages/ blackouts in the last 7 days?	In the last **12 months**, were any of your appliances damaged because of issues in the electrical system (voltage surges)? YES .... 1 NO .... 2 DON'T KNOW......... 98	In the **last 12 months**, did anyone using [NAME OF MAIN ELECTRICAL SYSTEM] die or have permanent limb (bodily injury) damage? YES .... 1 NO .... 2 DON'T KNOW......... 98	What is the MAIN source of **drinking water** for this household? MOST FREQUENTLY USED SOURCE THROUGHOUT THE YEAR, EVEN IF NOT CURRENTLY IN USE. PIPED INTO DWELLING............................1. ▸ Q32 PIPED INTO YARD/PLOT............................2. ▸ Q32 PIPED TO NEIGHBOR.................................3. ▸ Q31 PUBLIC TAP/STANDPIPE.............................4 TUBE WELL/BOREHOLE............................5 PROTECTED DUG WELL...........................6 UNPROTECTED DUG WELL....................7 PROTECTED SPRING..................................8 UNPROTECTED SPRING...........................9 RAIN WATER COLLECTION..................10 TANKER TRUCK/WATER VENDOR......11 CART WITH SMALL TANK/DRUM........12 SURFACE WATER (RIVER, STREAM, POND, DAM, CANAL)..............................13 BOTTLED WATER......................................14. ▸ Q32 SACHET WATER..15. ▸ Q32 WATER KIOSK..16. ▸ Q31 OTHER (SPECIFY).......................................17
AMOUNT	UNIT	HOURS (0-24)	HOURS (0-4)		# OF INTERRUPTIONS	HOURS			

SECTION 11: HOUSING CONDITIONS

			CODED E/O	CODED E/O			CODED E/O	CODED OCC
30	**31**		**32**	**33**	**34**	**35**	**36**	**37**
Where is this [SOURCE] located? IN OWN DWELLING.....1 ▸ Q32 IN OWN YARD/PLOT.....2 ▸ Q32 ELSEWHERE.....................2	How long does it take to go there, get water, and come back, including waiting time? TIME UNIT MINUTES...... 1 HOURS 2		Do you usually do anything to the water (dry or rainy season) to make it safer to drink? YES... 1 NO... 2 ▸ Q34	What do you usually do to the water to make it safer to drink? DO NOT READ. PROBE & SELECT ALL THAT APPLY BOIL.................................... 1 ADD BLEACH/ CHLORINE .... 2 STRAIN THROUGH CLOTH............................... 3 USE A WATER FILTER...... 4 SOLAR DISINFECTION .... 5 LET IT SETTLE .... 6 OTHER (SPECIFY)........... 7	Do you use the main water source… ALL YEAR......................... 1 ▸ Q36 ONLY RAINY SEASON.. 2 ONLY DRY SEASON..... 3	What is the main source of drinking water for your household <u>**during the other season**</u>? PIPED INTO DWELLING........1 PIPED INTO YARD/PLOT........2 PIPED TO NEIGHBOR.............3 PUBLIC TAP/STANDPIPE.........4 TUBE WELL/BOREHOLE ....5 PROTECTED DUG WELL.......6 UNPROTECTED DUG WELL ....7 PROTECTED SPRING.............8 UNPROTECTED SPRING.......9 RAIN WATER COLLECTION......................... 10 TANKER TRUCK/ WATER VENDOR.................. 11 WITH SMALL TANK/ DRUM.. 12 SURFACE WATER (RIVER, STREAM, POND, DAMN, CANAL)..................... 13 BOTTLED WATER................. 14 SACHET WATER..................... 15 WATER KIOSK........................ 16 OTHER (SPECIFY).................. 17	In the **last 30 days**, has there been any time when your household did not have sufficient quantities of drinking water when needed? YES... 1 NO... 2	What is the main source of water used by members of your household for **other purposes, such as cooking and hand washing**? PIPED INTO DWELLING........1 PIPED INTO YARD/PLOT........2 PIPED TO NEIGHBOR.............3 PUBLIC TAP/STANDPIPE.........4 TUBE WELL/BOREHOLE ....5 PROTECTED DUG WELL.......6 UNPROTECTED DUG WELL ....7 PROTECTED SPRING.............8 UNPROTECTED SPRING.......9 RAIN WATER COLLECTION .... 10 TANKER TRUCK .... 11 CART WITH SMALL TANK/ DRUM.. 12 SURFACE WATER (RIVER, STREAM, POND, DAM, IRRIGATION CHANNEL CANAL).................................. 13 BOTTLED WATER................. 14 SACHET WATER..................... 15 WATER KIOSK........................ 16 OTHER (SPECIFY).................. 17
	TIME	UNIT	# OF TRIPS					

SECTION 11: HOUSING CONDITIONS

38	39	40	41	42	43	
During the **past 30 days**, how much did your household pay for water, including any fees or costs of transportation, delivery, etc.? IF THE WATER BILL IS SHARED, ONLY RECORD THE HH'S PORTION	What is the MAIN type of toilet facility used by your household? FLUSH TO PIPED SEWAGE SYSTEM.........1 FLUSH TO SEPTIC TANK............................2 FLUSH TO PIT LATRINE.............................3 FLUSH TO OPEN DRAIN ....4 FLUSH TO SOMEWHERE ELSE..................5 FLUSH TO UNKNOWN ....6 VENTILATED IMPROVED LATRINE ....7 PIT LATRINE WITH SLAB...........................8 PIT LATRINE W/O SLAB/OPEN PIT ....9 COMPOSTING TOILET............................ 10 BUCKET.. 11 ▸ Q41 HANGING TOILET/ HANGING LATRINE................................. 12 ▸ Q41 NO FACILITIES, BUSH OR FIELD........... 13 ▸ Q42 OTHER (SPECIFY)...................................... 14 ▸ Q41 PLACE/NOT SURE/ DONT KNOW WHERE........................... 15 ▸ Q42	Where is this toilet facility located? IN OWN DWELLING.... 1 IN OWN YARD/PLOT....2 ELSEWHERE 2	Does your household share this facility with others households? YES... 1 NO... 2	In the **past 12 months**, how has your household most often disposed of refuse (garbage disposal)? COLLECTED BY GOV...1 COLLECTED BY PRIVATE FIRM ....2 TAKE TO PUBLIC/DESIGNATED RUBBISH HEAP...3 BURNING ....4 ▸ NEXT SECTION COMPOST SOLID WASTE.................................5 ▸ NEXT SECTION RUBBISH PIT/DISPOSAL ON COMPOUND (NOT BURNING/COMPOST)...........................6 ▸ NEXT SECTION INFORMAL DISPOSAL, LAND (BUSH, STREET, ETC) ....7 ▸ NEXT SECTION INFORMAL DISPOSAL, WATER (RIVER, SEA) 8 ▸ NEXT SECTION OTHER (SPECIFY)..9	How much does your household typically pay for refuse disposal? TIME UNIT DAILY............................ 1 WEEKLY.......................2 FORTHNIGHTLY.......3 MONTHLY ....4 QUARTERLY ....5 YEARLY 6	
CURRENCY					AMOUNT	UNIT

SECTION 12: FOOD SECURITY		
Now I would like to ask you some questions about food and meals in the household.		
1	**ENUMERATOR**: RECORD PRIMARY RESPONDENT ID	**ID CODE**
During the last 12 months, was there a time when, <u>because of lack of money or other resources</u>:		YES... 1 NO... 2
2	… anyone in your household **worried** about not having enough food to eat?	
3	… anyone in your household was **unable to eat healthy and nutritious foods?**	
4	… anyone in your household **ate only a few kinds of foods?**	
5	… anyone in your household **had to skip a meal?**	
6	… anyone in your household **ate less than you thought you should?**	
7	… your household **ran out of food?**	
8	… anyone in your household was **hungry but did not eat?**	
9	… anyone in your household **went without eating for a whole day?**	

Designer Note:
Ask these questions at the overall household level, or at the individual level for each HH member. See Questionnaire Note for more detail..

SECTION 13: SOCIAL PROGRAMS AND PROTECTIONS

1. PRIMARY RESPONDENT **ID CODE** [ ]

					CODED OCC	CODED E/O	CODED E/O		
	FIRST ASK QUESTION 2 FOR ALL TYPES OF ASSISTANCE. THEN ASK FOLLOW-UP QUESTIONS FOR EACH TYPE THE HOUSEHOLD RECEIVES.	2	3	4	5	6	7		
		In the past 12 months, has any member of your household received any of the following types of assistance from the government or from community, religious, international, or other organizations/groups? YES... 1 NO... 2 ▸ NEXT ITEM	What was the total value of [ASSISTANCE] from [GOVERNMENT]? ESTIMATE VALUE OF ANY FOOD AND IN-KIND ASSISTANCE. IF NONE, WRITE 0	What was the total value of [ASSISTANCE] from all other groups/ organizations? ESTIMATE VALUE OF ANY FOOD AND IN-KIND ASSISTANCE. IF NONE, WRITE 0	What was the source of this [ASSISTANCE]? COMMUNITY, ORGANIZATION OR COOPERATIVE...... 1 NGO................................ 2 INTERNATIONAL ORGANIZATION......... 3 RELIGIOUS GROUP..... 4 OTHER (SPECIFY)......... 5	Was this assistance given to… READ OPTIONS ALOUD. ENTIRE HOUSEHOLD..... 1 ▸ NEXT ITEM SPECIFIC HOUSEHOLD MEMBERS 2	Which household members received this assistance from [PROGRAMME] in the last 12 months? RECORD ROSTER ID OF EACH MEMBER MENTIONED		
CODE	ASSISTANCE TYPE						ID CODE	ID CODE	ID CODE
1	(Free) Food								
2	(Direct) Cash transfers								
3	Payment relief for public services (ex: electricity, water, internet)								
4	Other in-kind transfers, SPECIFY (medicine, masks/ sanitizers, etc.)								

Designer Note:
The item list is an example and must be tailored to the country and survey needs in consultation with local experts.

SECTION 14: SHOCKS COPING

1	**INTERVIEWER: RECORD ID OF PRIMARY RESPONDENT**	**ID CODE**

SHOCK CODE	2	3	4		
	During the last **12 months**, was your household negatively affected by any of the following? FIRST ASK Q2 FOR ALL SHOCKS ,THEN ASK FOLLOW UP QUESTIONS FOR EACH YES ANSWER. YES... 1 NO... 2 ▸ NEXT SHOCK	Rank the 3 most significant shocks you have experienced. MOST SEVERE.................. 1 NEXT MOST SEVERE......2 THIRD MOST SEVERE....3	How did your household cope with [SHOCK]? IF SHOCK HAPPENED MORE THAN ONCE, ASK ABOUT MOST RECENT. ONLY ASK FOR 3 MOST SIGNIFICANT SHOCKS RANKED IN Q3. SEE CODES. SELECT ALL THAT APPLY		
1	Death of an adult working household member				
2	Death of other HH members				
3	Illness or disability of income earning household member				
4	Job loss (NOT related to death, disability, or illness)				
5	End of regular assistance, aid, or remittances from outside the household				
6	Departure of income-earning household member (ex: due to separation, divorce, changing to another household)				
7	Non-farm business failure				
8	Theft of crops, cash, livestock or other property				
9	Destruction of harvest by fire				
10	Dwelling damaged/demolished				
11	Irregular or poor rains that caused harvest failure				
12	Flooding that caused harvest failure or storage loss				

CODES FOR Q4.

- SALE OF LIVESTOCK....................1
- SALE OF LAND....................2
- SALE OF OTHER PROPERTY....................3
- SENT CHILDREN TO LIVE WITH FRIENDS....................4
- WITHDREW CHILDREN FROM SCHOOL....................5
- ENGAGED IN ADDITIONAL INCOME GENERATING ACTIVITIES....................6
- RECEIVED HELP FROM FRIENDS & FAMILY....................7
- BORROWED FROM FRIENDS OR FAMILY....................8
- TOOK A LOAN FROM FINANCIAL INSTITUTION.......9
- MEMBERS OF THE HOUSEHOLD MIGRATED FOR WORK....................10
- PUT PURCHASES ON CREDIT....................11
- DELAYED PAYMENT OBLIGATIONS....................12
- SOLD HARVEST IN ADVANCE....................13
- REDUCED FOOD CONSUMPTION....................14
- REDUCED NON-FOOD CONSUMPTION....................15
- RELIED MORE ON COLLECTING/FORAGING FOOD ITEMS FROM FOREST/WILD AREAS....................16
- RELIED ON SAVINGS....................17
- TOOK ADVANCED PAYMENT FROM EMPLOYER....................18
- RECEIVED ASSISTANCE FROM NGO....................19
- RECEIVED ASSISTANCE FROM GOVERNMENT............20
- WAS COVERED BY INSURANCE POLICY....................21
- DID NOTHING....................22
- OTHER (SPECIFY)....................23

SECTION 14: SHOCKS COPING

1	INTERVIEWER: RECORD ID OF PRIMARY RESPONDENT	ID CODE					
SHOCK CODE	2 During the last **12 months**, was your household negatively affected by any of the following? FIRST ASK Q2 FOR ALL SHOCKS , THEN ASK FOLLOW UP QUESTIONS FOR EACH YES ANSWER. YES... 1 NO... 2 ▸ NEXT SHOCK	3 Rank the 3 most significant shocks you have experienced. MOST SEVERE.................. 1 NEXT MOST SEVERE...... 2 THIRD MOST SEVERE.... 3	4 How did your household cope with [SHOCK]? IF SHOCK HAPPENED MORE THAN ONCE, ASK ABOUT MOST RECENT. ONLY ASK FOR 3 MOST SIGNIFICANT SHOCKS RANKED IN Q3. SEE CODES. SELECT ALL THAT APPLY				**CODES FOR Q4.** SALE OF LIVESTOCK.......... 1 SALE OF LAND .... 2 SALE OF OTHER PROPERTY.......... 3 SENT CHILDREN TO LIVE WITH FRIENDS.......... 4 WITHDREW CHILDREN FROM SCHOOL .... 5 ENGAGED IN ADDITIONAL INCOME GENERATING ACTIVITIES.......... 6 RECEIVED HELP FROM FRIENDS & FAMILY.......... 7 BORROWED FROM FRIENDS OR FAMILY .... 8 TOOK A LOAN FROM FINANCIAL INSTITUTION .... 9 MEMBERS OF THE HOUSEHOLD MIGRATED FOR WORK.......... 10 PUT PURCHASES ON CREDIT .... 11 DELAYED PAYMENT OBLIGATIONS.......... 12 SOLD HARVEST IN ADVANCE.......... 13 REDUCED FOOD CONSUMPTION .... 14 REDUCED NON-FOOD CONSUMPTION.......... 15 RELIED MORE ON COLLECTING/FORAGING FOOD ITEMS FROM FOREST/WILD AREAS .... 16 RELIED ON SAVINGS.......... 17 TOOK ADVANCED PAYMENT FROM EMPLOYER.......... 18 RECEIVED ASSISTANCE FROM NGO.......... 19 RECEIVED ASSISTANCE FROM GOVERNMENT.......... 20 WAS COVERED BY INSURANCE POLICY .... 21 DID NOTHING .... 22 OTHER (SPECIFY).......... 23
13	Pest invasion that caused harvest failure or storage loss						
14	Loss of property due to fire or flood						
15	Loss of land						
16	Other natural disasters (landslides, earthquakes, etc.)						
17	Death of livestock due to illness, disease, or accident						
18	Increase in price of inputs needed by household farm or non-farm enterprise						
19	Fall in price of outputs sold by household farm or non-farm enterprise						
20	Reduction in earnings from non-farm enterprise (not due to illness, accident, or death of household member)						
21	Failure or closure of non-farm enterprise (not due to illness, accident or death of a household member)						
22	Increase in price of major food items consumed						
23	Kidnapping/hijacking/robbery/assault						
24	Other (specify)						

SECTION 15: LAND TENURE

1. Do you or does any member of your household use, own, or hold use rights for any parcel of land, either alone or jointly with someone else, regardless of who uses the parcel and regardless of what it is used for (i.E., Dwelling, cultivated, pastoral, forest, or business/commercial parcels)?

☐ YES...... 1
NO...... 2 ▸ SECTION 16

A PARCEL IS ANY PIECE OF LAND UNDER ONE LAND TENURE TYPE ENTIRELY SURROUNDED BY OTHER LAND, WATER, ROAD, FOREST, OR OTHER FEATURES NOT FORMING PART OF THE HOLDING, OR FORMING PART OF THE HOLDING UNDER A DIFFERENT LAND TENURE TYPE.

A PLOT IS A PART OF A PARCEL UNDER ONE UTILIZATION CATEGORY. A PARCEL MAY CONSIST OF ONE OR MORE PLOTS.

	2	3	4	5	6		7	8
	PARCEL NAME **Please tell me about each parcel that you or any household member currently uses, owns, or holds use rights for, either alone or with someone else.** **Please describe or give me the name of each parcel, (starting with the parcel you reside on, if applicable).**	LOCATION & DESCRIPTION OF PARCEL	RECORD THE ID OF THE RESPONDENT. LIST FROM HOUSEHOLD ROSTER	How was this [PARCEL] acquired? GRANTED BY CUSTOMARY/ COMMUNITY AUTHORITIES...............1 ▸ 9 ALLOCATED BY GOVERNMENT.........2 ▸ 9 ALLOCATED BY FAMILY MEMBER.......3 ▸ 9 INHERITED BY THE DEATH OF A FAMILY MEMBER.......................................4 ▸ 9 PURCHASED...5 ▸ 8 RENTED IN, SHORT-TERM (< 3 YEARS)..6 RENTED IN, LONG-TERM.....................7 SHARECROPPED IN.................................8 ▸ 9 BORROWED FOR FREE.........................9 ▸ 9 BRIDE PRICE..10 ▸ 9 GIFT FROM NON-HOUSEHOLD MEMBER...11 ▸ 9 MOVED IN WITHOUT PERMISSION..12 ▸ 18 OTHER (SPECIFY)..................................13 ▸ 8	How much do you pay the owner for use of this [PARCEL]? ESTIMATE THE VALUE OF ANY IN-KIND PAYMENTS, EXCLUDING CROP OUTPUTS		How many months does this payment cover?	How much in total did you pay for this [PARCEL] (include both cash and payments in-kind)?
					CASH	IN-KIND	ALL ▸ 9	
PARCEL ID	**COMPLETE Q2 & Q3 FOR ALL PARCELS, THEN COMPLETE THE REST OF THE MODULE ONE PARCEL AT A TIME.**		ID	CODE	CURRENCY	CURRENCY	NUMBER	CURRENCY
1								
2								
3								
4								
5								

SECTION 15: LAND TENURE

1. Do you or does any member of your household use, own, or hold use rights for any parcel of land, either alone or jointly with someone else, regardless of who uses the parcel and regardless of what it is used for (i.E., Dwelling, cultivated, pastoral, forest, or business/commercial parcels)?

☐ YES...... 1
NO...... 2 ▸ SECTION 16

A PARCEL IS ANY PIECE OF LAND UNDER ONE LAND TENURE TYPE ENTIRELY SURROUNDED BY OTHER LAND, WATER, ROAD, FOREST, OR OTHER FEATURES NOT FORMING PART OF THE HOLDING, OR FORMING PART OF THE HOLDING UNDER A DIFFERENT LAND TENURE TYPE.

A PLOT IS A PART OF A PARCEL UNDER ONE UTILIZATION CATEGORY. A PARCEL MAY CONSIST OF ONE OR MORE PLOTS.

PARCEL ID	9	10				11	12 (CODED E/O)														
	Under which tenure system is this [PARCEL]? CUSTOMARY .... 1 FREEHOLD .... 2 LEASEHOLD .... 3 STATE....................... 4 COMMUNITY/ GROUP RIGHT...... 5 COOPERATIVES.... 6 OTHER (SPECIFY) .. 7	Who in the household [owns/ holds use rights to] this [PARCEL]? LIST UP TO 4 JOINT OWNERS OR USE RIGHT HOLDERS FROM HOUSEHOLD ROSTER.				Does your household have a document for this [PARCEL] issued by or registered at the Land Registry/ Cadastral Agency, such as a title deed, certificate of ownership, certificate of hereditary acquisition, lease or rental contract? YES... 1 NO... 2 ▸ Q13	What type of documents does your household have for this [PARCEL], and which household members are listed as owners or use rights holders on each? LIST UP TO 3, SHOW PHOTO AID DOCUMENT TYPE: TITLE DEED........ 1 CERTIFICATE OF CUSTOMARY OWNERSHIP........ 2 CERTIFICATE OF OCCUPANCY........ 3 CERTIFICATE OF HEREDITARY ACQUISITION LISTED IN REGISTRY........ 4 SURVEY PLAN........ 5 RENTAL CONTRACT, REGISTERED........ 6 LEASE, REGISTERED........ 7 OTHER (SPECIFY)........ 8 IF NO HOUSEHOLD MEMBER ON DOCUMENT, ENTER "55" IF DON'T KNOW, ENTER "98"														
							DOCUMENT #1					DOCUMENT #2					DOCUMENT #3				
	CODE	ID CODE #1	ID CODE #2	ID CODE #3	ID CODE #4		DOC. TYPE	ID CODE #1	ID CODE #2	ID CODE #3	ID CODE #4	DOC. TYPE	ID CODE #1	ID CODE #2	ID CODE #3	ID CODE #4	DOC. TYPE	ID CODE #1	ID CODE #2	ID CODE #3	ID CODE #4
1																					
2																					
3																					
4																					
5																					

SECTION 15: LAND TENURE

1. Do you or does any member of your household use, own, or hold use rights for any parcel of land, either alone or jointly with someone else, regardless of who uses the parcel and regardless of what it is used for (i.E., Dwelling, cultivated, pastoral, forest, or business/commercial parcels)?

☐ YES...... 1
NO...... 2 ▸ SECTION 16

A PARCEL IS ANY PIECE OF LAND UNDER ONE LAND TENURE TYPE ENTIRELY SURROUNDED BY OTHER LAND, WATER, ROAD, FOREST, OR OTHER FEATURES NOT FORMING PART OF THE HOLDING, OR FORMING PART OF THE HOLDING UNDER A DIFFERENT LAND TENURE TYPE.

A PLOT IS A PART OF A PARCEL UNDER ONE UTILIZATION CATEGORY. A PARCEL MAY CONSIST OF ONE OR MORE PLOTS.

PARCEL ID	13	14	15					16	17				
	CAPI/ ENUMERATOR: IS Q5==6 OR 8 OR 9? YES... 1 ▸ Q18 NO... 2	Does anyone in the household have the right to sell [PARCEL], either alone or with someone else? YES .... 1 NO ....2 ▸ 16 DONT' KNOW...98 ▸ 16 REFUSAL................99 ▸ 16	Who can decide whether to sell [PARCEL]? LIST UP TO 4 ID CODES FROM HOUSEHOLD ROSTER AND 1 CODE FROM OUTSIDE HOUSEHOLD, IF APPLICABLE. CODE FOR NON-HH MEMBER: RELATIVE.......................................1 LOCAL OFFICIAL..........................2 CUSTOMARY LEADER...................3 OTHER...4					Does anyone in the household have the right to bequeath this [PARCEL], either alone or with someone else? YES .... 1 NO ....2 ▸ 18 DONT' KNOW...98 ▸ 18 REFUSAL................99 ▸ 18	Who can decide whether to bequeath this [PARCEL]? LIST UP TO 4 ID CODES FROM HOUSEHOLD ROSTER AND 1 CODE FROM OUTSIDE HOUSEHOLD, IF APPLICABLE CODE FOR NON-HH MEMBER: RELATIVE.................................. 1 LOCAL OFFICIAL.................... 2 CUSTOMARY LEADER........... 3 OTHER....................................... 4				
			ID CODE #1	ID CODE #2	ID CODE #3	ID CODE #4	NON-HH MEMBER		ID CODE #1	ID CODE #2	ID CODE #3	ID CODE #4	NON-HH MEMBER
1													
2													
3													
4													
5													

SECTION 15: LAND TENURE

1. Do you or does any member of your household use, own, or hold use rights for any parcel of land, either alone or jointly with someone else, regardless of who uses the parcel and regardless of what it is used for (i.E., Dwelling, cultivated, pastoral, forest, or business/commercial parcels)?

[ ] YES...... 1
NO...... 2 ▸ SECTION 16

A PARCEL IS ANY PIECE OF LAND UNDER ONE LAND TENURE TYPE ENTIRELY SURROUNDED BY OTHER LAND, WATER, ROAD, FOREST, OR OTHER FEATURES NOT FORMING PART OF THE HOLDING, OR FORMING PART OF THE HOLDING UNDER A DIFFERENT LAND TENURE TYPE.

A PLOT IS A PART OF A PARCEL UNDER ONE UTILIZATION CATEGORY. A PARCEL MAY CONSIST OF ONE OR MORE PLOTS.

PARCEL ID	18								19	20								21
	On a scale from 1 to 5, where 1 is not at all likely and 5 is extremely likely, how likely is [NAME of owner/use rights holder] to involuntarily lose ownership or use rights to this [PARCEL] in the next 5 years? ASK FOR EACH OF THE ID CODES REPORTED IN Q10. IF "MOVED IN WITHOUT PERMISSION" (Q5=12), ASK ABOUT THE HOUSEHOLD HEAD (INDVIDUAL 1) AND THE SPOUSE OF THE HEAD OF HOUSEHOLD (INDIVIDUAL 2). NOT AT ALL LIKELY............... 1 SLIGHTLY LIKELY.................... 2 MODERATELY LIKELY .... 3 VERY LIKELY .... 4 EXTREMELY LIKELY................ 5								**ONLY ASK IF Q11=1 (yes)** Is the area of this [PARCEL] reported on the document(s)? YES... 1 NO... 2	What is the area of this [PARCEL]? ENUMERATOR: IF AREA IS REPORTED ON THE DOCUMENT, ASK TO SEE THE DOCUMENT CODES FOR UNIT: ACRE .... 1 HECTARE .... 2 SQUARE METERS.................... 3 OTHER (SPECIFY).................. 4								**ONLY IF Q11=1 (yes)** **ENUMERATOR:** REPORT THE SOURCE OF INFORMATION RESPONDENT DECLARATION....................... 1 DOCUMENT.......................... 2
	INDIVIDUAL 1		INDIVIDUAL 2		INDIVIDUAL 3		INDIVIDUAL 4											
	ID	RESPONSE	ID	RESPONSE	ID	RESPONSE	ID	RESPONSE		AREA							UNIT	
1										__	__	__	__	.	__	__		
2										__	__	__	__	.	__	__		
3										__	__	__	__	.	__	__		
4										__	__	__	__	.	__	__		
5										__	__	__	__	.	__	__		

SECTION 15: LAND TENURE

1. Do you or does any member of your household use, own, or hold use rights for any parcel of land, either alone or jointly with someone else, regardless of who uses the parcel and regardless of what it is used for (i.E., Dwelling, cultivated, pastoral, forest, or business/commercial parcels)?

☐ YES...... 1
NO...... 2 ▸ SECTION 16

A PARCEL IS ANY PIECE OF LAND UNDER ONE LAND TENURE TYPE ENTIRELY SURROUNDED BY OTHER LAND, WATER, ROAD, FOREST, OR OTHER FEATURES NOT FORMING PART OF THE HOLDING, OR FORMING PART OF THE HOLDING UNDER A DIFFERENT LAND TENURE TYPE.

A PLOT IS A PART OF A PARCEL UNDER ONE UTILIZATION CATEGORY. A PARCEL MAY CONSIST OF ONE OR MORE PLOTS.

PARCEL ID	22			23	24		25
	What are the three main uses of this [PARCEL]? RESIDENTIAL...... 1 CROP PRODUCTION (INCL.KITCHEN/BACKYARD GARDEN)...... 2 GRAZING (MEADOWS AND PASTURES...... 3 TEMPORARILY FALLOW...... 4 FARM BUILDINGS...... 5 AQUACULTURE...... 6 FOREST...... 7 BUSINESS/COMMERCIAL...... 8 UNUSED...... 9 RENTED OUT/SHARECROPPED OUT...... 10 GAVE OUT FOR FREE...... 11 NO SECOND USE...... 12 DON'T KNOW...... 98 OTHER (SPECIFY)...... 13			**CAPI/ENUMERATOR:** IS Q22A==10 | Q22B==10 | Q22C==10?) YES... 1 NO... 2 ▸ NEXT PARCEL	How much do you receive from renting or sharecropping out this [PARCEL]? ESTIMATE THE VALUE OF IN-KIND RECEIPTS, INCLUDING CROP OUTPUTS		How many months does this payment cover?
					CASH	IN-KIND	
	A. 1st	B. 2nd	C. 3rd		CURRENCY	CURRENCY	
1							
2							
3							
4							
5							

SECTION 16: CONTACT

1. In order for us to be able to contact you in the future, please provide us with telephone numbers where each household member can be reached.

A. LIST ALL HOUSEHOLD MEMBERS OVER AGE X		**B.** Does [NAME] have their own phone number? YES... 1 NO... 2 ▸ Q1D	**C.** WRITE PHONE NUMBER	**D.** Is there another number where [NAME] can be reached? YES... 1 NO... 2 ▸ NEXT PERSON	**E.** This phone belongs to…. Other HH member .... 1 Other person.................. 2	**F.** WRITE PHONE NUMBER
ID	NAME	CODE	PHONE	CODE		PHONE

2-3. 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?

CONTACT INFORMATION FOR **REFERENCE PERSON 1**

2A. NAME : ______________________________

2B. RELATION TO HEAD : ______________________________

2C. PHONE (MOBILE) : ______________________________

2D. ADDRESS : ______________________________

CONTACT INFORMATION FOR **REFERENCE PERSON 2**

3A. NAME : ______________________________

3B. RELATION TO HEAD : ______________________________

3C. PHONE (MOBILE) : ______________________________

3D. ADDRESS : ______________________________

ANNEX III: EXAMPLE AGRICULTURE MODULES FOR THE MODEL HOUSEHOLD SURVEY QUESTIONNAIRE

DESIGNER OVERVIEW

USING THESE MODULES

This questionnaire is designed as a component of the Sample Household Questionnaire from the LSMS General Guidelines. More detailed guidance on using this module is provided throughout this guidebook.

Key data components collected in the Household Questionnaire are required as inputs for this survey, such as household member names and identification codes, as well as names, codes, and land area estimates for all parcels owned and/or used by the household. Likewise, land use and ownership information, which are essential components for calculating agricultural productivity, are already collected in the Land Use section of the Household Questionnaire and thus are not repeated in the crops modules of this Agriculture Questionnaire. If this Agriculture Questionnaire will be used as a stand-alone survey, this dependency must be taken into consideration to revise the Questionnaire accordingly.

This model questionnaire includes notes for designers (those deciding the context and content of the survey) and programmers (those formatting and preparing the questionnaire, on paper and in CAPI, when applicable). These notes should be considered during the planning process and removed before the questionnaire is shared with enumerators and used in the field.

ANALYSIS OPTIONS

This model Agriculture Questionnaire illustrates the recommended minimum set of questions needed to collect the data necessary for analyzing the role of farm activities in household livelihoods. It can be used where these activities – farming, livestock, fishing, and/or foraging forestry – represent a marginal sector in the overall economy of the country or region, yet are still sources of income and subsistence for some households. It can also be used in case of tight budget constraints on surveys where these activities are more prominent, although extended modules are strongly recommended in such cases (see Expanded Options below).

Overall, the crop modules allow for crop productivity analysis at the household level. This can be used to generate statistics on key features of smallholder agriculture spanning from land ownership and holding size to the use of inputs and farming practices, the quantity of harvested crops and their value, and the sales and earning from agriculture and related activities. It can be used for analysis of, among others, land and labor productivity as well as crop production practices. When more detailed agriculture analysis is required – such as full-cost accounting of farm income or land productivity and crop pricing at the parcel level – an expanded agriculture section will be required (see below).

The Agriculture Labor Module collects data at the individual level for each household farming enterprise. This allows for the analysis of labor productivity in crop production at the household level. Analysis of labor productivity at the parcel level would require agriculture labor data collected at the individual level for each parcel within the household farm. Likewise, detailed sections on fishing, forestry, and livestock labor should be included if detailed analysis is required for these sectors. The current questionnaires will collect labor in these sectors as part of the Household Questionnaire sections on Non-Farm Enterprises and Own-Use Production (depending on the intended use of the production).

EXPANDED OPTIONS

The crops modules (1A - 1D) are designed for collecting data at the level of land holdings, referred to in this questionnaire as parcels. This short agriculture module can also be used to collect data at two levels - both parcel and plot - with minor revisions: add a question to the end of the Household Questionnaire's Land Use module, asking the number of plots that are on each parcel; ask modules 1A-1C at the plot level; and add a question in 1A (after the pre-filled details) to collect land area size for each plot. The total land area reported across all plots on a given parcel should be roughly equal to the parcel size pre-filled from the Household Questionnaire. Survey designers should determine whether GPS measurements should be conducted at the parcel or plot level, revising the questionnaire as needed. For more details on implementing this questionnaire using both parcels and plots, refer to the Agriculture Modules section of the Guidebook.

In contexts where household-level agriculture, livestock, fishing, and/or forestry activities are key sectors of the overall economy as well as of household livelihoods, collecting more in-depth information is strongly recommended. To collect sectoral data in greater detail, we suggest reviewing the following resources for further guidance and example questionnaire modules.

- Living Standards Measurement Study – Integrated Surveys on Agriculture
- The 50x2030 Initiative to Close the Agricultural Data Gap
- Spectral Soil Analysis & Household Surveys
- Measuring the Role of Livestock in the Household Economy
- Trees on Farms: Measuring Their Contribution to Household Welfare
- Land Area Measurement in Household Surveys
- National Socioeconomic Surveys in Forestry
- Design and Implementation of Fishery Modules in Integrated Household Surveys in Developing Countries
- Measuring Agricultural Labor: A Guidebook for Designing Household Surveys

SECTION 1A: AGRICULTURE - PARCELS		
1	ENUMERATOR [OR CAPI] CHECK: In the Household Questionnaire, Section 15: Land Tenure, is crop production reported as a main use for ANY of the parcels reported (Q22a==2 | Q22b==2 | Q22c==2)?	YES...... 1 ▸ Q3 NO...... 2
2	Did anyone in this household **cultivate any land, either owned or used by the household**, in the last completed farming season, that is, from [START MONTH/YEAR] to [END MONTH/YEAR]? **Include land cultivated, left fallow, or used for pasture.**	YES...... 1 NO...... 2 ▸ SECTION 2A

Please list all parcels owned or cultivated by anyone in your household during the last completed farming season.

PARCEL ID	3	4		5	6
	PARCEL NAME Q3 & Q4 MUST BE PRE-FILLED FROM HH QX S15 FOR <u>**ALL**</u> PARCELS WHEN EITHER Q1 OR Q2 IS '1'.	TOTAL AREA OF PARCEL - RESPONDENT'S ESTIMATE <u>**CODES FOR UNIT:**</u> ACRE .... 1 HECTARE ....2 SQUARE METERS...........3 OTHER (SPECIFY)..........4		Did anyone in this household cultivate any land on [PARCEL NAME] during the last completed farming season, [START/END DATES]? ASK FOR ALL PARCELS, EVEN WHEN CULTIVATION WAS NOT REPORTED AMONG TOP 3 USES IN THE HOUSEHOLD QUESTIONNAIRE. YES... 1 NO... 2 ▸ NEXT PARCEL	RESPONDENT ID FOR EACH PARCEL, AIM TO COLLECT INFORMATION FROM THE HOUSEHOLD MEMBER MOST KNOWLEDGABLE ABOUT THAT PARCEL.
		AREA	UNIT	CODE	HH ROSTER ID CODE
1		__ __ __ . __ __			
2		__ __ __ . __ __			
3		__ __ __ . __ __			
4		__ __ __ . __ __			
5		__ __ __ . __ __			
6		__ __ __ . __ __			
7		__ __ __ . __ __			
8		__ __ __ . __ __			
9		__ __ __ . __ __			
10		__ __ __ . __ __			

Designer note:
Optional instructions to add at Q5: ASK Q5 FOR ALL PARCELS BEFORE CONTINUING WITH THE REST OF SECTION

SECTION 1A: AGRICULTURE - PARCELS		
1	ENUMERATOR [OR CAPI] CHECK: In the Household Questionnaire, Section 15: Land Tenure, is crop production reported as a main use for ANY of the parcels reported (Q22a==2 | Q22b==2 | Q22c==2)?	YES...... 1 ▸ Q3 NO...... 2
2	Did anyone in this household **cultivate any land, either owned or used by the household,** in the last completed farming season, that is, from [START MONTH/YEAR] to [END MONTH/YEAR]? **Include land cultivated, left fallow, or used for pasture.**	YES...... 1 NO...... 2 ▸ SECTION 2A

Please list all parcels owned or cultivated by anyone in your household during the last completed farming season.

PARCEL ID	7						8	9	10	11	12
	How much of the parcel was planted/cultivated? RESPONDENT'S ESTIMATE USE THE SAME UNIT AS IN Q4 CONFIRM THAT ANSWER IS SMALLER OR EQUAL TO VALUE REPORTED IN Q4						During the last completed farming season, was any fertilizer used on [PARCEL]? YES... 1 NO... 2 ▸ Q12	What type of fertilizer was used? SELECT ALL THAT APPLY ORGANIC........... 1 INORGANIC...... 2	Was any of this fertilizer purchased? YES... 1 NO... 2 ▸ Q12	What was the total value of purchased fertilizer?	During the last completed farming season, did you use any **<u>insecticide, fungicide, or herbicide</u>** on this parcel? YES... 1 NO... 2
	AREA									CURRENCY	
1	__	__	__	.	__	__					
2	__	__	__	.	__	__					
3	__	__	__	.	__	__					
4	__	__	__	.	__	__					
5	__	__	__	.	__	__					
6	__	__	__	.	__	__					
7	__	__	__	.	__	__					
8	__	__	__	.	__	__					
9	__	__	__	.	__	__					
10	__	__	__	.	__	__					

SECTION 1B: AGRICULTURE CROPS BY PARCEL

List all crops cultivated during the last completed farming season. Start by listing all of the crops on Parcel 1 (Crop 1, Crop 2, etc.), then Parcel 2, and so on.

				CODED E/O				CODED E/O	CODED OCC				CODED OCC
			1	3	4	5	6	7	8	9	10		
	CROP		RESPONDENT ID	IS THIS A FRUIT TREE CROP? YES... 1 NO... 2 ▸ Q6	How many fruit bearing trees on this parcel were in production in the last completed farming season?	In what year were most of these trees planted?	During the last completed farming season, was the area planted with [CROP] on this parcel pure stand (mono-crop) or mixed? PURE STAND..... 1 ▸ Q8 MIXED...... 2	Approximately what percentage of the parcel was planted with [CROP]?	What type of seeds were used during the last completed farming season? TRADITIONAL.... 1 IMPROVED........... 2 NONE .... 3 (TREES, PERENNIALS)	Did you harvest any [CROP] on this parcel during the last completed farming season? YES... 1 NO... 2 ▸ NEXT ROW	What was the quantity of [CROP] harvested from this parcel during the last completed farming season? **CODES FOR UNIT:** KILOGRAMS.......................... 1 25 KG BAG ....2 BUNDLE ....3 [OTHER LOCAL UNITS AS APPROPRIATE] OTHER (SPECIFY).................4 **CODES FOR CONDITION:** SHELLED................................ 1 UNSHELLED..........................2 THRESHED ....3 UNTHRESHED.......................4 FOR NON-STANDARD UNITS, USE VISUAL AIDS		
PARCEL ID	NAME	CODE	HH ROSTER ID CODE		NUMBER	YEAR (4-DIGIT)	CODE	%			QUANTITY	UNIT	CONDITION

SECTION 1C: AGRICULTURE CROP DISPOSITION

ENUMERATOR INSTRUCTION: List all crops grown by the household (see Module 1C, Crop Name). List each crop only one time, even if it is grown on multiple parcels. For each crop, try to collect information from the household member most knowledgeable with the activities of that crop.

									CODED E/O						CODED OCC	
		1	2			3	4	5	6		7					
	CROP ID	RESPONDENT ID	IF [CROP] IS ONLY REPORTED ONCE ACROSS ALL PARCELS, COPY HARVEST QUANTITY FROM PREVIOUS SECTION. IF ALL [CROP] HARVESTED ACROSS MULTIPLE PARCELS IS REPORTED USING THE SAME UNIT, COMPUTE TOTAL HERE. IF [CROP] IS REPORTED ACROSS MULTIPLE PARCELS USING DIFFERENT UNITS, ASK: What was the total quantity of [CROP] harvested across all parcels? **CODES FOR UNIT:** KILOGRAMS....................1 25 KG BAG......................2 BUNDLE...........................3 [OTHER LOCAL UNITS AS APPROPRIATE] OTHER (SPECIFY)..........4 **CODES FOR CONDITION:** SHELLED...........................1 UNSHELLED....................2 THRESHED......................3 UNTHRESHED.................4			Did your household sell any of the harvested [CROP]? YES... 1 NO... 2 ▸ Q7	How many [UNIT]s of the [CONDITION] [CROP] harvested was sold in total during the last completed farming season? USE THE UNIT & CONDITION REPORTED IN Q2.	What was the total value of all [CROP] sales? ESTIMATE THE VALUE OF IN-KIND PAYMENTS.	Who in your household kept/ decided what to do with these earnings? LIST UP TO 2 FROM HOUSEHOLD ROSTER		How many [UNIT]s of the [CONDITION] [CROP] harvested during the last farming season was (or will be) used for...? USE THE UNIT & CONDITION REPORTED IN Q2.					
			FOR NON-STANDARD UNITS, USE VISUAL AIDS						HH ROSTER #1	HH ROSTER #2	HOUSEHOLD CONSUMPTION	SALES	IN-KIND WAGES, PAYMENTS	LOSS (ROTTING, INSECTS, THEFT, ETC.)	ANIMAL FEED	SAVED FOR SEED
LINE ID		ID CODE	QUANTITY	UNIT	CONDITION		QUANTITY	CURRENCY			QUANTITY	QUANTITY	QUANTITY	QUANTITY	QUANTITY	QUANTITY
1																
2																
3																
4																

Designer & programmer note:

- Everywhere that input value is noted as CURRENCY, replace with indicator for local currency (ex: PESOS, KWANZAS, BIRR, etc.).
- Q7, an alternative option for reporting these quantities would be to use percentage instead of quantity/unit for each category. This option should only be used where there is already a demonstrated success with respondents reporting values as percentages.
- When using CAPI, auto-compute Q2 for crops that are reported only once in Section 1B, or if all of the reported quantities are in the same unit.

SECTION 1D: AGRICULTURE LABOR (HOUSEHOLD - EXTERNAL - HOLDING LEVEL)

1	PRIMARY RESPONDENT FOR SECTION		ID CODE

		2	3	4	E1.	5	6	7	8	9	10
WORKER CATEGORY		Did [NAME/ WORKER CATEGORY] work on livestock raising and livestock production in the past 12 months? YES... 1 NO... 2	Did [NAME/ WORKER CATEGORY] work on fishing or aquaculture in the past 12 months? INCLUDE ACTIVITIES FOR HOUSEHOLD BUSINESS AND PERSONAL CONSUMPTION ONLY YES... 1 NO... 2	Did [NAME/ WORKER CATEGORY] work on forestry activities in the past 12 months? YES... 1 NO... 2	HAS THE RESPONDENT REPORTED YES TO AT LEAST ONE OF THE PREVIOUS QUESTIONS? IF Q2=Q3=Q4=2 ▸ Q6 YES... 1 NO... 2 ▸ Q6	How many [WORKER CATEGORY] worked on these activities in the past 12 months? CONSIDER ALL LIVESTOCK, AQUACULTURE, FISHERY AND FORESTRY ACTIVITIES COMBINED.	Did (any) [NAME/ WORKER CATEGORY] work to grow and harvest crops **during the last completed farming season,** [START/END DATES]? YES... 1 NO... 2 ▸ NEXT WORKER CATEGORY	How many [WORKER CATEGORY] worked on these activities during the last completed farming season?	On average, **how many days** did [NAME/ WORKER CATEGORY] work during the last completed farming season?	On average, **how many hours per day** did [NAME/ WORKER CATEGORY] work?	What was the **average daily wage** for these laborers? FOR PAYMENTS MADE IN-KIND, ESTIMATE THE CASH VALUE
		CODE	CODE	CODE	CODE	CODE	CODE	NUMBER	TOTAL DAYS	HOURS PER DAY	CURRENCY
LIST ALL HOUSEHOLD MEMBERS FROM HOUSEHOLD ROSTER	HH ID 1										
	HH ID 2										
	HH ID 3										
	HH ID 4										
	HH ID 5										
	HH ID 6										
	HH ID 7, etc.										
Unpaid workers (i.e., Relatives, neighbors, community members)											
Hired workers											

SECTION 2A. LIVESTOCK OWNERSHIP

1	**PRIMARY RESPONDENT FOR SECTION**	[ ]	**ID CODE**
2	**Did anyone in the household own or keep any livestock in the past 12 months?**	[ ]	YES...... 1 NO...... 2 ▸ SECTION 3

				OWNERSHIP							
				3	**4**	**5**	**6**	**7**	**8**	**9**	**10**
CODE LS TYPE	**CODE LS NAME**	**LIVESTOCK TYPE**	**LIVESTOCK NAME**	Over the past 12 months, did your household **keep** any [LIVESTOCK NAME], whether owned by the household or by others? OWNER(S) CAN BE WITHIN AND/OR OUTSIDE THE HOUSEHOLD YES... 1 NO... 2 ▸ Q8	How many [LIVESTOCK NAME] does your household **currently keep**? IF 0 ▸ Q8 NUMBER	Who manages the [LIVESTOCK NAME] currently kept by your household? SELECT ALL THAT APPLY 1 = MEN 2 = WOMEN 3 = CHILDREN	Does your household **own all** of the [LIVESTOCK NAME] currently kept by your household? YES... 1 ▸ Q8 NO... 2	How many of the [LIVESTOCK NAME] kept by your household are owned by household members? NUMBER	Over the past 12 months, did any household members own any [LIVESTOCK NAME] not kept by your household? YES... 1 NO... 2 ▸ Q10 IF Q3=1 ELSE NO ▸ NEXT ITEM	How many of such [LIVESTOCK NAME] are currently owned by your household? NUMBER	ENUMERATOR (OR CAPI) CHECK: IS SECTION 2A Q3=1 OR Q8=1? YES.. 1 NO... 2 ▸ NEXT ITEM
1	1.1	**Large ruminants**	Bulls/oxen/steers								
	1.2		Cows/heifers								
	1.3		Calves - males/females								
2	2.1	**Small ruminants**	Goats - he/she/kids								
	2.2		Sheep - rams/ewes/lambs								
3	3.1	**Pigs**	Pigs - boar/sows/piglets								
4	4.1	**Poultry**	Chicken - cocks/broilers								
	4.2		Chicken - Hens/Layers								
	4.3		Other (Ducks/Guinea Fowls/Etc.)								
5	5.1	**Equines**	Horses								
	5.2		Mules/Donkeys								
6	6.1	**Other**	Insects (Bees/Crickets/Etc.)								
	6.2		Specify ………………..								

Programmer note: For poultry Q11-Q19 must be asked using 3 months as the time reference. When using CAPI, program the appropriate timeframe into each livestock name.

SECTION 2A. LIVESTOCK OWNERSHIP

1	PRIMARY RESPONDENT FOR SECTION [ ] ID CODE	
2	Did anyone in the household own or keep any livestock in the past 12 months?	[ ] YES...... 1 NO...... 2 ▸ SECTION 3

				BORN	PURCHASES		OTH. ENTRIES	SALES OF LIVE ANIMALS		CODED O/E		SLAUGHTER	OTHER EXITS
				11	12	13	14	15	16	17		18	19
CODE LS TYPE	CODE LS NAME	LIVESTOCK TYPE	LIVESTOCK NAME	How many [LIVESTOCK NAME] were born in the **past 12 months (poultry: 3 months)?**	How many [LIVESTOCK NAME] did this household buy alive in the **past 12 months (poultry: 3 months)?**	What was the total value of the [LIVESTOCK NAME] purchased in the **past 12 months (poultry: 3 months)?**	How many [LIVESTOCK NAME] were received (gifts, etc.) in the **past 12 months (poultry: 3 months)?**	How many [LIVESTOCK NAME] has this household sold alive in the **past 12 months (poultry: 3 months)?**	What were the total revenues from these [LIVESTOCK NAME] sales?	Who in your household decides on how to use the earnings from the sale of live [LIVESTOCK NAME]? LIST UP TO 2 IDS FROM THE HOUSEHOLD ROSTER		How many [LIVESTOCK NAME] has this household slaughtered in the **past 12 months (poultry: 3 months)?**	How many [LIVESTOCK NAME] died, went missing (lost or stolen), or were given away in the **past 12 months (poultry: 3 months)?**
				NUMBER	NUMBER	CURRENCY	NUMBER	NUMBER	CURRENCY	HHID 1	HHID 2	NUMBER	NUMBER
1	1.1	Large ruminants	Bulls/oxen/steers										
	1.2		Cows/heifers										
	1.3		Calves - males/females										
2	2.1	Small ruminants	Goats - he/she/kids										
	2.2		Sheep - rams/ewes/lambs										
3	3.1	Pigs	Pigs - boar/sows/piglets										
4	4.1	Poultry	Chicken - cocks/broilers										
	4.2		Chicken - Hens/Layers										
	4.3		Other (Ducks/Guinea Fowls/Etc.)										
5	5.1	Equines	Horses										
	5.2		Mules/Donkeys										
6	6.1	Other	Insects (Bees/Crickets/Etc.)										
	6.2		Specify ………………..										

SECTION 2B: LIVESTOCK PRODUCTS

1	PRIMARY RESPONDENT	ID CODE	

			QUESTIONS 3 - 8 ONLY FOR POULTRY						
			2	3	4	5	6	7	8
PRODUCT TYPE	PRODUCT CODE	PRODUCT	ENUMERATOR [OR CAPI] CHECK: IS PRODUCT FROM AN ANIMAL THE HOUSEHOLD REPORTED KEEPING OR OWNING? SECTION 2A: Q3==1 OR Q8 ==1? YES... 1 NO... 2 ▸ NEXT PRODUCT	How many clutching periods did [POULTRY] have on average during the **last 12 months?**	How many [POULTRY] laid eggs **during the last clutching period?**	On average, how many eggs per clutching did each [POULTRY] lay **during their last clutching period?**	This means there were roughly [Q3XQ4] eggs produced in the last clutching period. Roughly how many were consumed by the household?	How many [POULTRY] eggs from the last clutching were sold? IF 0 ▸ NEXT ITEM	What was the total value received for these [POULTRY] eggs? ▸ Q20
				NUMBER	NUMBER	NUMBER	NUMBER	NUMBER	CURRENCY
Meat from slaughter	1	Beef (bovine, adult meat)							
	2	Veal (bovine, calf meat)							
	3	Mutton (goat/sheep meat)							
	4	Pork (pig meat)							
	5	Chicken, whole (not alive)							
	6	Chicken, parts							
Eggs	7	Chicken eggs							
	8	Other poultry eggs							
Milk	9	Cow milk							
	10	Goat or sheep milk							
Other edibles	11	Cheese							
	12	Butter							
	13	Yogurt							
	14	Honey							
	15	Insects/other (specify)							
	16	Other edible item (specify)							
Non-edibles	17	Wool							
	18	Other animal hair							
	19	Silkworm cocoons							
	20	Furs							
	21	Animal skins and hides							
	22	Animal dung							
	23	Animal power							
	24	Other non-edible item, specify							

Designer note:
1. Egg and milk production recall are asked differently because, as items that are produced more frequently, it may be difficult for respondents to accurately recall a 12-month period of production & disposition.
2. If the survey context does not require specific consumption quantities, Q6 and Q12 can be modified to have the same answer options as Q16. This minimum level of detail is necessary to determine whether the production is classified as employment or own-use.
3. When using Q20, Section 2A Q10 must EXCLUDE the reference to "any related byproducts such as milk, eggs, fur, etc."

SECTION 2B: LIVESTOCK PRODUCTS

1	PRIMARY RESPONDENT	ID CODE	

PRODUCT TYPE	PRODUCT CODE	PRODUCT	9	10	11	12	13	14
			During how many of the last 12 months did your household milk [LIVESTOCK TYPE]?	**During the last month that [LIVESTOCK TYPE] were milked,** how many [LIVESTOCK TYPE] were milked?	**During the last month when [LIVESTOCK TYPE] were milked,** how many liters of milk were obtained per day from the entire herd?	This means there were roughly [Q10xQ11] liters of milk produced in the last productive month. Roughly how much of this was consumed by the household?	How many liters of milk were sold/ bartered? IF 0 ▸ NEXT ITEM	What was the total value received for this milk? ▸ Q20
			NUMBER	NUMBER	LITERS	LITERS	NUMBER	CURRENCY
Meat from slaughter	1	Beef (bovine, adult meat)						
	2	Veal (bovine, calf meat)						
	3	Mutton (goat/sheep meat)						
	4	Pork (pig meat)						
	5	Chicken, whole (not alive)						
	6	Chicken, parts						
Eggs	7	Chicken eggs						
	8	Other poultry eggs						
Milk	9	Cow milk						
	10	Goat or sheep milk						
Other edibles	11	Cheese						
	12	Butter						
	13	Yogurt						
	14	Honey						
	15	Insects/other (specify)						
	16	Other edible item (specify)						
Non-edibles	17	Wool						
	18	Other animal hair						
	19	Silkworm cocoons						
	20	Furs						
	21	Animal skins and hides						
	22	Animal dung						
	23	Animal power						
	24	Other non-edible item, specify						

SECTION 2B: LIVESTOCK PRODUCTS

I	PRIMARY RESPONDENT	ID CODE	

PRODUCT TYPE	PRODUCT CODE	PRODUCT	15		16	17	18		19	CODED E/O 20	
			What is the quantity of [PRODUCT] produced in the past 12 months? [INSERT APPLICABLE UNIT CODES]		How much of this [PRODUCT] was consumed by the household? READ OPTIONS ALL............................1 MORE THAN HALF.........................2 LESS THAN HALF..3 NONE......................4	Did this household sell any [PRODUCT] in the past 12 months? YES... 1 NO... 2 ▸ NEXT PRODUCT	What is the quantity of [PRODUCT] sold in the past 12 months? [INSERT APPLICABLE UNIT CODES]		What is the total value of [PRODUCT] sold in the past 12 months?	Who in your household kept or decided what to do with these earnings? LIST UP TO 2 FROM HOUSEHOLD ROSTER	
			QUANTITY	UNIT	CODE		QUANTITY	UNIT	VALUE	HH ROSTER ID CODE #1	HH ROSTER ID CODE #2
Meat from slaughter	1	Beef (bovine, adult meat)									
	2	Veal (bovine, calf meat)									
	3	Mutton (goat/sheep meat)									
	4	Pork (pig meat)									
	5	Chicken, whole (not alive)									
	6	Chicken, parts									
Eggs	7	Chicken eggs									
	8	Other poultry eggs									
Milk	9	Cow milk									
	10	Goat or sheep milk									
Other edibles	11	Cheese									
	12	Butter									
	13	Yogurt									
	14	Honey									
	15	Insects/other (specify)									
	16	Other edible item (specify)									
Non-edibles	17	Wool									
	18	Other animal hair									
	19	Silkworm cocoons									
	20	Furs									
	21	Animal skins and hides									
	22	Animal dung									
	23	Animal power									
	24	Other non-edible item, specify									

SECTION 3: FISHERY PRODUCTION

INCLUDE ONLY FISHING AND ACQUACULTURE ACTIVITIES THAT ARE PART OF A HOUSEHOLD ENTERPRISE OR HOUSEHOLD'S OWN CONSUMPTION. DO NOT INCLUDE HOUSEHOLD MEMBERS WITH PAID ACTVITIES/EMPLOYMENT IN THE FISHING/AQUACULTURE SECTOR.

1	**PRIMARY RESPONDENT** **ID CODE** [ ]	
2	During the past 12 months, did you or any other household members catch or cultivate any fish, crustaceans, or clams/mollusks [INSERT SPECIFIC LOCAL EXAMPLES], either for own use or sale?	[ ] YES...... 1 NO...... 2 ▸ SECTION 4

									CODED E/O	
ITEMS	3	4	5	6		7	8	9	10	
Item List (specific types/species) to be customized per country **ASK ABOUT FISHING ALL ITEMS, THEN ABOUT HARVESTING (AQUACULTURE) ALL ITEMS.**	In the last 12 months, have members of your household FISHED (or HARVESTED) any [ITEM]? ASK ABOUT ALL ITEMS BEFORE CONTINUING TO NEXT QUESTIONS. YES... 1 NO... 2 ▸ NEXT ITEM	In the last 12 months, during how many months did your household fish/harvest [ITEM]?	During these months, how frequently did household members fish for or harvest [ITEM] on average? DAILY............................ 1 TWICE A WEEK.........2 WEEKLY.......................3 TWICE A MONTH ...4 ONCE A MONTH 5	On a typical day, how much [ITEM] did your household fish/harvest? [INSERT APPLICABLE UNIT CODES]		How many of these [UNIT FROM Q6]s are usually consumed by the household?	How many [UNIT FROM Q6]s of [ITEM] are usually sold?	What was the total value of this sale of [ITEM]? CONSIDER ALL TYPES OF SALES, INCLUDING PRODUCTION CONTRACTS	Who in your household kept or decided what to do with these earnings? LIST UP TO 2 FROM HOUSEHOLD ROSTER	
				QUANTITY	UNIT	QUANTITY	QUANTITY		HH ROSTER ID CODE #1	HH ROSTER ID CODE #2
FISHING/WILD CATCH										
FISH										
CRUSTACEANS										
CLAMS/MOLLUSKS										
AQUACULTURE										
FISH										
CRUSTACEANS										
CLAMS/MOLLUSKS										

SECTION 4: FOREST-BASED COLLECTION & PRODUCTION

ONLY COVERS PRODUCTS THE HOUSEHOLD DID NOT PLANT OR CULTIVATE

1.a	PRIMARY RESPONDENT ID CODE		
1	During the past 12 months have you or any member of your household collected (foraged) any forest products (such as wild fruits, honey, wood, mushrooms, wild animals, medicinal plants, etc.) or other natural ("wild") products (e.g. from grasslands, fallows, etc.), for either your own use or sale?		YES... 1 NO... 2 ▸ SECTION 5

		2	3	4	5		6	
PRODUCT CODE	ITEMS Item List must be customized per country	In the last 12 months, have members of your household collected [ITEM]? ASK ABOUT ALL ITEMS BEFORE CONTINUING TO NEXT QUESTIONS. YES... 1 NO... 2 ▸ NEXT ITEM	In the last 12 months, during how many months did your household collect [ITEM]?	During those months in which your household collected [ITEM], how frequently was it collected, on average? DAILY.......................... 1 TWICE A WEEK.........2 WEEKLY.......................3 TWICE A MONTH ...4 ONCE A MONTH.....5	What was the total quantity of [ITEM] collected on the last collection/foraging trip? KG .... 1 GRAM.............................. 2 LOCAL UNIT 1 .... 3 LOCAL UNIT 2 .... 4 OTHER, SPECIFY 5		How many [UNIT FROM Q5] of [ITEM] collected during this last trip was used/consumed by your household? DO NOT INCLUDE ANY AMOUNT PROCESSED AND SOLD. IF Q6=Q5 ▸ NEXT ITEM	
			NUMBER (1-12)	CODE	QUANTITY	UNIT	QUANTITY	UNIT
	WOOD-BASED							
1	Wood for charcoal production							
2	Firewood							
3	Other woods							
	NON-WOOD BASED							
4	Coconuts							
5	Mushrooms							
6	Honey							
7	Palm wine							
8	Ornamental flowers							
9	Medicinal plants							
10	Tea leaves							
	ANIMALS							
11	Snails							
12	Wild birds (pheasant, bats, quail, etc.)							
13	Wild pigs							
	OTHER							
14	Sand, stone, mud							
15	Other, specify							

Designer note:
Products processed using wild/forest products that were NOT collected by the household should be collected under Household Questionnaire Modules for Non-Farm Enterprises or for Time Use, depending on final use of outputs. Enumerator training should reinforce this protocol.

SECTION 4: FOREST-BASED COLLECTION & PRODUCTION

ONLY COVERS PRODUCTS THE HOUSEHOLD DID NOT PLANT OR CULTIVATE

1.a	PRIMARY RESPONDENT	ID CODE	
1	During the past 12 months have you or any member of your household collected (foraged) any forest products (such as wild fruits, honey, wood, mushrooms, wild animals, medicinal plants, etc.) or other natural ("wild") products (e.g. from grasslands, fallows, etc.), for either your own use or sale?		YES... 1 NO... 2 ▸ SECTION 5

						CODED E/O	
		7	8	9	10	11	
PRODUCT CODE	ITEMS **Item List must be customized per country**	From this last trip, how many [UNIT FROM Q5] of [ITEM] did your household sell/trade in its raw state? IF "0" ▸ Q9	What was the price per [UNIT FROM Q5] of [ITEM]? ESTIMATE PRICE IN CASE OF TRADE/ BARTER.	During the past 12 months, how many [UNIT FROM Q5] of [ITEM] did your household process and sell/ trade?	What was total value received for these processed [ITEM] products? ESTIMATE PRICE IN CASE OF TRADE/ BARTER.	Who in your household kept or decided what to do with these earnings? LIST UP TO 2 FROM HOUSEHOLD ROSTER	
		QUANTITY	CURRENCY	QUANTITY	CURRENCY	HH ROSTER ID CODE #1	HH ROSTER ID CODE #2
	WOOD-BASED						
1	Wood for charcoal production						
2	Firewood						
3	Other woods						
	NON-WOOD BASED						
4	Coconuts						
5	Mushrooms						
6	Honey						
7	Palm wine						
8	Ornamental flowers						
9	Medicinal plants						
10	Tea leaves						
	ANIMALS						
11	Snails						
12	Wild birds (pheasant, bats, quail, etc.)						
13	Wild pigs						
	OTHER						
14	Sand, stone, mud						
15	Other, specify						

SECTION 5: AGRICULTURE ASSETS						
ENUMERATOR: INCLUDE ASSETS USED EXCLUSIVELY FOR AGRICULTURE, LIVESTOCK, FISHING, AND FOREST-BASED ACTIVITIES. ASSETS THAT ARE ALSO USED FOR GENERAL HOUSEHOLD PURPOSES SHOULD BE RECORDED IN THE HOUSEHOLD QUESTIONNAIRE, ASSETS SECTION.						
1. PRIMARY RESPONDENT	ID CODE					
					CODED E/O	
ASK Q2 FOR ALL ITEMS FIRST. THEN, CONTINUE WITH THE FOLLOW-UP QUESTIONS FOR EACH ITEM OWNED BY THE HOUSEHOLD.		2	3	4	5	
		Does your household own any [ITEM]? YES... 1 NO... 2 ▸ NEXT ITEM	How many [ITEM]s does your household own?	"If you wanted to sell (one of) the [ITEM] today, how much would you receive? IF MORE THAN ONE ITEM, REFER TO NEWEST	Who in your HH owns (the majority of) [ITEM]? LIST UP TO 2. IF ONLY ONE HH MEMBER OWNS, USE CODE 95 (NO SECOND OWNER) FOR 5b.	
ITEM CODE	ITEM		NUMBER	CURRENCY	HHID CODE 1	HHID CODE 2
101	Hoe, shovel, or similar					
102	Axe, sickle, slasher, or similar					
103	Treadle pump					
104	Ox cart or ox plow					
105	Motorized pump					
106	Tractor					
107	Tractor implements such as plow, ridger, or cultivator					
108	Generator					
109	Grain mill					
110	Fishing boat					
111	Fishing nets					
112	Granary					
113	Barn					
114	Livestock corral or pigsty					
115	Chicken house or similar					
116	Storage structure					
117	Other equipment, specify:					

Designer note:
Items related to agriculture are asked about here, separate from household assets.

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