

FACT

FORTIFICATION ASSESSMENT COVERAGE TOOLKIT (FACT) FIELDWORK MANUAL FOR THE HOUSEHOLD ASSESSMENT TEMPLATE

This document provides a template for a FACT household assessment fieldwork manual.

This document lists the sections and information that must be included in a fieldwork manual and provides guidance on how the modules in the standard FACT household questionnaire should be administered.

This fieldwork manual template is based on the standard FACT household assessment. Therefore, any changes to the standard protocol or questionnaire, including changes to the questions or response options, will need to be reflected in this manual.

This document should be read in conjunction with the following accompanying tools:

- “FACT Household Questionnaire Template” which provides the standard questionnaire for a FACT household assessment;
- “FACT Household Questionnaire Customization Guidelines,” which provides the principles and guidelines for customizing the questionnaire.
- “FACT Manual,” which provides guidance on the sampling design for the household assessment.

Instructions or notes to the user are in red italics.

Version: 2019

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1 Introduction

1.1 Background

Provide a brief description of the background of the FACT survey.

1.2 Objectives

Provide a brief description of the objectives of the household assessment.

1.3 Overview of data collection tools

List all the data collection tools of the household assessment with a brief description of the information they collect (a standard FACT household assessment has one household questionnaire and an accompanying photograph grid).

2 Fieldwork organization

2.1 Composition of the data collection team

Provide a description of the hierarchical structure of the team, including the survey management team and the data collection team, and a description of the number and composition of data collection teams.

2.2 Roles and responsibilities of team members

Provide a description of the roles and responsibilities of all team members.

3 Guidelines on conducting an interview

Provide guidelines on how to handle an interview, particularly

1. *how to establish rapport;*
2. *how to make a good first impression;*
3. *how the interviewer should introduce her/himself to the household;*
4. *how to seek consent;*
5. *where to conduct the interview and notes on privacy;*
6. *how to stress confidentiality;*
7. *how to effectively probe;*
8. *how to answer some typical questions that might be expected from the respondent; and*
9. *any other tips on interviewing and special considerations to note about the local context.*

4 Fieldwork procedures

Provide a description of

1. *the equipment and supplies that the interviewers will be provided with and any instructions on how to routinely check for their functionality;*
2. *how households are selected within each cluster;*
3. *how many households are to be interviewed per cluster;*
4. *how households will be assigned to the interviewer;*
5. *making introductions when reaching the cluster;*
6. *how to find the sampled households;*
7. *who the eligible respondents within a household are;*
8. *what to do if there are problems finding a household or eligible respondent, including*
 - a. *the protocol for revisits (how many visit attempts are to be made before a household is classified as not available); and*
 - b. *how to classify the outcome of the interview (interview completed, partially completed, permission refused, eligible respondents not available, household not eligible, dwelling not found, dwelling vacant or address not a dwelling, dwelling destroyed);*
9. *the protocol for replacing households, if applicable; and*
10. *what to do at the end of an interview (such as how to thank respondents for their time, give them a small gift as a token of appreciation for their time if applicable, procedures for handing in the questionnaires to the supervisor).*

5 Guidelines for administering the questionnaire

Provide guidelines on how to read the questionnaire and fill it in. For example, explain what the different font styles mean (e.g., blue italics are instructions for interviewers or questions that the interviewers need to answer and record; they are not to be read out loud to the respondent), and provide instructions on the skips.

If administering the survey using computer-assisted personal interviewing (CAPI), then provide guidance on how to handle the computer unit. In particular, this guidance should include

- *what the different buttons on the computer unit mean;*
- *how to turn it on, connect to the internet, connect to Bluetooth, etc.;*
- *what to do if a computer unit crashes;*
- *general instructions on how to look after the computer unit;*
- *how to open the CAPI application and how to load the questionnaire;*
- *how to read the questionnaire (font styles, multiple response options versus single response, etc.);*
- *how to fill in the questionnaire in CAPI;*
- *how to read the errors or warnings that are flagged and address them;*
- *how to validate the questionnaire;*
- *how to go backward and forward between questions and modules;*
- *how to finish and save a questionnaire;*
- *how to return to a completed questionnaire if needed; and*
- *how to transmit the questionnaire to the supervisor.*

6 Household questionnaire modules

Provide an explanation of how the modules and questions in the household questionnaire should be administered. Sample text for a standard FACT household questionnaire is included, but any changes to the standard household questionnaire must be reflected here.

6.1 Household identifying information

Before you go to a selected household, fill in the identification information in this module (HH1 to HH6). The identification information will be given to you by your supervisor.

6.2 Visit information

Before you go to a selected household, fill in HH7 to HH9.

Once you are at the household and before you start the interview, fill in HH10 to HH12.

[Note: instructions on how to record GPS coordinates must be included in this section.]

HH14 and HH15 will be filled in after you have conducted the interview.

HH15: Outcome of the visit

At the end of each visit to a household, you must record the result of your visit. You will make every attempt to contact and interview the household, but sometimes you may make several attempts to revisit the household and still be unable to conduct the interview.

The following are descriptions of the various result codes:

- **Completed:** Select this when you have completed the household interview.
- **Partially completed (revisit):** Select this when you have started the interview but then for some reason the interview had to be interrupted (e.g., the respondent had to leave) for some period of time, and the interview will resume at a later time. In this case, this household will need to be revisited.
- **Partially completed (refused after starting the interview):** Select this when you have started the interview but then at some point the respondent refused to continue with the interview. In this case, there will be no revisit attempt.
- **Refused:** Select this when either the respondent to the household roster or the caregiver refuses to participate in the survey. The impression you make during your initial contacts with members of a household is very important. Be careful to introduce yourself and explain the purpose of the survey. Stress that the interview takes only a short amount of time and that the information will be confidential. If the individual with whom you first talk is unwilling to cooperate, ask to speak with another member of the household, such as the household head. Suggest that you can return at another time if it would be more convenient. If the individual still refuses to cooperate, then select this code and report the problem to your supervisor. In this case, there will be no revisit attempt.
- **No household member/eligible respondent at home or no competent respondent at home at time of visit:** Select this when there is no household member at home at the time of the visit who is eligible to respond to the questionnaire (e.g., there is no household member of at least 18 years of age who is available at home to respond to the roster or the selected caregiver is not available) or when the eligible respondent is available at home but you are unable to interview that person because he/she is sick or incapacitated. In this case, this household will need to be revisited.

- **Entire household/eligible caregiver absent for extended period of time:** Select this when the entire household or selected caregiver is absent for an extended period of time. This code is to be used only in cases in which no one is at home (or the selected caregiver is not at home) and the neighbors say that no one will return for several days or weeks. Since the neighbors may be mistaken, you should make revisits to the household to check whether someone has returned. Once it is determined that the person in question is indeed absent for an extended period of time, there will be no revisit attempt.
- **Dwelling vacant or address not a dwelling:** Select this if you find that the dwelling is vacant or the address is not a dwelling. In some cases, you may find that a structure number assigned to you is unoccupied—i.e., it is empty with no furniture and is not being lived in. At other times, you may find that a structure is not a residential unit but is a shop, church, school, workshop, or some other type of facility that is not used as a living area. After making sure there are no residential units in the back of or above the premises, select this code and inform your supervisor. In this case, there will be no revisit attempt.
- **Dwelling destroyed:** The dwelling has been destroyed (either you cannot find it and residents in the area tell you it has been destroyed, or you can see that it has been destroyed).
- **Dwelling not found:** You should make a thorough search, asking people in the area whether they are familiar with the address or the name of the household head. Select this code if you are still unable to locate the structure, and inform your supervisor. In this case, there will be no revisit attempt.
- **Household ineligible:** Select this when the household turns out to be ineligible. In this case, there will be no revisit attempt. A household is considered ineligible if, after completing the household roster, you discover that the household does not have a child 6–59 months of age.
- **Selected caregiver <15 years:** If the caregiver of the randomly sampled child turns out to be less than 15 years of age, then this household should not be interviewed as no children under the age of 15 should be interviewed.
- **Other (specify):** There may be times that you cannot interview a household and the above categories do not describe the reason. For example, cases that would fit in the “Other” category would be the flooding of an entire cluster that makes it inaccessible or the quarantining of a household because of disease.

6.3 Introduction and consent

The first part of the questionnaire (the household roster) can be administered to any adult member of the household who is at least 18 years of age, is knowledgeable about the household, and can provide the information needed to fill in the household roster. You may only interview a child aged 15–17 if there is no adult member of the household or all adult members are incapacitated. You may not interview a child under the age of 15. If no eligible respondent is present at the time of the visit, go on to the next household and revisit the first household later.

Once you have identified an eligible respondent, introduce yourself and seek the respondent’s consent for participation in the survey. Read the informed consent statement exactly as it is written. This statement explains the purpose of the survey. It assures the respondent that his or her participation in the survey is completely voluntary and that he or she can refuse to answer any questions or stop the interview at any point.

If the respondent does not agree to be interviewed, select “No,” thank the respondent, and end the interview. Then, select “Refused” as the outcome of the visit.

6.4 Household roster

[Note: The definition of what constitutes a household that is specific to the country of study must be inserted here at the start of this section. This definition must be detailed and must provide inclusion and exclusion criteria as well as examples of possible tricky scenarios and special cases that interviewers might face and how they should treat those cases.]

How to complete this module:

- Complete HR2 and HR3 for all household members at the same time (i.e., for every name the respondent mentions, ask HR3 and then move on to the next name).
- Once you have finished HR2 and HR3, probe again to check that the respondent has not forgotten anyone else, particularly those who are not currently at home, any infants or small children, and any others who may not be family (such as servants, friends) but who usually live in the household.
- Then, complete HR4 to HR9 for each household member, one at a time.

HR2: Please tell me the names of all the people who usually live in your household and eat from the same pot of food, starting with the household head.

Please enter the names of household members in the following order:

- Household head
- First wife or husband of household head
- Other wives of household head
- Their children
- All other adults
- All other children

You must enter the household head's name first.

Recording names:

- Record the full names of all household members.
- If two people have the same first name and family name, mark which one is older to identify them (e.g., "AISHA OLDER" and "AISHA YOUNGER").

HR3: What is [name]'s relationship to the head of the household?

Record how the person listed is related to the household head. If the respondent is not the household head, be sure to record the relationship of each person to the household head, not the relationship to the respondent.

Example: If the respondent is the wife of the household head and she says that Simon is her brother, then Simon should be coded as "Brother/sister-in-law" and not as "Brother/sister."

If the household head is married to a woman who has a child from a previous marriage, that child's relationship to the household head should be coded as "Adopted/foster/stepchild."

HR4: What is [name]'s gender?

Record the gender.

- Do not guess the sex of the household member from the name provided to you.
- As the respondent lists everyone in the household, he/she may indicate the sex of the person at the same time, for instance by saying "My sister Pamela." In this case, you do not need to ask the sex of the household member again as it is already obvious that the person is a female.
- However, when a name is mentioned that can be used for both males and females, never use your judgment. Even in cases when you think that the name would likely be a male's or a female's name, have the respondent confirm the sex.

HR5: How old is [name] in completed years?/HR6: How old is [name] in completed months?

Record age in completed years or months.

- This is the age in completed years or months. Completed age is also defined as ‘the number of completed years since birth.’ For example, if Aisha is turning 24 years in one week, her completed age is 23 years.
- For children less than five years (60 months) of age, provide the age in years and months. For older children and adults, provide it only in years (completed years).

For children less than five years of age, if the exact birth date is not known, the interviewer can ask for immunization cards and other documentary proof of date of birth (e.g., birth certificate, any hospital card).

[Note: Instructions on how to use the local events calendar must be included in this section.]

HR7: Is [name] currently attending school or university/college?

Include formal schools only, which includes primary, secondary, and postsecondary school, and any other intermediate levels of schooling in the formal school system. This does include technical or vocational training beyond the primary school level, such as long-term courses in mechanics or secretarial work.

Do not include preschool, religious schools, or short courses like typing or sewing.

HR8: Has [name] completed at least five years of schooling?

Similarly, include only whether the household member has completed at least five years of formal schooling.

HR9: Who is [name]’s primary caregiver?

For all children 6–59 months of age, identify the primary caregiver of that child.

The caregiver does not have to be the biological mother of the child. Rather, the caregiver is the person (female or male) who takes care of the child most often and feeds the child most meals on most days.

This question is very important because, at the end of the roster, we will randomly select one child 6–59 months of age and administer the rest of the questionnaire to the caregiver of that child.

Look for the name of the caregiver in the roster, and then record the line number of the caregiver.

6.5 Respondent selection

HR10: Record the line number of the respondent who answered the household roster.

Go back to the household roster, and look for the line number of the person who answered the roster.

[Note: If the survey uses CAPI and the sampling protocol is done automatically by the CAPI program, then the instructions below will not be needed.]

HR11: Record the total number of children 6–59 months of age in the household.

Once you have completed the household roster, count the number of children 6–59 months of age living in the household (all children who are at least 6 months of age but have not yet completed their fifth birthday). A child who has his/her fifth birthday the following day should be counted in this category, but, by contrast, a child who has had his/her fifth birthday the day before the interview should not be counted.

Thank the respondent for his/her help in filling in the household roster.

If there are no children 6–59 months of age in the household, confirm this with the respondent and then thank the respondent for her/his time, end the interview, and inform your supervisor.

HR12: Record the line number of the randomly selected child.

For the rest of the questionnaire, ask questions about the child 6–59 months of age in the household and that child’s caregiver.

If there is only one child 6–59 months of age in the household, enter the line number of that child.

If there is more than one child 6–59 months of age in the household, then randomly select only one of them using the Kish grid table and enter the line number of the randomly selected child (on a paper form) or automatically (on an electronic form). Do the random selection using the following procedure:

Step 1: List all children 6–59 months of age identified in the household roster (starting with the youngest child and increasing in age). Record age (in months), name, and line number of the child. Add as many rows as needed.

Step 2: From the grid below, look up the row with the corresponding number of eligible children and the column corresponding to the last digit of the household number of the household. This method of random selection will tell you which child to select from your numbered list.

Example: There are two children 6–59 months of age and the household ID is 06 (last digit: 6). You will select the second child (i.e., number 2) from the top of your list of children ordered by increasing age.

		Last digit of household ID number									
		1	2	3	4	5	6	7	8	9	0
Number of children <5 in this household	1	1	1	1	1	1	1	1	1	1	1
	2	1	2	2	1	1	2	1	1	2	2
	3	3	1	1	3	2	1	3	2	2	2
	4	4	3	3	3	3	4	2	2	2	2
	5	1	2	4	5	5	5	4	2	1	4
	6	4	5	4	3	5	1	3	6	6	3
	7	3	5	6	2	2	2	7	1	2	2
	8	4	5	4	2	3	3	7	2	8	3
	9	9	3	6	6	6	4	9	9	6	6
	10	4	4	8	2	10	6	9	8	9	4

HR13: Record the line number of the caregiver of the randomly selected child.

Look for the name of the selected child in the household roster. Once you locate the child in the roster, check who the caregiver of that child is (answer to HR9). Record the line number of the caregiver of the child.

The rest of the questionnaire should be administered to the selected caregiver, and all questions specific to the caregiver and the child 6–59 months of age (child feeding practices, dietary diversity module, individual consumption module, and health and nutrition module) need to be answered for the child and caregiver that were selected in this module.

If the selected caregiver turns out to be less than 15 years of age, then you must thank the respondent, end the interview, and inform your supervisor.

HR14: Is [name of caregiver] available for the interview?

The rest of the questionnaire needs to be administered to the selected caregiver. Check if the selected caregiver is available. If yes, proceed. If not, end the questionnaire and schedule another time to visit the household when the caregiver is available. If the respondent tells you that the caregiver is unavailable over the long term, inform your supervisor.

HR15: Has [name of caregiver]’s oral consent/assent been obtained?

Read the consent statement aloud to the selected caregiver exactly the way it is written. If informed consent has been given, then proceed. If the caregiver does not give her/his consent, then you must end the questionnaire, thank the respondent for his/her time, and inform your supervisor.

HR16: Has the oral consent of a household member ≥ 18 years of age been obtained?

This question is asked only if the caregiver is between 15 and 17 years of age. In such a case, we would seek the *assent* of the caregiver in HR15 and also seek the consent of another household member who is at least 18 years of age to interview the caregiver. Record whether the consent of another adult member of the household has been granted to interview the selected caregiver. If yes, proceed. If no, end the interview and inform your supervisor.

HR17: Record the line number of the household member who gave consent for the caregiver to be interviewed.

This question is asked only if the caregiver is between 15 and 17 years of age. Record the line number of the adult member who has given consent to interview the caregiver.

6.6 Household characteristics and assets**HC1: Does your household have electricity?**

Record whether the household has access to electricity or not.

HC2: What fuel does your household mainly use for cooking?

Make sure that the respondent understands that this question is about **cooking** fuel and not fuel for heating or lighting.

- We are interested in the main fuel that is used. If more than one source of fuel is used, probe to determine the fuel that is used most of the time for cooking.
- Select ONE appropriate response.
- If the type of cooking fuel mentioned by the respondent is not on the list, select "Other" and type in the specific name of the cooking fuel.

HC3: What is the main material of the floor of the dwelling?

This is an observation and not a question since you will usually be able to see for yourself what kind of floor the house has. You can select only one option, so if there is more than one kind of material, select the **main** material.

If the material is not on the list, select "Other" and type in the name of the floor material you observe.

[Note: To train interviewers, it is recommended to have photos of the materials in this manual.]

HC4: What is the main material of the roof of the dwelling?

This is an observation and not a question since you will usually be able to see for yourself what kind of roof the house has. If you are not sure, however, ask. You can select only one option, so if there is more than one kind of material, select the **main** material.

If the material is not on the list, select "Other" and type in the name of the roof material you observe.

[Note: To train interviewers, it is recommended to have photos of the materials in this manual.]

HC5: What is the main material of the exterior walls of the dwelling?

This is an observation and not a question since you will usually be able to see for yourself what kind of exterior walls the house has. If you are not sure, however, ask. You can select only one option, so if there is more than one kind of material, select the **main** material.

If the material is not on the list, select "Other" and type in the specific name of the material you observe for the exterior walls.

[Note: To train interviewers, it is recommended to have photos of the materials in this manual.]

HC6: Do you or does anyone in your household own a ...?

Prompt for each item by reading out the listed assets one after the other, and select the appropriate responses. Remember: this question is not asking whether the respondent has any of these items but whether any household member does.

[Note: This question is used to construct the Multidimensional Poverty Index and the Demographic and Health Survey wealth index. Check both these questionnaires and manuals for the country of study to determine whether this question includes assets that are not functioning.]

HC7: Does any member of your household own any agricultural land?

Select the appropriate response. You can select only one option.

Find out whether any member of the household owns any land that can be used for agriculture. Agricultural land refers to land that is used for growing crops (the crops may be food for people, food for animals, or other nonfood crops), raising animals, and grazing animals. In answering this question, common land used to graze animals but not owned by the household should not be included.

If one of the household members is a tenant on land owned by someone else, do not include it because they do not own it.

HC8: Does this household own any livestock, herds, other farm animals, or poultry?

Select the appropriate response. You can select only one option.

This question is about the ownership of livestock. If a household owns livestock but is not currently caring for this livestock, you should still record the household as answering “Yes.”

HC9: How many [animal] does the household own?

If the household owns livestock, prompt for each animal type and enter the amount owned. For each animal type, if none are owned, enter “00.” If more than 95, enter “95.” If unknown, enter “98.”

At the end, ask whether the household owns any other animals that have not been mentioned above. If yes, specify the animal type and enter the amount owned.

HC10: Does any member of this household have a bank account?

Select the appropriate response. You can select only one option.

Ask whether any member in the household has an account with a bank, credit association, or other similar organization in which they can deposit and withdraw funds. This does not include savings programs at the community level.

6.7 Water, sanitation, and hygiene

W1: What is the main source of drinking water for the members of your household?

Be sure the respondent is thinking only of drinking water and not water used for other purposes, such as washing dishes, washing clothes, and bathing.

- If drinking water is obtained from several sources, probe to determine what the main source is—i.e., where the household gets water most of the time or for most of the months in the year.
- If the source varies by season, record the main source used at the time of interview.

You can select only one option.

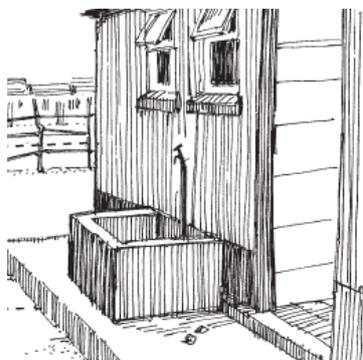
If the source is not on the list, select “Other” and type in the main source of drinking water reported.

Definitions of various types of drinking water sources are as follows¹:

- **Piped water into dwelling:** A water service pipe connected with in-house plumbing to one or more taps (e.g., in the kitchen and bathroom).



- **Piped water to yard/plot/compound:** A piped water connection to a tap placed in the yard or plot outside the house.



- **Water piped to neighbor:** A pipe connected to one of the household's neighbors' dwellings, yards, or plots.
- **Public tap or standpipe:** A public water point from which people can collect water. A standpipe is also known as a public fountain or public tap. Public standpipes can have one or more taps and are typically made of brickwork, masonry, or concrete.



¹ Photos and descriptions of the various types of drinking water sources are from ICF, Demographic and Health Survey: Interviewer's Manual, (Rockville, MD, USA, 2017), <https://dhsprogram.com/publications/publication-dhsm1-dhs-questionnaires-and-manuals.cfm>.

- **Tube well or borehole:** A deep hole that has been driven, bored, or drilled, with the purpose of reaching groundwater supplies. Water is delivered from a tube well or borehole through a pump, which may be powered by human, animal, wind, electric, diesel, or solar means. Boreholes are usually protected by a platform around the well, which leads spilled water away from the borehole and prevents infiltration of runoff water at the well head.



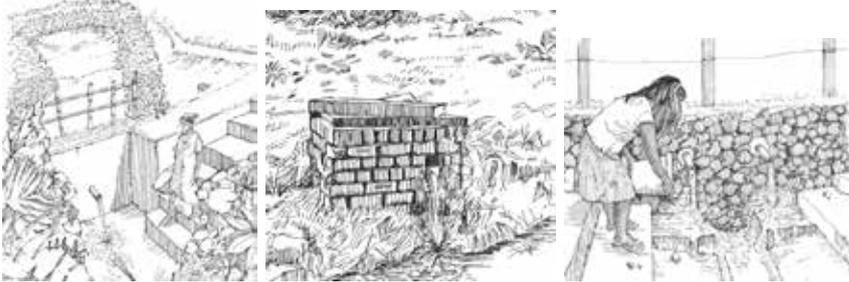
- **Protected dug well:** A dug well that is protected from runoff water by a well lining or casing that is raised above ground level and a platform that diverts spilled water away from the well. A protected dug well is also covered, so that bird droppings and animals cannot fall into the well. Both conditions must be observed for a dug well to be considered as protected.



- **Unprotected dug well:** A dug well for which one or both of the following conditions is true: (1) the well is not protected from runoff water; or (2) the well is not protected from bird droppings and animals. If at least one of these conditions is true, the well is unprotected.



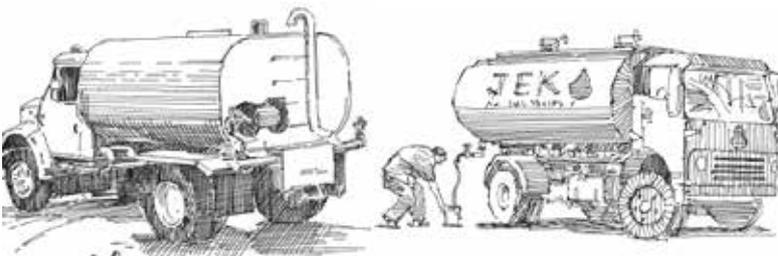
- **Protected spring:** A spring typically protected from runoff, bird droppings, and animals by a spring box, which is constructed of brick, masonry, or concrete and is built around the spring so that water flows directly out of the box into a pipe or cistern without being exposed to outside pollution.



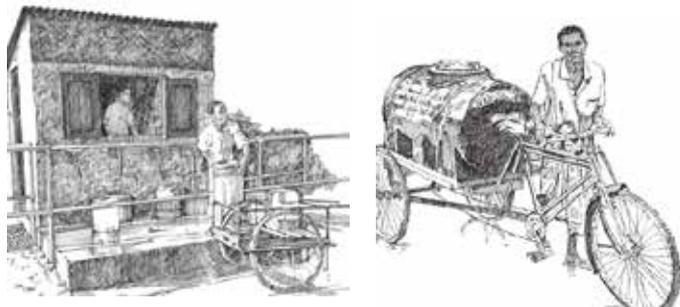
- **Unprotected spring:** A spring that is subject to runoff, bird droppings, or the entry of animals. Unprotected springs typically do not have a spring box.
- **Rainwater:** Rain that is collected or harvested from surfaces (by roof or ground catchment) and stored in a container, tank, or cistern until used.



- **Tanker truck:** The water is trucked into a community and sold from the water truck.



- **Cart with small tank/drum:** A provider transports water into a community using a cart. The cart could be motorized or nonmotorized (e.g., donkey carts). This could also include drinking water that comes in jerry cans and is sold by street vendors.



- **River or stream; dam, lake, or pond; canal or irrigation channels:** Surface water that is located above ground.



- **Bottled water:** Water that is bottled and sold to the household in bottles.
- **Sachet water:** Water that is packaged in a plastic sachet and sold to the household in sachets.

W2: Where is that water source located?

Select the appropriate response. You can select only one option.

IN OWN DWELLING and IN OWN YARD/PLOT means the water is located in the dwelling or in the yard of the household (such as a well that is in the yard). If the household gets its water delivered to the dwelling from a TANKER TRUCK or CART WITH A SMALL TANK, you would record ELSEWHERE because the truck or cart does not reside in the dwelling or yard.

W3: How long does it take to go there, get water, and come back?

Include the time it takes to get to the source, wait to get water (if necessary), and get back to the house. Record the time it takes to get water by whatever means of transportation the person generally uses, whether the person walks or rides a bicycle or motor vehicle. If the respondent tells you that the water is delivered to their dwelling (a situation that could arise if the water comes from a tanker truck or a small cart with a tank and the truck or cart delivers right to the dwelling), record "000."

Record the number in minutes. Convert answers given in hours to minutes.

If the respondent does not know, enter "998."

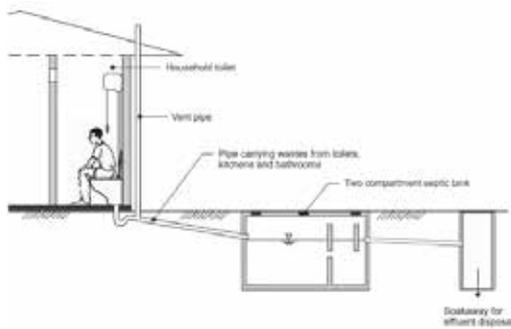
W4: What kind of toilet facility do members of your household usually use?

If the respondent cannot give a clear answer or is unfamiliar with the types of facilities available, it may be necessary to observe the facility. If so, ask permission to do so.

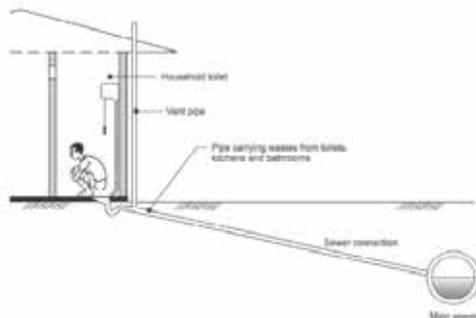
- If the respondent answers or it is observed that the household members have no facilities or use the bush or field, select “No facilities/bush/field.”
- If the respondent answers in general terms such as “flush toilet,” probe to determine where the toilet flushes to. Likewise, if the respondent answers “latrine,” probe to determine the type of latrine.
- Select only one answer.
- Do not prompt or read options.

Definitions of various types of toilet facilities are as follows²:

- **Flush to septic tank:** An excreta (feces and urine) collection device involving a watertight settling tank normally located underground, away from the house or toilet.

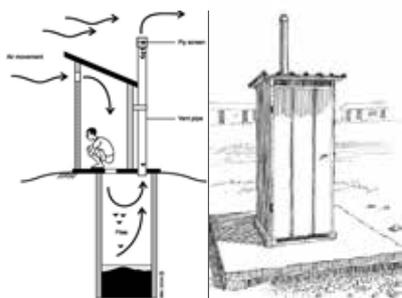


- **Flush to piped sewer system:** A system of sewer pipes designed to collect human excreta and wastewater and remove them from the household environment. Sewerage systems consist of facilities for collecting, pumping, treating, and disposing of human excreta and wastewater.

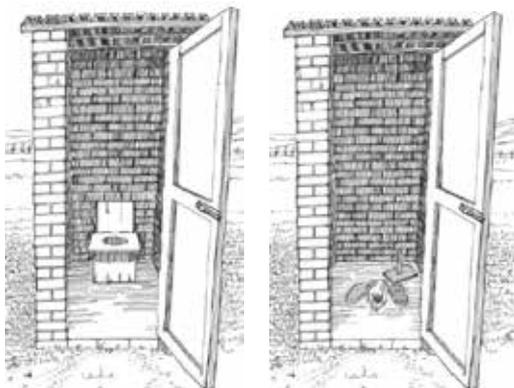


² Photos and descriptions of the various types of toilet facilities are from ICF, Demographic and Health Survey: Interviewer's Manual (Rockville, MD, USA, 2017), <https://dhsprogram.com/publications/publication-dhsm1-dhs-questionnaires-and-manuals.cfm>.

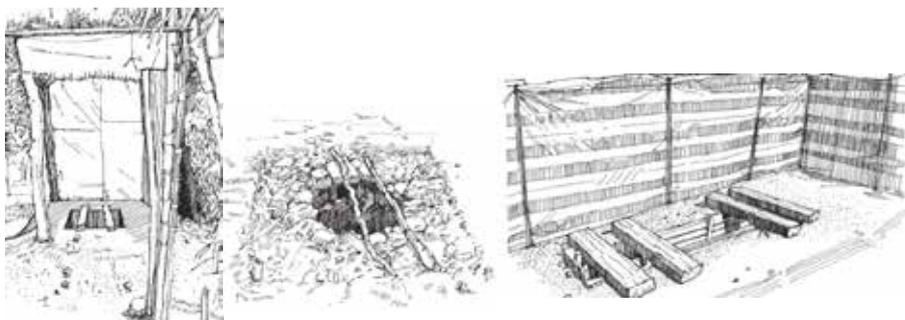
- **Flush to pit (latrine):** A system that flushes excreta into a hole in the ground.
- **Flush to somewhere else:** A system that flushes excreta in or nearby the household environment into a location other than a sewer, septic tank, or pit (e.g., excreta may be flushed to the street, yard/plot, drainage ditch, river, stream, field, or other location).
- **Flush to do not know where:** A circumstance in which the household does not know or you cannot observe to where the toilet flushes excreta.
- **Ventilated improved pit latrine:** A type of pit latrine ventilated by a pipe extending above the latrine roof. The open end of the vent pipe is covered with gauze mesh or fly-proof netting and the inside of the superstructure is kept dark.



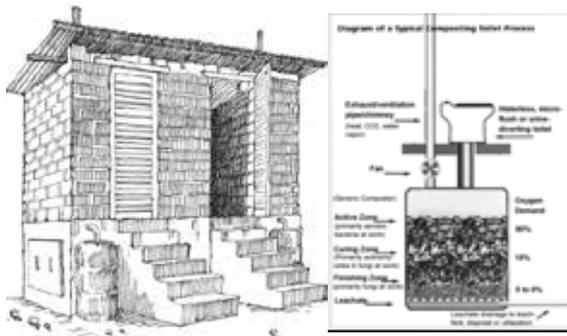
- **Pit latrine with slab:** A latrine that uses a hole in the ground for excreta collection and has a squatting slab, platform, or seat (made of concrete, steel, or wood to allow standing with ease) that is firmly supported on all sides, easy to clean, and raised above the surrounding ground level to prevent surface water from entering the pit.



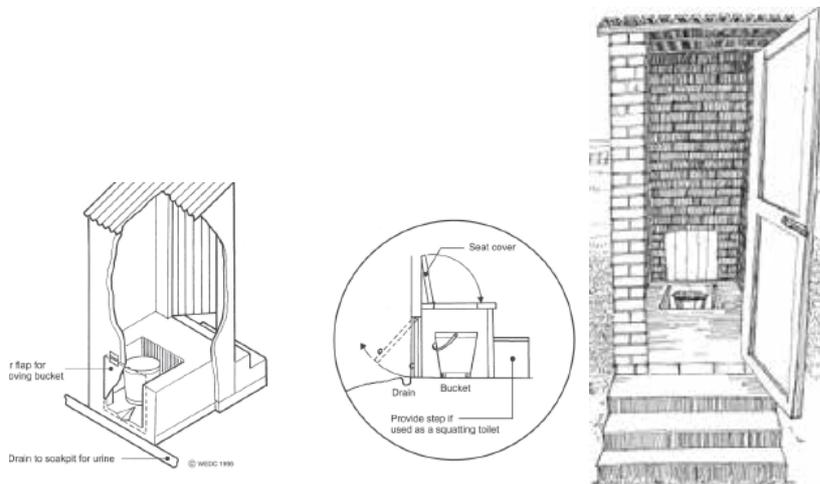
- **Pit latrine without slab/open pit:** A latrine without a squatting slab, platform, or seat. An open pit is a rudimentary hole in the ground where excreta is collected.



- **Composting toilet/ecosan:** A toilet into which excreta and carbon-rich material are added (vegetable waste, straw, grass, sawdust, ash, or some chemicals) and special conditions maintained to produce inoffensive compost.



- **Bucket toilet:** The use of a bucket or other container for the retention of feces (and sometimes urine and anal cleaning material), which is periodically removed for treatment or disposal.



- **Hanging toilet or hanging latrine:** A toilet built over the sea, a river, or other body of water into which excreta drop directly.



- **No facility, bush, field:** This category includes excreta wrapped and thrown away with garbage, the “cat” method of burying excreta in dirt, defecation in the bush or field or ditch, and defecation into surface water (drainage channel, beach, river, stream, or sea).

W5: Do you share this toilet facility with other households?

Determine whether the facility is shared with one or more other households within the same or a different structure.

Select only one answer.

6.8 Short birth history

BH1: Altogether, how many live births have there been in your household in the past five years?

Please note that these are very sensitive questions. The purpose of this question and the following is to determine whether any child that was recently (i.e., within the past five years) born to any member of the household has died.

Any child born to any of the female members of the household that showed any sign of life after being born will be included in the count. Make sure to include all the live births in this household in the past five years whether they are from the same mother or from different mothers. All miscarriages and stillbirths must be excluded.

This question is about the number of live births in the household in the past five years regardless of whether the mother of that child is or is not still in the household today. If a married woman who was part of the household two years ago had a child (while she was a member of the household), then subsequently got divorced and left, you should still count that child. If a woman recently joined the household a year ago but had a miscarriage three years ago when she was not part of this household, then it would NOT count.

This question is not about how many births the members of the household have had in the past five years. It is about the number of children that were born into the household in the past five years.

BH2: Is this child/are these children still alive?

Select appropriate response:

- If all children are alive
- If one or more of the children are not alive
- If the respondent does not know, try to ascertain whether others in the household who are present would know. As a last alternative, if the information cannot be determined, select “Don’t know” as a response.

Please note that this is a very sensitive question. Some respondents may be reluctant to talk about this subject and may become sad or upset that you are asking such questions. Be sympathetic and tactful in such situations. Say that you know the subject is sensitive but that the information is important.

6.9 Household hunger scale

HHS1: How many times in the past 30 days was there ever no food to eat of any kind in your house because of lack of resources to get food?

Explain to the respondent that you are asking about something that happened over the past one month/30 days.

- First, help the person identify an event (maybe a holiday or birthday) one month/30 days ago so he/she understands the timeframe.

- This question asks about a situation in which there was no food to eat of any kind in the house because food was not available to household members through the usual means (e.g., through purchase or barter, gifts, from the garden or field, from storage structures).
- “Food” means all foods, not just the major staple food whose name is synonymous with “food” in some cultures.
- “Lack of resources” refers to the lack of money to buy food or the inability to produce or barter for food.
- Only count the times when no one in the household had food to eat. For example, if on one day in the last 30 days the adults in the household did not eat because there was not enough resources to buy food for everyone in household, but the children still ate, then you should NOT include this time.

Ask him/her the question and record the number. If the person responds “none,” then record 00.”

HHS2: How many times in the past 30 days did you or any household member go to sleep at night hungry because there was not enough food?

This question asks whether the respondent or other household members felt hungry at bedtime because they did not have enough food to eat during the day or night.

To be “hungry” means to have a compelling need or desire for food, to have a painful sensation, or to be in a state of weakness caused by the need for food. A hungry person may have eaten something but not enough to fill his/her stomach.

Ask him/her the question, and record the number. If the person responds “none,” then record “00.”

HHS3: How many times in the past 30 days did you or any household member go a whole day and night without eating anything at all because there was not enough food?

This question asks whether any household member did not eat from the time they awoke in the morning to the time they awoke the following morning because there was not enough food.

To “go for a whole day and night without eating” refers to not eating because there was not enough food. It does not refer to times when the person chose not to eat for a whole day (for example, when dieting or fasting such as during Ramadan).

Ask him/her the question, and record the number. If the person responds “none,” then record “00.”

6.10 Child feeding practices

CF1: Is [name of child] currently breastfed?

This question refers to current breastfeeding regardless of whether the child is exclusively breastfed (i.e., receives only breast milk and no other liquids or solids) or consumes other foods or drinks.

Select only ONE option.

A child could be breastfed by taking breastmilk directly from the caregiver but also in different ways (e.g. by bottle or spoon, or receiving breastmilk from another woman or women).

CF2: Does [name of child] take any food or drink other than breastmilk, including water?

This question refers to whether the child is given any other food or drink, including water, regardless of the amount.

This question asks whether the child in general is given any other food or drink (for example, if the child was given holy water in the past but not anymore, this should be a “YES”).

- Select the appropriate response.
- Select only ONE option.

CF3: How many times was [name of child] fed mashed or pureed food or solid or semisolid foods other than liquids from the time [name of child] woke up yesterday to when [name of child] woke up today?

First, **define the time of recall** to ensure the caregiver knows you are interested in the number of times the child was fed since the child woke up yesterday to when she/he work up today.

This question refers to the number of times the child was fed, regardless of the amount.

- Remember this is about the number of times the child was fed any meal or snack and not the number of items or quantity of food the child was fed.
- You may need to use probes to help the respondent remember all the times the child ate yesterday.

Include the following:

- solid, semi-solid, or soft foods such as family foods and any special dishes prepared for infants and young children
- thick soups and stews
- thick paps and porridges

Exclude the following:

- all liquids
- very thin, watery soups and gruels because infants and young children do not get enough energy (calories) from them
- very small snacks, such as a bite or two of someone else’s food

6.11 Dietary diversity

DD01 to DD19: Since the time you woke up yesterday to when you woke up today, did you and [name of child] have any of the following things to eat or drink?

Fill the module in the following way:

- First, **define the time of recall** (i.e., since the time you woke up yesterday to when you woke up today) to ensure the caregiver knows you are interested in the items he/she and the child ate or drank since the time they woke up yesterday to when they woke up today. Do not include anything they have consumed since they woke up today.
- First administer these questions to the caregiver, and then ask the caregiver to answer these questions for the child.
- Read out each list of items (DD1, then DD2, DD3, etc.), and select all that apply.
- With each question, remind the respondent of the time of recall.

Notes:

- Do not assume that if the caregiver had one of the food items, then the child also had that food item. Ask about each food item one at a time for both the caregiver and the child.
- If the caregiver being interviewed was fasting during the past 24 hours, please ask him/her to respond based on the last day they ate a normal diet.
- In DD1, “water” refers to any type of drinking water including holy water.
- In DD17, if the respondent ate any food that was cooked with any amount of butter/fat/oil, then this counts as “YES.”

[Note: This module in the questionnaire needs to be adapted to include as many examples of local foods as possible. If this is not done in the questionnaire (though doing so is highly recommended), then examples of locally available foods for each of the food groups in this module need to be inserted here].

6.12 Food vehicle fortification coverage

These modules are among the most important modules in the questionnaire. It is very important that interviewers ask the questions carefully, help the respondents understand what is being asked of them, and probe effectively.

If the respondent does not know the answers to any of the questions, ask if there is another household member who is more knowledgeable about these questions and who can help provide answers.

Food vehicle 1:

[Note: In the questionnaire, this module is repeated for each food vehicle that is included in the fortification program; therefore this section in the manual may also be repeated for each food vehicle (if differences exist in the interpretation of response options for different food vehicles) or written once with a note explaining that it is relevant for each of the fortification coverage modules].

FV1: Does your household use [INSERT FOOD VEHICLE]?

This question aims to find out whether [FOOD VEHICLE] is a staple food in the household, meaning that anyone in the household, not only the caregiver, uses it to prepare foods at home.

- Check “Yes” if the caregiver tells you the household uses [FOOD VEHICLE], regardless of how often they use it and regardless of whether they currently have it in the house or not.
- Click “No” only if the caregiver tells you that the household never uses [FOOD VEHICLE]. In this case, skip the rest of the module.

FV2: What is the main type of [INSERT FOOD VEHICLE] that your household uses on most days?

Probe to get the main type of [FOOD VEHICLE] that the household uses for most meals on most days.

- Only one answer is possible.
- Do not suggest possible answers. However, you can explain to the respondent that this is not about the brand of the [FOOD VEHICLE] but the type of the [FOOD VEHICLE].
- This does not refer to the type of [FOOD VEHICLE] that they currently have in the house, but the one they use most often.
- If the type of [FOOD VEHICLE] is not on the list, select “Other” and write in the specific name of the type.

FV3: The last time your household got [INSERT FOOD VEHICLE], where did you get it from?

This question and all the subsequent questions will ask about the last time the household got the [FOOD VEHICLE], regardless of whether they currently have it in the house or not.

This question is very important. The purpose of the question is to find out if the [FOOD VEHICLE] the household got the last time was industrially produced or home produced. The interviewer needs to properly probe this.

- **Purchased:** This means the item was purchased from a retail shop, a wholesaler, a supermarket, or another household that buys and resells the products. The important thing is that they obtained it from an external source and thus it was not made at home (i.e., it was industrially produced).
- **Made it at home:** This means that it was produced at home, home farm, or family factory. It does NOT have to be made at the household’s house. For instance, the household could have bought the food from another household in the community that makes that food in their home.
- **Received from relative/friend or food aid:** The item was a donation or gift from a friend or relative or food aid program.

If the option is not on the list, select “Other” and write in the source of the [FOOD VEHICLE].

FV4: The last time your household got [INSERT FOOD VEHICLE], did you get it in its original package or not?

Original package: The item was in the original packaging from the manufacturer, sealed, with monograms and logos (i.e., it has brand information on the packaging).

Not in original package:

- The product is not in the original container from the manufacturer.
- The product is taken from its original packaging at the store and transferred into a new container (perhaps one provided by the store, such as a used Coke bottle or plastic bag, or the respondent's own container), and the brand is known.
- The food vehicle was taken from its original packaging and repackaged in a new container, and the respondent does not know the original source.

If the option is not on the list, select "Other" and write in the specific response to the question.

FV5: The last time your household got [INSERT FOOD VEHICLE], what was the brand?

Select only one answer.

This question is very important. It is necessary to probe to help the respondent remember the brand of the [FOOD VEHICLE] they had the last time. If the respondent does not know, then ask if someone else in the household might know, particularly if it was not the respondent who bought this [FOOD VEHICLE] the last time.

The brands are sorted in alphabetical order to make it easier to look for the brand.

If the brand the household bought is not on the list, select "Other" and specify the name of the brand.

FV6: The last time your household got [INSERT FOOD VEHICLE], what quantity did you get?

Record the number and then select the unit. Decimal places are allowed.

If the response is "Don't know," do not enter the quantity; select "Don't know."

If necessary, probe for additional information to help the respondent report the quantity. This can include asking other more knowledgeable household members who are around.

FV7: The last time your household got that amount of [INSERT FOOD VEHICLE], how much did it cost?

Record the cost of the [FOOD VEHICLE] the household got the last time, in the local currency. Decimal places are allowed.

FV8: How long does this amount usually last in your household?

Record the number and select the unit. Decimal places are allowed (e.g., 0.5 days).

This question is about how long the amount that was purchased the last time **usually or typically** lasts in the household.

Do not record how long the amount that was purchased the last time actually lasted, as it is possible that the household has not yet finished it.

FV9: Do you have this [INSERT FOOD VEHICLE] in your home now?

This question asks if the [FOOD VEHICLE] the household got the last time is currently in the home.

Select the appropriate response. You can select only one option.

FV10: Ask to see the [INSERT FOOD VEHICLE] package, and look for a fortification logo or words such as "iodized" or "fortified."

This is an observation. Do not ask the respondent this question. Review the label yourself, and check for the fortification logo or words.

- “In original package and logo or words were observed” means the packaging has a label on it, and on the label you observed either a fortification logo or a statement certifying the contents are fortified (e.g., words such as “fortified” or “iodized”).
- “In original package and logo or words were not observed” means there is a label on the package but no fortification logo or fortification statement.
- “Not in original package” means the product has been repackaged.

[Note: We recommend inserting a photo of the fortification logos commonly found in the country of study or packages with statements of fortification].

FV11: Can I take a sample of [INSERT FOOD VEHICLE]?

Explain that you would like to take a sample of the [FOOD VEHICLE] to test whether it contains added nutrients.

See Annex A for detailed procedures for collection and storage of food samples.

FV12: Record [INSERT FOOD VEHICLE] sample identification number.

Record the sample identification (ID) number in the space provided on the questionnaire so that the sample can be linked to the household.

The ID number should consist of a logical series of numbers that is unique for each food sample, such as: Region/district ID + cluster ID + structure ID + household ID (e.g., 01 02 22 14)

6.13 Potential food vehicle fortification coverage

[Note: This module is administered in exactly the same way as the previous module. Questions PFV1 to PFV8 correspond to questions FV1 to FV8. As noted in the previous section, in the questionnaire this module is repeated for each food vehicle that is being assessed for potential inclusion in the fortification program; therefore this section in the manual may also be repeated for each food vehicle (if differences exist in the interpretation of response options for different food vehicles) or written once with a note explaining that it is relevant for each of the potential fortification coverage modules].

6.14 Individual consumption

IC1 to IC3: Now I would like to ask about how often and how much you and [name of child] consume specific foods made from [INSERT FOOD VEHICLES].

The purpose of this module is get information on how often the respondent and child have eaten a food item containing [FOOD VEHICLES] in the past seven days, and what approximate amounts they ate.

- **First, be sure to help the respondent to define the seven-day window.** If, for example, the interview is being conducted on Monday, the past seven days would include the Monday of the previous week up to Sunday. Do not include information pertaining to the day on which the interview is being conducted.
- Then, ask the respondent whether she/he has consumed the items mentioned in the list, and record “Yes” or “No.” Prompt for each item.
- For the foods that were consumed in the past seven days, ask the respondent how many **times** in the past seven days she/he has eaten the food item. Be sure to record the number of times (instances) they eat this food item and not the number of days or the number of items. For example, if the respondent had food item 1 (bread) twice a day every day for the past week, then record “14” under frequency, regardless of how much bread they had each time. Repeat for each food item that was reported as having been consumed.
- For frequently eaten foods, you may help the respondent by asking, “Did you eat it for breakfast, lunch, or dinner? Or more than once a day?”

- Then ask the respondent for the **usual** portion that she/he typically consumes of that food item. **Take out the photograph grid** and show it to the respondent to help her/him report the portion size that they usually consumed in the past week. Enter the code of the portion, which can be found on the left-hand side of every photo. Do not enter the number of items shown in the picture but rather the code of the picture, which is on the left-hand side.
- Repeat the entire module in the same manner but now asking about the child's intake during the past seven days. In many cases the child could have been fed by the caregiver or other people in the household. It is important to include all the times the child ate a food item whether it was given to him/her by the caregiver or by others. Make sure the respondent knows this, and ask him/her to consult with other household members if needed.

6.15 Fortification knowledge

[Note: This module offers two options for respondents' assessing fortification knowledge. Use the first option if a fortification logo IS NOT used in the country of study. Use the second option if a fortification logo IS used in the country of study (see the standard FACT household questionnaire). In this section of the manual, keep only the questions related to the module that is selected].

FK1: Have you ever heard about fortified foods?

This question is not about whether the respondent knows what fortified means but whether he/she has heard about fortified foods.

The definition of fortified foods is not to be given to the respondent during the interview. If a respondent asks you what fortified foods means, you can explain it to her/him at the end of the interview, but not during the interview.

FK2: Where did you hear about them?

Select all the responses that apply.

FK3: What does fortified mean?

Select all the responses that apply.

Do not probe the respondent when asking this question.

Below are definitions of a few terms that will help when you need to select the response(s) that best fits the respondent's answer. Do not give these definitions to the respondent during the interview. If a respondent asks you what fortified foods means, you can explain it to her/him at the end of the interview, but not during the interview.

- Fortified food: Any food item to which vitamins/minerals are added to improve its nutritional quality.
- Enriched food: A product to which nutrients have been added.
- Micronutrient: Vitamins and minerals that are required in small amounts in the body for normal growth and development (e.g., vitamin A, vitamin C, iron, iodine, calcium, zinc).

OR

FK1: Have you ever seen this logo?

Show the respondent a picture of the logo.

Select only one answer.

Note that this question is not about whether the respondent knows what the logo means but rather about whether he/she has seen the logo. If the respondent says that she/he has seen this logo but cannot remember where she/he saw it or what it means, then record "Yes."

FK2: What does this logo mean?

Select all the responses that apply.

Do not probe the respondent when asking this question.

Below are definitions of some terms that will help when you need to select the response(s) that best fits the respondent's answer. Do not give these definitions to the respondent during the interview. If a respondent asks you what fortified foods means, you can explain it to him/her at the end of the interview, but not during the interview.

- Fortified food: Any food item to which vitamins/minerals are added to improve its nutritional quality.
- Enriched food: A product to which nutrients have been added.
- Micronutrients: Vitamins and minerals that are required in small amounts in the body for normal growth and development (e.g., vitamin A, vitamin C, iron, iodine, calcium, zinc).

FK3: Does this logo influence your decision to buy?

Select only one response.

6.16 Health and nutrition**HN1: Are you currently pregnant?**

Select only one response.

HN2: Are you currently breastfeeding any child?

The question is not about whether the caregiver is breastfeeding the selected child but any child at all—i.e., it could be another child of hers who has not been selected but is being breastfed by her.

HN3 to HN5: Taking the mid-upper-arm circumference (MUAC) of the caregiver

Explain that you would like to check the nutritional status of the caregiver and the child by measuring their MUAC.

Proceed according to the instructions in Annex A. Be as accurate as possible. Remember that the arm must be hanging to the side of the body, relaxed, when MUAC is taken. Remember to be careful with the amount of tension used for the tape against the skin.

- Ask the respondent whether she is right-handed or left-handed. If she is right-handed, then measure the left hand. If she is left-handed, then measure the right hand.
- Record the measurement immediately in millimeters (mm).
- If the caregiver is a male, do not take the MUAC. Record "999."
- If the caregiver refuses, record "777." If the caregiver's arm is too large to measure, enter "666."
- **If the caregiver's MUAC is <185 mm, inform the team leader, who will refer her to a health facility.**

If the first time you take the MUAC, it is <195mm, record the measurement in HN3 and take a second one. Record the second measurement in HN4. If the difference between the first and second measurement is more than 5mm, take a final measurement and record it in HN5.

HN6 to HN8: Taking the MUAC of the child

Proceed according to the instructions in Annex A. Be as accurate as possible. Remember that the arm must be hanging to the side of the body, relaxed, when MUAC is taken. Remember to be careful with the amount of tension used for the tape against the skin.

- Always measure the left-hand arm of the child (it does not matter if the child is right-handed or left-handed).
- Record the measurement immediately in millimeters (mm).
- If the caregiver refuses to allow the child to be measured, record "777." If the child is not available, record "999."
- **If the child's age is ≥ 6 months and the MUAC is < 115 mm or if the child is < 6 months and the MUAC is < 110 mm, inform your team leader, who will refer him or her to a health facility.**

If the first time you take the MUAC, it is < 125 mm, record the measurement in HN6 and take a second one. Record the second measurement in HN7. If the difference between the first and second measurement is more than 5 mm, take a final measurement and record it in HN8.

See Annex for detailed procedures on how to measure MUAC.

Annex A

Procedures for measuring mid-upper-arm circumference

For the measurement of the MUAC, a special slotted “insertion” tape is used. The interviewer should sit while taking MUAC so that the interviewer’s eyes are at the level of the measurement. Before the measurement, the caregiver should remove any clothing that covers her/his or the child’s arm. During measurement of the child, the caregiver can hold the child.

The measurement of MUAC must be taken at the middle of the upper arm. There are two methods for identifying the midpoint of the upper arm. The first method uses the insertion tape. To begin, the interviewer must identify the tip of the shoulder and the tip of the elbow. The caregiver/child should bend his/her elbow to a right angle. Once the tip of the shoulder has been located, place the end of the insertion tape marked zero (indicated by two arrows) on the tip of the shoulder and pull it down past the tip of the elbow. Read the number at the tip of the elbow to the nearest centimeter. Divide this number by two to determine the midpoint of the upper arm. Before removing the tape from the arm, mark the midpoint on the skin of the caregiver/child.

The second method uses a string to identify the midpoint. The elbow must be bent to a right angle. After identifying the tip of the shoulder and the tip of the elbow, use one hand to fix one end of a string on the tip of the shoulder. With the other hand, pull the string down to the tip of the elbow. Once the distance has been identified, bring the two points of the string together on the tip of the shoulder and hold them with the hand already holding that end of the string. Bring the end of the doubled string to the middle of the arm, and mark the midpoint.

For the measurement of the circumference, the arm must be straightened. The tape should be wrapped around the arm at the midpoint with its numbers right side up. Keep the tape is flat around the skin, neither too tight so that it pinches or pulls at the skin nor too loose so that the tape loses its contact with the skin.

When the tape is in the correct position on the arm with the correct tension, the measurement can be read to the nearest 0.1 cm (1.0 mm).

[Note: The addition of context-appropriate photographs to aid in the description of these procedures is highly recommended.]

Annex B

Procedures for collecting and storing food samples

[Note: The labeling guidance shown here is an example that should be adapted based on what numbers and protocols are logical for the survey context.]

Collection in the household:

Example using wheat flour (follow same procedures for salt):

1. Prepare a small sachet bag, and write the 8-digit sample ID number on the bag and on a piece of paper (e.g., region/district ID + cluster ID + structure ID + household ID).
2. Mix the wheat in the container the household provides using a spoon.
3. Fill the small sachet bag with at least 4 tablespoons of wheat flour and close the bag.
4. Place the paper with the ID number inside the wheat flour bag and seal it.
5. For question FV11 on the household questionnaire, select the response “Yes, sample taken.”
6. Record the ID number on the form for question FV12.

The minimum amounts of each food vehicle that should be collected in each household are shown in the table below. If the household does not have the minimum amount available, try to collect as much as possible to ensure that adequate amounts are available for analysis.

Food	Weight (g)	Measure
Salt	22	2 tablespoons
Wheat flour	44	4 tablespoons
Etc.		

[Note: The minimum amounts of each food vehicle provided here are examples. The actual amounts needed will differ by survey because they depend on the type and number of laboratory analyses that will be conducted based on the survey design. It is advised to confirm exactly how much is needed for each food vehicle with the laboratory and update this section accordingly for all relevant food vehicles.]

Storage upon completion of all households in the cluster:

The interviewers will do the following:

1. Put all household food samples that were collected in one large bag.
2. Label the large bag of household samples with the following:
TEAM ID #
INTERVIEWER NAME and ID #
REGION ID #

CLUSTER NAME

CLUSTER ID #

3. Give the household sample bag to the team supervisor.

The team supervisor will then do the following:

4. Record all samples collected.
5. Put all household sample bags in a dark plastic bag and seal it.
6. Write the following information directly on the outside of the bag with a black permanent marker:

TEAM #

REGION ID #

CLUSTER NAME

CLUSTER ID #

7. Store the food samples in a cool, dark place until they can be shipped to the central survey management team (as frequently as possible).

Annex C

Additional documents (if applicable)

Enclose other documents as relevant.