

Operational Manual NUTRITION SENTINEL SURVEILLANCE IN LAO PDR



Operational Manual Nutrition Sentinel Surveillance in Lao PDR

Department of Hygiene and Health Promotion

Ministry of Health of Lao PDR

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DISCLAIMER

This publication has been produced with the financial assistance of the European Union. The content of this publication is the sole responsibility of the Nutrition Centre, Department of Hygiene and Health Promotion (MoH), United Nations Children's Fund (UNICEF) and World Food Programme. It cannot be taken to reflect the views of the European Union.



Foreword

Nutrition is one of the cornerstones of public health, and monitoring and addressing nutritional challenges is vital for the population's well-being. The Government of Lao PDR, in collaboration with UNICEF and with financial support from the European Union, embarked on a transformative journey in 2018 by establishing the National Nutrition Surveillance System (NSS). The NSS stands as a testament to the commitment of the Lao government and its partners to harness data for informed decision-making in nutrition.

Since the inception of the NSS in 2018, there have been several revisions in global guidelines on nutrition, prompting the revision of the 2018 NSS manual to ensure they remain relevant and aligned with the latest advancements in nutrition. These changes include the 2021 updates to global indicators for assessing infant and young child feeding practices by the WHO and UNICEF. Also, the 2022 updates to the national seasonal food crop calendar by the Ministry of Forestry and Agriculture (MAF) called for an alignment of the timing of the surveillance. Furthermore, the alignment of the NSS manual with the 2022 revisions by the ASEAN Secretariat on recommendations and guidelines for nutrition surveillance underscores the Lao government's dedication to regional collaboration and adherence to best practices.

The objectives of the NSS are focused on data collection and extend to the critical task of translating information into actionable recommendations. By estimating the prevalence of malnutrition among children and women, assessing household food security, evaluating Water, Sanitation and Hygiene (WASH) practices, and scrutinizing infant and young child nutrition practices, the NSS plays a pivotal role in guiding nutrition policy actions in the country.

The updated NSS manual represents a collective effort to enhance the reliability and relevance of nutrition information by ensuring that the results are representative at the regional level; the revised methodology underscores the commitment to precision and inclusivity.

I extend my heartfelt appreciation to all stakeholders involved in developing and enhancing the NSS manual. The commitment demonstrated by the Government of Lao PDR, UNICEF, WFP and the European Union is commendable. May this manual serve as a comprehensive resource for planners, implementers, and decision-makers, enabling them to make informed choices that positively impact the nutritional well-being of the people of Lao PDR.

Vientiane Capital,

Director General,
Department of Hygiene and Health
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Dr. Phonepaseuth OUNAPHOM

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List of Abbreviations

ASEAN	Association of Southeast Asian Nations
BMI	Body Mass Index
CLTS	Community-Led Total Sanitation
CRF	Common Results Framework
CU5	Children aged under 5 years
DEO	District Education Office
DHHP	Department of Hygiene and Health Promotion
DHIS	District Health Information System
DHO	District Health Office
DHS	Demographic and Health Survey
DNC	District Nutrition Committee
DNC-S	District Nutrition Committee Secretariat
EBF	Exclusive Breastfeeding
ENA	Emergency Nutrition Assessment
EOHM	Environment and Occupational Health Management Division
EPI	Expanded Programme on Immunization
FAO	Food and Agriculture Organization
FDD	Food and Drug Department
GoL	Government of Lao People's Democratic Republic
HIS	Health Information System
HH	Household
IFA	Iron and Folic Acid supplementation
IMAM	Integrated Management of Acute Malnutrition
IYCF	Infant and Young Child Feeding
LBW	Low Birth Weight
LSB	Lao Statistics Bureau
M&E	Monitoring and Evaluation
MAD	Minimum Acceptable Diet
MCH	Maternal and Child Health
MDD	Minimum Dietary Diversity
MICS	Multiple Indicator Cluster Survey
MMF	Minimum Meal Frequency
MoH	Ministry of Health

MUAC	Mid-Upper Arm Circumference
NC	Nutrition Centre
NGO	Non-Governmental Organization
NIPN	National Information Platforms for Nutrition
NNC	National Nutrition Committee
NNC-S	National Nutrition Committee Secretariat
NPAN	National Plan of Action on Nutrition
NSEDP	National Socio-Economic Development Plan
NSS	Nutrition Surveillance System
PDR	People's Democratic Republic
PEO	Provincial Education Office
PHO	Provincial Health Office
PLW	Pregnant and Lactating Women
PNC	Provincial Nutrition Committee
PNC-S	Provincial Nutrition Committee Secretariat
RMNCH	Reproductive, Maternal, New-born and Child Health
RUTF	Ready-to-use Therapeutic Food
SAM	Severe Acute Malnutrition
SDG	Sustainable Development Goal
SMART	Specific, Measurable, Achievable, Relevant, and Time bound
UNICEF	United Nations Children's Fund
UIC	Urinary Iodine Concentration
USI	Universal Salt Iodisation
VHW	Village Health Worker
WASH	Water, Sanitation and Hygiene
WFA	Weight-for-age
WFH	Weight-for-height
WFP	World Food Programme
WHO	World Health Organization
WRA	Women of Reproductive Age

Chapter 1: Introduction

1.1 Country Context

The Lao People’s Democratic Republic is a mountainous, largely rural landlocked country in South East Asia boarded to the north by China, east by Viet Nam, south by Cambodia, southwest by Thailand and northwest by Myanmar. According to the World Bank, the country’s estimated population in 2023 was 7.54 million with an annual population growth rate of 1.4 percent.¹ Lao PDR has three administrative regions: north, central and south. The central region has the highest population (half of the nation’s total population), followed by the north region (29 percent) and south region (21 percent).²

Administratively, the country is divided into 18 provinces, subdivided into 141 districts with 10,552 villages. The country’s population is predominantly rural with nearly 62 percent of people living in rural areas, and 38 percent in urban areas.³ The climate is characterized by tropical monsoons with a rainy season from May to October.

The country’s Gross Domestic Product (GDP) was estimated at US\$18.8 billion in 2021 by the World Bank⁴, with an annual GDP growth rate of 2.5 percent in the same year having rebounded from a low of 0.5 percent in 2020. During 2010–2020, Lao PDR’s economy was among the region’s fastest-growing with a sustained annual average of nearly 7 percent before being severely hit by the COVID-19 pandemic in 2020. The country’s GDP per capita was estimated at US\$2,535.6 by the World Bank in 2021, nearly doubling in a decade from US\$1,363 in 2011.

Culturally, depending on the geographic location – upland, midland and lowland – the country accommodates 49 ethnic groups divided into four major ethnic linguistic groups and six languages.



1 <https://data.worldbank.org/indicator/SP.POP.GROW?locations=LA>
2 <https://www.fp2030.org/sites/default/files/Lao-Population-census.pdf>
3 <https://data.worldbank.org/indicator/SP.URB.TOTL.IN.ZS?locations=LA>
4 <https://data.worldbank.org/indicator/NY.GDP.MKTP.KD.ZG?locations=LA>

1.2 Nutrition Surveillance in Lao PDR

The Government of Lao PDR, through a multisectoral approach with technical support from UNICEF and financial support from the European Union, established a national Nutrition Surveillance System (NSS) in 2018. The main objective of the NSS is to regularly generate and make available nutrition information to inform planning, implementation and evidence-based decision-making around the National Nutrition Strategy and Plan of Action (2016–2025). Since then, four rounds of data collection have been undertaken, with the first two rounds taking place in 2019, the third round in 2022 and the fourth round in 2023.

However, since the NSS was developed and rolled out in 2019, various changes have occurred at global, regional and national levels, such as:

- Global indicators for assessing infant and young child feeding practices were updated in 2021 by the World Health Organization (WHO) and UNICEF
- The national seasonal food crop calendar was updated in 2022 by the Food and Agriculture Organization of the United Nations (FAO)
- In 2022, the ASEAN Secretariat updated its recommendations and guidelines for nutrition surveillance.
- Recent FAO guidelines on Minimum Dietary Diversity (MDD) for women.

These changes have necessitated updating the nation NSS guidelines. Further, there is also a need to revise the NSS methodology to enhance the sampling process to ensure the results are representative at regional level. It is against this background that the NSS guidelines were reviewed and updated.



1.3 Nutrition Surveillance System Objectives

Main Goal

To ensure the availability and utilization of reliable and regular multi-sectoral nutrition information to track results, support planning, design and implementation of interventions, especially in the most fragile areas of Lao PDR.

Specific Objectives

- To track the prevalence of malnutrition among children aged 6–59 months.
- To track the prevalence of malnutrition among women of reproductive age (15–49 years).
- To track food security situation at the household level, using selected food security indicators.
- To track water, Sanitation and Hygiene (WASH) practices at household level.
- To track infant and young child nutrition practices among children aged 0–23 months.
- Formulate practical recommendations driven by data and evidence to support planning, response, advocacy, and evidence-based decision-making for both emergency and long-term programmes.

1.4 Synergy and Complementarity

- DHIS 2: The results of the NSS shall provide complementary data on outcome indicators to track progress and results on nutrition in the country.
- NIPN: The NSS shall provide essential data for the nutrition dashboard and make it widely accessible to nutrition stakeholders in the country.
- Food security monitoring: The results of the NSS shall also provide complementary information on the food security situation biannually.

Chapter 2: Sampling Procedures

The Nutrition Surveillance System (NSS) assesses the food and nutrition status in defined sentinel sites across the three regions proportionate to the number of districts in each province. It assesses the food and nutrition situation of women of reproductive age, children aged under five years, and their respective households. A total of 1,500 households in 75 sentinel sites will be randomly selected twice a year.

2.1 Sampling and data collection

2.1.1 Sample size determination

The sample size was calculated using ENA for SMART Software (January 11, 2020) version. The parameters used to estimate the sample size were sourced from various national sources, such as the Lao Bureau of Statistics and previous assessments. The estimated sample size for the NSS was calculated as 1,491, which was rounded to 1,500 as presented in Table 1:

Table 1: Sample size calculation

Parameters	Estimates	Rationale/Justification
Estimate (GAM)	9%	NSS round 1 of 2023 GAM upper CI
Precision	3.0%	For GAM prevalence of 9%
Design Effect	1.7	To cater for any expected heterogeneity across regions
Average HH Size	4.7 (~5)	Lao Bureau of Statistics
Non-Response Rate	5%	To cater for refusals and absentees
Proportion of Children Under-5	10.80%	2023 projection, Lao Bureau of Statistics
Estimated Number of Households with children under-5	1,491	As calculated using the ENA for SMART software
Number of households per sentinel site	20	Given the size of the questionnaire, it is expected that it will take 25 minutes per HH
Total number of sentinel sites	75	$1,500/20 = 75$ sentinel sites

2.1.2 Survey area

The GoL has categorized districts into “priority” and “non-priority” ones based on the poverty distribution of the country. The country is also divided into agroecological zones and three well-defined regions namely north, central and south regions, as shown in Figure 1. The selection of sentinel sites considered the poverty status, agroecological zones, rural-urban population and regional representation.

2.1.3 Sentinel sites selection

The number of sentinel sites was first allocated based on the original design of the NSS (two sentinel sites per province), and the remaining 39 sentinel sites were distributed proportionately to the region's population size to allow reliable estimates at **regional** and **national** levels. In order not to skew the data, the choice of sentinel sites within each district took into consideration the rural and urban areas as well as their respective population densities. Table 2 presents the sentinel allocation by region.

Figure 1: Distribution of agro-ecologic zones in Lao PDR

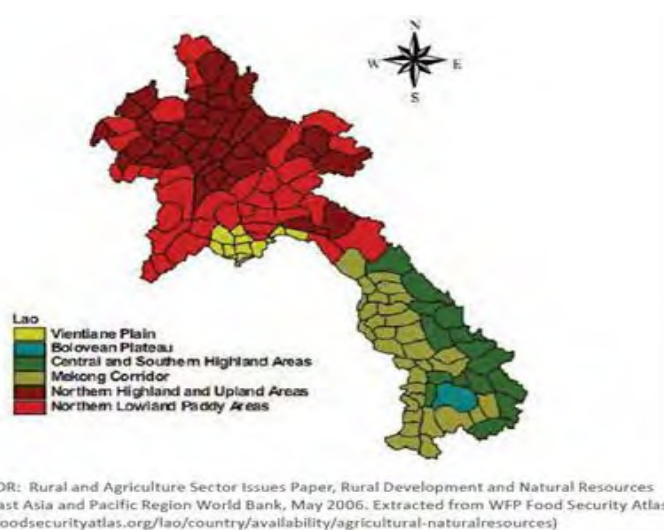


Table 2: Sentinel sites allocation by region

Region	Number of provinces	# Assigned based on provinces	# Distributed by regions	Number of sentinel sites
North	7	14	15	29
Central	7	14	17	31
South	4	8	7	15
Total	18	36	39	75

Table 3 presents the sentinel sites allocation by province across the three regions.

Table 3: Sentinel sites allocation by province

Central Region		
Province	Number of Districts	Number of Sentinel Sites
Bolikhamxai	7	4
Khammouan	10	5
Savannakhet	15	6
Vientiane	11	5
Vientiane Capital	9	4
Xaisomboon	5	3
Xiengkhouang	7	4
Total	64	31
North Region		
Province	Number of Districts	Number of Sentinel Sites
Bokeo	5	3
Huaphanh	10	5
Louangnamtha	5	3
Louangprabang	12	5
Oudomxai	7	4
Phongsaly	7	4
Xaignabouly	11	5
Total	57	29
South Region		
Province	Number of Districts	Number of Sentinel Sites
Attapeu	5	3
Champasack	10	5
Salavan	8	4
Sekong	4	3
Total	27	15

Table 4: Selected sentinel sites

Province	District	Poverty Rate*	Priority	Sampled sentinel
Attapeu	Samakxay District	10.8	Non-Priority	B. Thahin
Attapeu	Samakxay District	10.8	Non-Priority	B. Saysaead
Attapeu	Sanamxay District	28.4	Priority	B. Phonemani
Attapeu	Sanxay District	46.4	Priority	B. Sooksavung
Bokeo	Huoxai District	10.3	Non-Priority	B. Nampo
Bokeo	Tonpheung District	11.7	Non-Priority	B. Homyaen
Bokeo	Meung District	36.0	Priority	B. Xaycharlurn
Bokeo	Paktha District	40.5	Priority	B. Houaimaisang
Borikhamxay	Pakxane District	12.2	Non-Priority	B. Huoisieth
Borikhamxay	Pakkading District	15.5	Non-Priority	B. Done
Borikhamxay	Khamkeuth District	22.7	Priority	B. Nakadok
Borikhamxay	Viengthong District	38.1	Priority	B. Huoihoi
Champasack	Sanasomboon District	7.3	Non-Priority	B. Sali
Champasack	Phonthong District	12.2	Non-Priority	B. Bok
Champasack	Paksong District	18.8	Priority	B. Houasang
Champasack	Moonlapamok District	22.7	Priority	B. Khem
Huaphanh	Huim District	13.8	Non-Priority	B. Viengthong

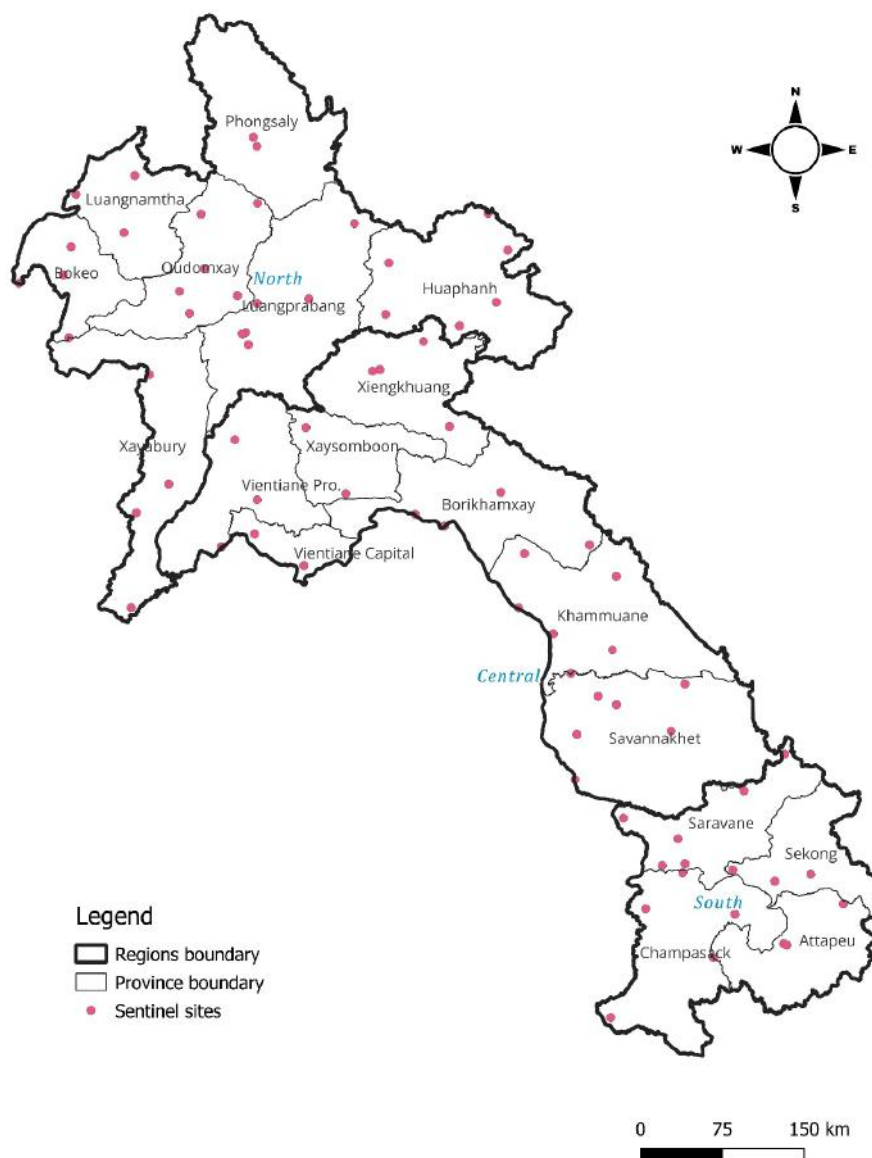
Province	District	Poverty Rate*	Priority	Sampled sentinel
Huaphanh	Sopbao District	13.9	Non-Priority	B. Hangsand
Huaphanh	Xamneua District	21.6	Priority	B. Natang+Houainhoun
Huaphanh	Xiengkhor District	27.8	Priority	B. Phiengsa
Huaphanh	Huameuang District	38.8	Priority	B. Homkong
Huaphanh	Sone District	46.4	Priority	B. Man
Khammuane	Thakhek District	14.5	Non-Priority	B. Phonsaat
Khammuane	Hinboon District	15.5	Non-Priority	B. Houay kha min gnai
Khammuane	Mahaxay District	24.1	Priority	B. Chaloum
Khammuane	Khounkham District	25.4	Priority	B. Phonethong
Khammuane	Xebangfay District	27.3	Priority	B. Khouaxe
Khammuane	Nakai District	34.5	Priority	B. Tha phai barn
Luangnamtha	Sing District	10.8	Non-Priority	B. Yang phieng
Luangnamtha	Viengphoukha District	14.2	Non-Priority	B. Phar deng
Luangnamtha	Long District	26.1	Priority	B. Tindoy
Luangprabang	Luangprabang District	3.4	Non-Priority	B. Khamyong
Luangprabang	Xieng ngeun District	12.3	Non-Priority	B. Houaihao
Luangprabang	Chomphet District	21.3	Priority	B. Chantai
Luangprabang	Pak xeng District	23.7	Priority	B. Bormpasang
Luangprabang	Park ou District	35.8	Priority	B. Nonsavane
Luangprabang	Phonthong District	41.8	Priority	B. Namai
Oudomxay	Beng District	18.6	Non-Priority	B. Thamuen
Oudomxay	Beng District	18.6	Non-Priority	B. Pangsom
Oudomxay	Hoon District	25.9	Priority	B. Phonekham
Oudomxay	La District	27.3	Priority	B. Houaijay
Oudomxay	Namor District	28.9	Priority	B. Phang
Oudomxay	Nga District	58.0	Priority	B. Sanejot
Phongsaly	Samphanh District	4.8	Non-Priority	B. Phoung koo luang
Phongsaly	Boontai District	5.9	Non-Priority	B. Char kharm leu
Saravane	Lakhonepheng District	14.6	Non-Priority	B. Doneheua
Saravane	Khongxedone District	16.0	Non-Priority	B. Houysao
Saravane	Lao ngarm District	26.5	Priority	B. Na on
Saravane	Vapy District	28.9	Priority	B. Naxad
Saravane	Ta oi District	51.4	Priority	B. Tapeunphou
Saravane	Samuoi District	53.8	Priority	B. Kilignai
Savanakhet	Xayphouthong District	13.6	Non-Priority	B. Don sa nort
Savanakhet	Atsaphangthong District	18.7	Non-Priority	B. Phorn phang
Savanakhet	Champhone District	23.1	Priority	B. Nong pas yai
Savanakhet	Phine District	35.2	Priority	B. Na thom khok
Savanakhet	Vilabuly District	40.9	Priority	B. Houi dang
Savanakhet	Atsaphone District	52.8	Priority	B. Vang hai
Sekong	Thateng District	27.8	Priority	B. Par luang nuea
Sekong	Lamarm District	28.3	Priority	B. Nonmixay
Sekong	Dakcheung District	34.8	Priority	B. Chaling
Vientiane Capital	Xaysetha District	3.7	Non-Priority	B. Khamsavat
Vientiane Capital	Sangthong District	6.3	Non-Priority	B. Pheerlath
Vientiane Pro	Hinherb District	3.2	Non-Priority	B. Viengkham
Vientiane Pro	Mad District	7.5	Non-Priority	B. Nadokkhoun
Vientiane Pro	Meun District	27.4	Priority	B. Khokmeuad

Province	District	Poverty Rate*	Priority	Sampled sentinel
Xayaboury	Thongmyxay District	13.2	Non-Priority	B. Napueay
Xayaboury	Botene District	16.2	Non-Priority	B. Bortaen
Xayaboury	Phiang District	20.1	Priority	B. Phonethong
Xayaboury	Xaysathan District	63.8	Priority	B. Phoutouy
Xaysomboune	Longsane District	12.7	Non-Priority	B. Phonelao
Xaysomboune	Longcheng District	15.2	Non-Priority	B. Homxay
Xienkhuang	Pek District	14.9	Non-Priority	B. Simueng
Xienkhuang	Pek District	14.9	Non-Priority	B. Mieng
Xienkhuang	Kham District	28.0	Priority	B. Nkordlieng
Xienkhuang	Morkmay District	41.0	Priority	B. Namone

* World Bank Poverty Report 2022

■ Non priority districts ■ Priority districts

Map: Sentinel Sites of Nutrition Surveillance




2.1.4 Frequency of surveillance and data collection

The surveillance will be conducted every six months (i.e. twice a year). In Lao PDR, during January-April (Lean period), rice becomes scarce for most vulnerable and poor households. The harvest/post-harvest period is around October-December, during this period rice and vegetable availability is high.

Table 5: Frequency of surveillance

Dry Season				Rainy Season						Dry Season	
Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sep.	Oct.	Nov	Dec.



2.1.5 Data collection

Surveillance data should be collected biannually based on the seasonality calendar. The subsequent years should follow the same pattern of dates to ensure that a trend is established for the comparison of results. A few days difference is acceptable. The planned data collection dates should not fall on market days, religious and cultural holidays. All sites should conduct data collection at the same time.

2.2 Household Selection

Household selection from the sentinel sites will be done randomly. To select households randomly for sentinel surveillance, it is first essential to obtain a list of all households with children aged under five years in the sentinel site using the existing village registers.

Village registers/censuses: Where village registers (or censuses) will be used to obtain a list of all households in the sentinel site, the following steps should be followed:

Gather all village registers needed to fully cover the sentinel site, such that each household is contained in only one register. In some cases, a single register may cover the entire sentinel site, while multiple registers may be necessary for others.

Check if each household in the register is assigned a sequential number (e.g., HH #1, HH #2, HH #3, etc). If households are not numbered, the surveillance team should use a pencil to number each household in the register.

If multiple registers are required to cover every household in the sentinel site, then the households should be numbered sequentially *across* the registers, with no skipped numbers or repeats.

Select the households by either simple random sampling technique or systematic random sampling.

Figure 2: Household selection methodology when using village registers

Example:

Suppose that three registers are needed to cover a sentinel site and that Register A contains 152 households, Register B has 231 households, and Register C has 88 households.

In this case, households in Register A will be numbered #1 - #152

Households in Register B will be numbered #153 - #383

Households in Register C will be numbered #384 - #471



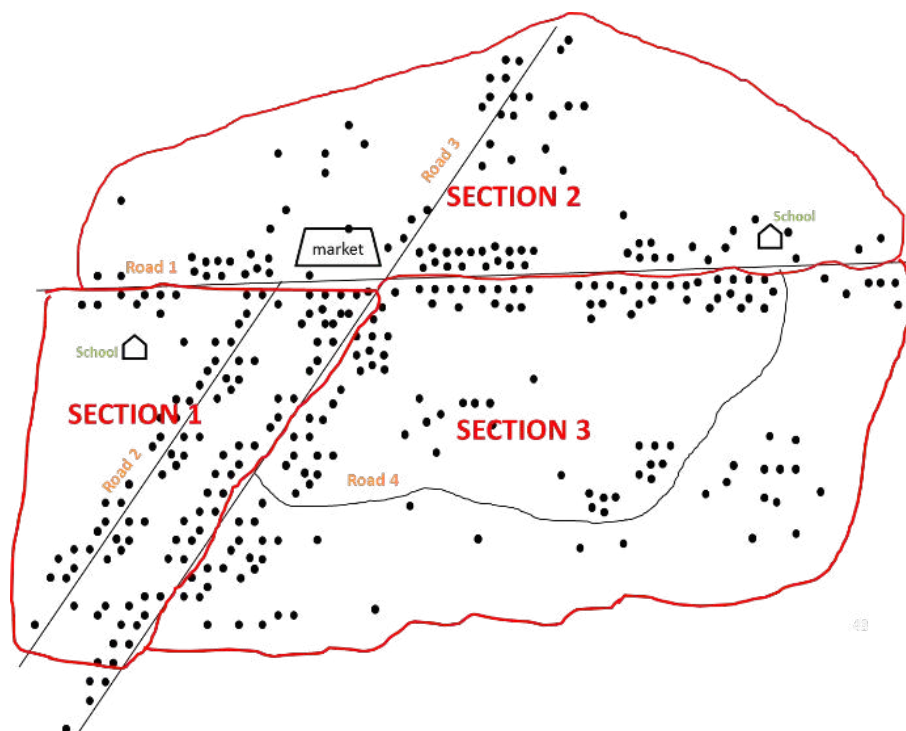
In the unlikely event that the village registers are non-existent or inaccurate, each household in the sentinel site will need to be assigned a number. While there are different ways to number all households in a village, the following steps describe one approach that has been found to be efficient in the field.

Upon arrival in the village and following introductions with local leaders, each surveillance team member should pair up with a volunteer from the village who can serve as a guide.

Divide the village into as many sections as there are pairs (eg: team member + village guide). The sections must be non-overlapping and entirely cover the village (e.g. each household should fall into only one section). Assign each pair to one of the sections.

For example, if three team members are conducting the data collection, each would pair with one village volunteer to form three pairs. As a result, the village should be divided into three sections.

Figure 3: Numbering the households



Assign each pair a letter code (e.g., "A", "B", "C").

Each pair should walk past each household in its assigned section and number every household, using chalk to write a household code on each door. The household code should be written as follows: "Letter Code" + Household number. In some places, it may not be socially acceptable to write on the door with chalk, in which case an alternative solution, such as stickers or flags, should be sought.

For example, pair A should write the following codes on the doors of each household in its section: A-1, A-2, A-3, A-4, A-5 until the pair has assigned a code to each household in its section. Similarly, pair B would assign the codes: B-1, B-2, B-3 to the households in its section.

As they assign a code to each household, the pairs should also record the assigned codes on a sheet, like the one shown on Figure 4 to keep track of the numbers assigned.

After each team has numbered all houses in its section, the lists should be combined, and each household should be assigned a cumulative number to determine the TOTAL households in the village.

Figure 4: Numbering tables for the households

Panel A

HH Code	HH Count	Selected
A-1		
A-2		
A-3		
A-4		
A-5		
A-6		
A-7		
A-8		
⋮		
A-47		
A-48		

HH Code	HH Count	Selected
B-1		
B-2		
B-3		
B-4		
B-5		
B-6		
B-7		
B-8		
⋮		
B-33		
B-34		

HH Code	HH Count	Selected
C-1		
C-2		
C-3		
C-4		
C-5		
C-6		
C-7		
C-8		
⋮		
C-69		
C-70		

Panel B

HH Code	HH Count	Selected
A-1	1	
A-2	2	
A-3	3	
A-4	4	
A-5	5	
A-6	6	
A-7	7	
A-8	8	
⋮		
A-47	47	
A-48	48	

HH Code	HH Count	Selected
B-1	49	
B-2	50	
B-3	51	
B-4	52	
B-5	53	
B-6	54	
B-7	55	
B-8	56	
⋮		
B-33	81	
B-34	82	

HH Code	HH Count	Selected
C-1	83	
C-2	84	
C-3	85	
C-4	86	
C-5	87	
C-6	88	
C-7	89	
C-8	90	
⋮		
C-69	151	
C-70	152	

Panel C

HH Code	HH Count	Selected
A-1	1	
A-2	2	
A-3	3	
A-4	4	
A-5	5	
A-6	6	
A-7	7	X
A-8	8	
⋮		
A-47	47	
A-48	48	

HH Code	HH Count	Selected
B-1	49	X
B-2	50	
B-3	51	
B-4	52	
B-5	53	
B-6	54	
B-7	55	
B-8	56	X
⋮		
B-33	81	
B-34	82	

HH Code	HH Count	Selected
C-1	83	
C-2	84	
C-3	85	
C-4	86	
C-5	87	
C-6	88	
C-7	89	
C-8	90	
⋮		
C-69	151	X
C-70	152	

Figure 4. Demonstration of a team-based technique for enumerating households within a village.

Panel A: The teams assign a letter + numeric code to each household in their section and record this number on a sheet of paper as shown.

Panel B: The lists from each team are aggregated, and a cumulative count of the number of households (“HH Count” column) is determined.

Panel C: Households are chosen randomly for inclusion in the surveillance by picking random numbers between one and the total number of households in the community (e.g., 152), with the help of a random number table as outlined in Section 2.2.1.

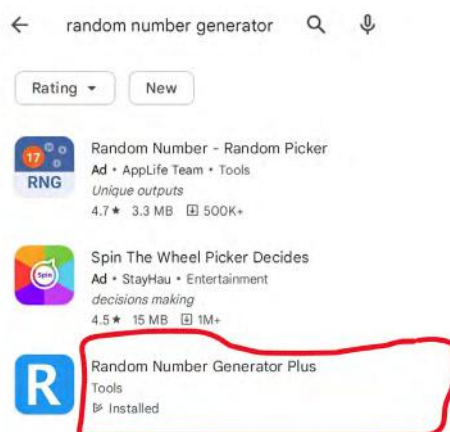
2.2.1 Random selection of households

Once every household with children aged 6-59 months in the sentinel site has been assigned a number, the implementers should randomly select the households using either systematic random sampling or a random number generator as outlined below. A total of 20 households between one and the total number of households in the sentinel site should be selected. For each random number, the corresponding numbered household from the village register should be selected. An additional five households should be sampled as “reserve” to replace households selected in error or not present during the data collection. Replacement of households will only happen if 80 percent of the households (ie. 16) were not covered during the data collection. This could be because of various reasons such as: i) households are located in areas not accessible and ii) households for any reason were not accessible, for example denied access by the owners amongst other reasons. In this case, if the total number of households surveyed is less than 16, then replacement households are picked and all will be surveyed

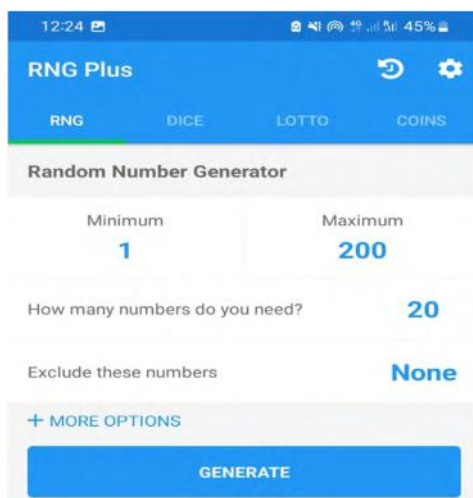
Step for Random Number Selection

Since data will be collected electronically using tablets and/or smart phones, then an electronic random number generator should be used to undertake simple random sampling. Below are the steps:

Download **Random Number Generator App** from Google Play.



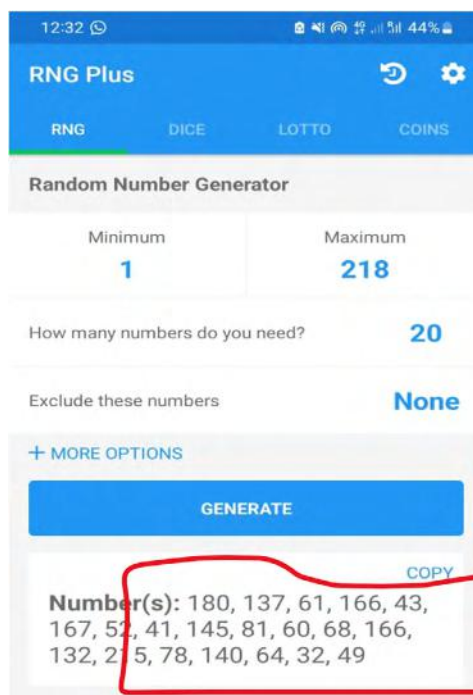
Once installed, open the app to the landing page (as below).



On the landing page, enter the *minimum number*, which should be ONE (1), and then enter the *maximum number*. The maximum number is the total number of households in the sentinel site, which we call N . For demonstration, let us assume N is 218, so, under the *maximum number*, enter 218.

Under "*How many numbers do you need*", enter the number of households to be sampled, in this case 20.

Once done with Step 4, click **generate** and the system will generate 20 random numbers (as circled in red below) which will therefore be the sampled households.

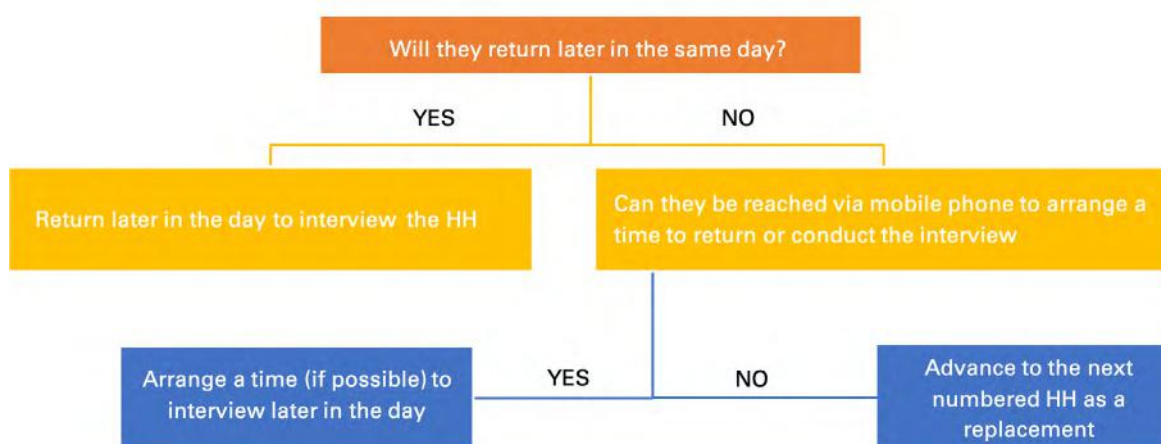


Using the above procedure, select the five *reserve households*, but ensure to exclude the selected households under Step 5 (above).

2.2.2 Decision tree on absentee households

The sentinel team should then visit each of the 20 selected households. At each household, the team should first introduce itself and explain the purpose of its visit. The team should thereafter confirm if the household has children aged 6-59 months and a caregiver is present. In the case of a household with more than one child, aged 6-23 months, always consider the youngest child. Refer to Figure 5 for how to handle absent individuals.

Figure 5: Decision tree describing what to do when the selected individual is not present at the time of household visit



Note:

If no one is at home, ask the neighbours whether the house is inhabited. Ask the neighbours when the household members will return if it is occupied. Arrange to return to the dwelling when it is occupied or at the end of the day.

If no adult is at home, arrange to return at another time. Do not interview a temporary caretaker of the children, such as a babysitter. Do not interview anyone who does not usually live in the household.

If an eligible woman is unavailable for an interview or not at home, ask a family member or neighbours when she will return. Do not take responses for the women from anyone other than the eligible woman herself.

The person to be interviewed for the “Questionnaire for Children Under Two” should be the mother. If she is not available for an interview or not at home, try to establish when she will be available and return later. If the person will not be available or will not return home later that day when it is feasible to interview her, follow the team leader’s instructions about the number of times you should attempt the interview.

Chapter 3: Sentinel Surveillance Implementation Overview

The data collection exercise should take a maximum of 10 days and the fieldwork should be undertaken with one or two teams per province (depending on the number of sentinel sites). **The small number of teams will allow the national supervision teams to provide effective support by reviewing the skills and implementation of all data collection processes during the entire period.** Detailed fieldwork micro planning should be conducted to visit the most remote sentinel sites within the province first. This will avoid missing selected sites due to inaccessibility from rain or impassable roads if a limited window is only available at the end of fieldwork. When possible, development partners can provide technical support and supportive supervision to the team.

3.1 Implementation timeline

Table 6: Sentinel surveillance timeline

Activities	Phases	Month 1				Month 2			Responsibilities
		Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	
Provide training for master trainers and enumerators	Training and data collection								
Conduct fieldwork/Data collection									NC
Data cleaning and analysis	Data Cleaning, Analysis & Reporting								PHO/PNC
Prepare a draft summary report									NC
Share summary report									NC/NIPN
Prepare final report									NC/NIPN
Dissemination									NC/NIPN
Share final report									NNC

3.2 Recruitment and team organization

The National Nutrition Committee Secretariat and the provincial nutrition committees should be engaged in identifying staff to conduct the surveillance. Proper screening of people who are fluent in the local language of the target area and also physically fit, as typically there is a lot of walking, is vital. Selecting people from the same areas is advised as they are usually better accepted by the community. Selection should be gender-sensitive, and given the multisectoral nature of this activity, each relevant sector should be represented (Ministry of Agriculture and Forestry, Ministry of Education and Sport, Ministry of Planning and Investment, Ministry of Health).

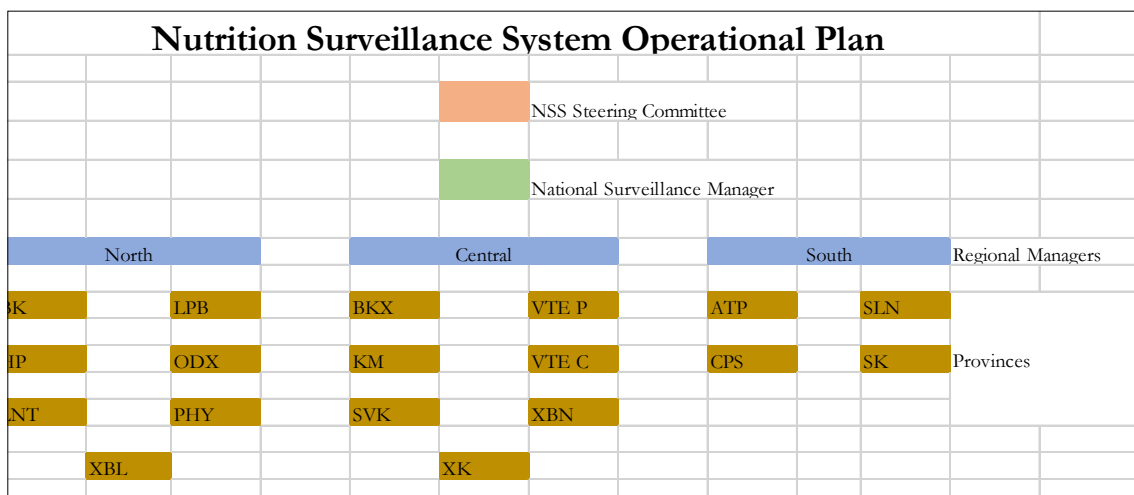
Selection of the survey team

One surveillance team is needed in each province. Each team shall comprise *one team leader, two enumerators* and *two measurers*. One regional manager should oversee all teams within a region, while one national surveillance supervisor should coordinate the overall survey.

Table 7: Functions of the sentinel team elements

National Surveillance Manager	Overall coordination, quality assurance and technical support for training provincial teams, visiting teams in the field, maintaining the digital data collection system at central level, accessing and validating the data collected at field level and submitted by regional/provincial team leaders.
	Responsible for training provincial teams, visiting teams in the field, maintaining the digital data collection system as well as updating, accessing and validating data collected at the field level and submitted by team leaders (overall coordination, quality assurance and technical support).
Regional Surveillance Managers	Providing day-to-day support to the national survey manager at regional level and coordinating data collection, supervision, and quality reviews in the provinces. The regional surveillance manager will also support the national surveillance manager in training the enumerators.
Provincial Team Leader	Responsible for the quality and reliability of data collected, appropriate sampling procedures, management of teams and logistics in the field by distributing the workload, ensuring equipment is functional and calibrated, certifying that measurements are taken and recorded accurately, and confirming questionnaires are fully and correctly filled.
Enumerators (Measurers/ Enumerators)	Responsible for administering the questionnaires, taking and recording anthropometric measurements, and ensuring quality data is collected.

In total, 94 people should be involved in data collection/consolidation for the surveillance system over a maximum period of one week. These will constitute 18 surveillance teams (18 team leaders + 72 enumerators + 3 regional surveillance managers + 1 national surveillance manager). Please refer to graphic below for details of the structure of the surveillance team.



3.3 Training

The field team training should start three weeks before implementation and should be conducted by clusters in two-three-day training sessions.

Training of the survey team

A two- to three-day training session, with two days devoted to practical training, should be planned. Training should focus on a number of issues, namely: objectives, implementation, identification of individuals to measure and interview, standardization exercise and questionnaire administration. Interactive, participatory and facilitative techniques should be the principal modes and styles of training.

Training of survey teams from provinces is critical to getting accurate and reliable data. A two-tier approach is recommended to ensure that data is collected simultaneously across the locations.

Training for master trainers (two-three days)

Three groups of trainers (led by regional survey managers) should be trained at central level before conducting cascade training in the three regions. Training should mainly focus on the facilitation techniques, standardization exercise, plausibility analysis and questionnaire review.

Training of provincial survey teams (two-three days)

Trainers from the central level should go to Luanprabang, Vientiane and Champasak to train groups of up to 30 people. **Bigger groups are inadvisable as it involves practical sessions on anthropometrics and data collection using digital tools.**

Table 8: Cluster training of sentinel teams

Training Group	Training Location	Provinces to be Trained
1	Luanprabang	Luanprabang – Phongsaly – Oudomxay – Luangnamtha – Huaphanh – Bokeo – Sayaboury
2	Vientiane Pro. (Vangvieng)	Vientiane M. – Vientiane P. – Xiengkhoang – Borikhamxay – Saysomboun – Savannakhet – Khammouan
3	Champasak (Pakse)	Saravane – Sekong – Champasak – Attapeu

Training will include the following:

An overview of the sentinel site methodology and its objectives, as well as a brief introduction to surveillance methods

- How to complete the questionnaires
- How to make correct anthropometric measurements
- How to use the data tools created for that purpose
- Microplanning by the provincial teams
- Identification of the sentinel communities
- Possible randomization and selection of households to visit if registers are available.

3.4 Preparation

Prior to the start of data collection, the selected regional authorities should be informed about the sentinel surveillance to communicate with the community that data collection will take place in the area. This will help to gain support from the officials and communities during data collection.

3.4.1. Collecting materials for fieldwork

Before leaving for the field, the team leader is responsible for collecting adequate supplies of materials the team will need in the field. These items are listed below:

Provincial team checklist Paper-based questionnaires	
Materials	Quantity
1 HH questionnaires	100
2 Children's questionnaires	100
3 Women's questionnaires	100
4 Cluster control forms	10
5 Random number table	4
6 Chalk	4 packets
7 Vitamin A samples	1 box
8 Clipboard	2
9 Family enumeration forms	10
10 Pencils	3 packets
11 Height/Length boards	2
12 Seca scales	2
13 Computer	1
14 Smartphones/tablets	2
15 Fuel	
16 Surveillance manuals	4

3.5 Supervision

The first level of supervision is provided by the team leader, who is responsible for closely monitoring the work of the field teams through observing interviews and anthropometric measurements, ensuring that all teams are conducting the interviews correctly. Finally, they should check all questionnaires before submitting to the national level.

The second level of supervision consists of regional and national surveillance supervisors visiting the field teams. In collaboration with team leaders, the regional and national surveillance supervisor should identify the team that needs more support to improve the overall quality of the sentinel data collection, assess the data submitted by the team leaders and further validate it for analysis.

3.6 Data quality control, data entry & analysis

Key steps should be undertaken through the sentinel process to ensure data quality:

The collected data should be submitted to the team leader on a daily basis before sending to the central server or entered into the system, if paper-based questionnaires are used. This should be checked for consistency and accuracy, with daily feedback given to each data collector.

Data to be downloaded daily for review and quality checks, including undertaking plausibility analysis for anthropometric data, and feedback provided to teams on a daily basis.

The national supervisor is expected to check all data and validate it before exporting it for analysis.

3.6.1. Data entry

3.6.1.1 Sentinel questionnaire

This questionnaire contains questions to sustain the most relevant nutrition indicators as agreed between relevant sectors. National nutrition authorities may add additional questions in case other indicators are desired. It should be highlighted that this is a sentinel approach. Hence, its purpose is to obtain trends and thus, indicators should be added. However, prior ones should remain, otherwise the trend element will be lost. The questionnaire should be tested before use and translated back from any local language to ensure consistency.

3.6.1.2 Electronic data collection

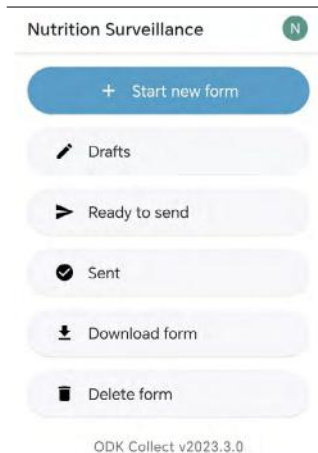
A digital data collection system based on ONA software was specifically developed for the sentinel surveillance in Lao PDR. It allows the **collection of data online and offline using phones, tablets or any browser (if paper forms are used).**⁵

It has the advantages of:

- Maintaining security and privacy by ensuring data cannot be read by third parties
- Providing strong safeguards against data loss
- Data can immediately be available right after it is collected
- It creates summary reports with graphs and tables
- It visualizes collected data on a map via GPS coordinates
- It disaggregates data in reports and maps
- It exports all data at any time in Excel, CSV, KML, ZIP (for media) and SPSS formats.

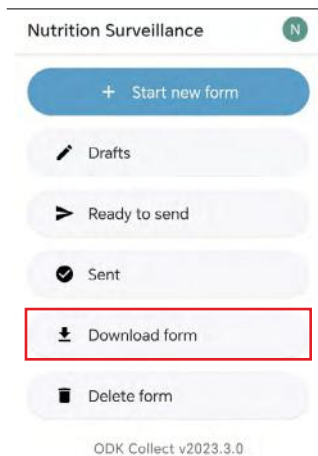
⁵ Note: When an electronic data collection system is used, it is recommended that all members of the sentinel surveillance team receive training on the system and that only those who demonstrate the ability to correctly enter data on the device be put in charge of actual data collection in the field.

3.6.1.3 Preparing the data entry system, data collection and form submission



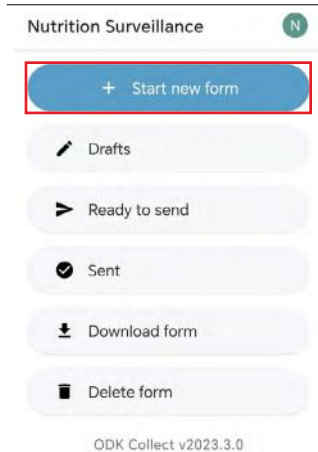
Steps in installing the system

1. Install ODK Collect on your Android device.
2. On your Android device, open ODK Collect and open the General Settings
3. In General Settings, under URL, enter the server URL <https://odk.ona.io> (depending on which server you use)
4. Still in General Settings, enter your username and password



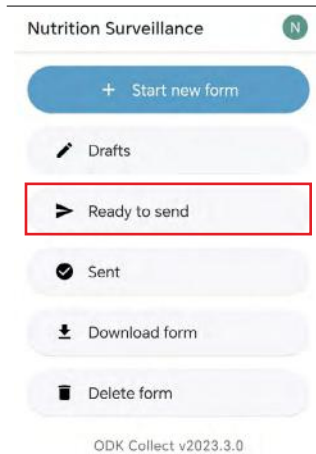
Procedure for downloading forms

1. Make sure you are connected to the Internet on your device.
2. On the home menu of ODK Collect, click Download Form.
3. A list of all your forms from your different projects will be shown. Click Toggle All (or select the ones you wish to download), then click Get Selected.



ODK collect - Fill blank form

1. Click on Start new form
2. Select the form to which you would like enter the data
3. Go through all the questions (swiping your finger from right to left)
4. At the end click on Save Form and Exit making sure all forms are marked 'finalized'.



Forms submission - send finalized forms

1. From the home screen, click on Ready to send
2. A list of your most recently collected forms appear
3. Click Toggle all (or select the ones you wish to send), then click Send Selected.

3.6.2 Data analysis

Statistical software, such as Stata version 14.0 or SPSS, can be used for analysis of data if collected in ONA and extracted in CSV form. Alternatively, for this type of methodology, simpler methods such as Microsoft Excel with pre-loaded formulas can be used. The analysis should be completed within two weeks following completion of data collection. A summary report should be made available by the end of two weeks following completion of data collection.

For anthropometric analysis there are few options available. ENA and WHO anthro are two types of software built for this purpose and are relatively intuitive to use and are capable of providing accurate results.

3.6.3 Data ecosystem overview

If the data is collected with digital technology, such as smartphones/tablets, the information will be uploaded directly to the system for data cleaning and analysis.

3.7 Planning, reporting and dissemination lines

The first draft report should be submitted to the Nutrition Centre/NNC and other stakeholders within a maximum four weeks after the completion of data collection. After receiving feedback, the final report should be prepared eight weeks after data collection and disseminated to stakeholders in the country.

3.8 SWOT analysis of the nutrition surveillance system

Table 9: SWOT analysis

Strengths	Weaknesses
<p>Provide nationally representative data to monitor the implementation of the National Nutrition Strategy and Plan of Action</p> <p>Generate data for bi-annual reporting of progress to the National Nutrition Committee and National Assembly</p> <p>Support policy and programmatic decision-making on nutrition by government and development partners</p> <p>Existing national capacity and experience in conducting nutrition assessments and surveys.</p>	<p>Capacity limitations at implementing levels. Trainings are essential</p> <p>Varying levels of ownership from other sectors at PNC level</p> <p>The master sampling frame used for the selection of villages (enumeration areas) was built in 2015. As the projections at enumeration area levels are technically difficult to obtain, the choice is made to use the original population estimates</p> <p>The mapping of enumeration areas dated from 2015 census, which means that the boundaries might have since changed</p> <p>The sample is powerful at national and regional levels, hence it cannot be used to measure change at provincial/district levels</p> <p>Response fatigue may set in if the same households are sampled in subsequent surveys.</p>
Opportunities	Threats
<p>There are multiple stakeholders working in the area of nutrition able to use data generated from nutrition surveillance activities</p> <p>Leverage other programmes/ interventions related to nutrition information systems to strengthen the data ecosystem</p> <p>Use the NIPN platform to increase the availability and dissemination of NSS results as well as conduct inferential analysis based on the data set</p> <p>Highlight or flag the need for more complex and resource intensive cluster surveys at regional and provincial levels.</p>	<p>Road accessibility and travel conditions are challenging during the rainy season</p> <p>Reduction in financial resources available to support implementation of surveillance activities</p> <p>The cost of training and data collection is supported by development partners, which poses sustainability challenges.</p>

ANNEXES

Annex 1: Indicators

The table below presents the indicators which will be monitored through the NSS.

S/N.	Indicator	Definition	Numerator	Denominator
1.1	Child Nutrition			
	Child Nutrition Status (WHZ, HAZ, WAZ, MUAC, Oedema)			
1.1.1.	Stunting	Prevalence of stunting by age based on height-for-age z-scores	Number of children aged 6–59 months with height-for-age z-scores of ≤ 2 SD	Number of children 6 to 59 months old
1.1.2.	Wasting	Prevalence of wasting based on weight-for-height z-scores (and/or oedema)	Number of children aged 6–59 months with weight-for-height z-scores of ≤ 2 SD and/or oedema is present	Number of children 6 to 59 months old
1.1.3.	Underweight	Prevalence of underweight based on weight-for-age z-scores	Number of children aged 6–59 months with weight-for-age z-scores of ≤ 2 SD	Number of children 6 to 59 months old
1.1.4.	Acute Malnutrition based on MUAC	Prevalence of acute malnutrition based on MUAC (and/or oedema)	Number of children aged 6–59 months with MUAC of less 12.5 cms and/or oedema is present	Number of children 6 to 59 months old
2	Women Nutrition Status (BMI)			
2.1	Undernutrition (WRA)	Percentage of women aged 15–49 years with low BMI (<18.5 kg/m ²)	Number of women aged 15–49 years with BMI of <18.5 kg/m ²	Number of women of reproductive age (15 to 49 years)
3	Care Practices Vitamin A			
3.1.	Vitamin A supplementation among children 6–11 months	Proportion of children 6–11 months who received at least 1 dose of Vitamin A supplementation in the past 6 months	Number of children 6–11 months who received at least 1 dose of Vitamin A supplementation in the past 6 months	Number of children 6 to 11 months of age

S/N.	Indicator	Definition	Numerator	Denominator
3.2	Vitamin A supplementation among children 6-59 months	Proportion of children 12–59 months who received at least 1 dose of Vitamin A supplementation in the past 6 months	Number of children 12–59 months who received at least 1 dose of Vitamin A supplementation in the past 6 months	Number of children 12 to 59 months of age
3.3	Deworming coverage among 12–59 months	Proportion of children 12–59 months who received deworming in the past 6 months	Number of children 12–59 months who received deworming in the past 6 months	Number of children 12 to 59 months of age
4 IYCF				
4.1.	Early initiation of breastfeeding	Percentage of children born in the last 24 months who were put to the breast within one hour of birth	Number of children born in the last 24 months who were put to the breast within one hour of birth	Number of children born in the last 24 months
4.2.	Exclusive breastfeeding under six months	Percentage of infants 0–5 months of age who were fed exclusively with breast milk during the previous day	Number of infants 0–5 months of age who were fed only breast milk during the previous day	Number of infants 0–5 months of age
4.3.	Continued breastfeeding 12–23 months	Percentage of children 12–23 months of age who were fed breast milk during the previous day	Number of children 12–23 months of age who were fed breast milk during the previous day	Number of children 12–23 months of age
4.4.	Minimum acceptable diet 6–23 months	Percentage of children 6–23 months of age who consumed a minimum acceptable diet during the previous day	Number of children 6–23 months of age who consumed a minimum acceptable diet during the previous day.	Number of children 6–23 months of age
4.5.	Minimum meal frequency 6 to 23 months	Percentage of children 6–23 months of age who consumed solid, semi-solid or soft foods (but also including milk feeds for non-breastfed children) at least the minimum number of times during the previous day	Number of children 6–23 months of age who consumed solid, semi-solid or soft foods at least the minimum number of times during the previous day	Number of children 6–23 months of age
4.6.	Minimum dietary diversity 6–23 months	Percentage of children 6–23 months of age who consumed foods and beverages from at least five out of eight defined food groups during the previous day	Number of children 6–23 months of age who consumed foods and beverages from at least five out of eight defined food groups during the previous day	Number of children 6–23 months of age

S/N.	Indicator	Definition	Numerator	Denominator
5				
<i>Food Security (Food Access/Availability/Consumption)</i>				
5.1	Minimum Dietary Diversity for WRA (15–49 years)	Percentage of WRA of age who consumed foods and beverages from at least five out of 10 defined food groups during the previous day	Number of WRA of age who consumed foods and beverages from at least five out of 10 defined food groups during the previous day	Number of Women of Reproductive Age (WRA)
5.2	Food consumption score	Food Consumption Score (FCS)	Number of households classified as (i) acceptable (ii) borderline (iii) poor	Number of households
5.3.	Reduced coping strategy	Reduced Coping Strategy Index	Average score of the reduced coping strategies	
5.4	Livelihood Coping Strategy	Livelihood Coping Strategy	Average value of the Livelihood Coping Strategy Index	
5.5	Main food sources	Proportion of households who acquired food from certain main sources	Own production, forest, markets	Number of households
6				
<i>Water, Sanitation and Hygiene (WASH)</i>				
6.1	Access to safely managed drinking water	Percentage of population using safely managed drinking water services.	Population using safely managed drinking water services.	Total population
6.2	Access to basic sanitation facilities	Percentage of the population using safely managed sanitation services	Population using safely managed sanitation services	Total population
6.3	Hand-washing facility with soap and water	Proportion of the population using a hand-washing facility with soap and water	Population using a hand-washing facility with soap and water	Total population
6.4	Prevalence of diarrhoea among children	Proportion of children who in the past two weeks had at least 3 loose or liquid stools in one day	# of children who in the past two weeks had at least 3 loose or liquid stools in one day	Number of children born in the last 5 years

Annex 2.a: Household Questionnaire (Paper-based)

Informed Consent

Introduction: My name is..... I am here with a group of research workers, supporting the Government of Lao in conducting a survey on food and nutrition status in the country. The purpose of the surveillance is to help us understand the current state of nutrition and food security in the Community. It is being conducted by the National Nutrition Committee Secretariat, Government of Lao in all 18 provinces of the country. This household has been randomly selected to be part of the Survey and you are representing all the families in this community. If you have children who are aged 6-59 months we request a permission to take their weight and height measurement and any other relevant information. If you take part in this survey our discussion will take less than 45 minutes.

You are free to take part in this survey and you are not forced to do so you can also opt not to participate in the survey. If agreed to take part you are free to answer any of the questions or not answer any of the questions. All the answers you give in this interview will be treated with strict confidentiality. The answers we get from you will be treated completely anonymously. Your name or the names of your family members or those related to you will not be used to identify your answers.

No one will be able to identify your answers with you or your family members. The information will be kept by the Government electronically in secured space. This survey has been approved by the National authorities of Lao PDR.

Electronic consent: please acknowledge below. Clicking on the button below indicates that:

1. The respondent has received the above information
2. She voluntarily agrees to participate

Questionnaire ID

Province

District

Village/s Name

Sentinel number

Household Number

Household Location (generated automatically by the application)

latitude (x.y °)

longitude (x.y °)

altitude (m)

accuracy (m)

Date of the interview yyyy-mm-dd hh:mm

Demographic information

HH.1. Name of respondent (Phone # if any)

HH.2. Sex of respondent

- Male
- Female

HH.3. What is the highest level and grade or year of school (name) has ever attended?

- None or ECE
- Primary
- Lower secondary
- Upper secondary
- Higher or tertiary
- Don't Know

HH.4. Name of household head

HH.5. Sex of household head

- Male
- Female

HH.6. What is the highest level and grade or year of school (name) has ever attended?

- None or ECE
- Primary
- Lower secondary
- Upper secondary
- Higher or tertiary
- Don't Know

HH.7. What is the main source of household income?

- Salary
- Crop products sale
- Livestock sale
- Livestock products sale
- Small business
- Wholesale business
- Unskilled wage
- Remittances
- Other (Specify)

HH.8. How many people (adult and children) does your household have (household size) [_ _]

Out of these how many are children 6-59 months [_ _]

Out of these how many are children aged 0-23 months [_ _]

B. Access to Water and Sanitation

WS.1. What is your household's main source of drinking water during this season?

- Bottled drinking water
- Piped or Tube well or borehole
- Protected dug well or spring
- Rainwater
- Unprotected dug well or spring
- Surface water (stream, river, pond dam)

WS.1_1a. Does your household treat drinking water?

- Yes
- No

WS.1_1b. How do you treat drinking water? (circle all applicable)

- By chlorination (by adding water guard, aquatab, etc)
- By boiling
- Others (Specify)

WS.2. Where is the water source located

- In own dwelling
- In own yard/ plot
- Elsewhere

WS.3. How long does it usually take you to get to the water source, collect the water and bring it back home?

- Members do not collect
- 30 minutes or less
- More than 30 minutes
- Don't know

WS.4. In the last month, has there been any time when your household did not have sufficient Quantities of drinking water?

- Yes, atleast once
- No, always sufficient
- Don't know

WS.5. What kind of toilet facility do members of your household usually use? (If 'Flush' or 'Pour flush', probe: Where does it flush to? If not possible to determine, ask permission to observe the facility)

- Flush to a piped sewer system
- Flush to septic tank
- Flush to a pit latrine
- Flush to open drain
- Flush to don't know where
- Ventilated improved pit latrine
- Pit latrine with slab
- Pit latrine without slab/open pit
- Composting toilet
- Bucket
- No facility/bush/field
- Others (Specify)

WS.6. How many households use this latrine?

- Only the respondent's household
- Two or more households

WS.7. Is there any handwashing facility?

- Yes
- No

WS.7.a. If yes, what is your household's main handwashing facility?

- Basin available
- Bucket with tap available
- Sink available
- Other (Specify)

WS.7.b. Is there soap or detergent and water available at handwashing facility? (Ask to see)

- Soap or detergent available
- Water available
- None

C. Food Security

FS.1. Is the household producing any of the following?

- | | | | |
|---|-----------------------------|------------------------------|------------------------------------|
| <input type="checkbox"/> Food crops (grains, tubers etc.) | <input type="checkbox"/> No | <input type="checkbox"/> Yes | <input type="checkbox"/> Partially |
| <input type="checkbox"/> Legumes | <input type="checkbox"/> No | <input type="checkbox"/> Yes | <input type="checkbox"/> Partially |
| <input type="checkbox"/> Vegetables | <input type="checkbox"/> No | <input type="checkbox"/> Yes | <input type="checkbox"/> Partially |
| <input type="checkbox"/> Fruits | <input type="checkbox"/> No | <input type="checkbox"/> Yes | <input type="checkbox"/> Partially |
| <input type="checkbox"/> Small livestock | <input type="checkbox"/> No | <input type="checkbox"/> Yes | <input type="checkbox"/> Partially |
| <input type="checkbox"/> Fish farming | <input type="checkbox"/> No | <input type="checkbox"/> Yes | <input type="checkbox"/> Partially |

FS 2. Food sources and consumption in the last 7 days

Could you please tell me how many days in the **past one week** (seven days) did most members of your household (50% +) have eaten the following foods and what the main source was (*use codes at the bottom of the table, write 0 for items not eaten over the last seven days*)

ASK LINE BY LINE FOR EACH ITEM BOTH QUESTIONS.

Food Item		a. # Of days <i>Eaten during last 7 days</i>	b. Main Source <i>(use Food source codes at the bottom of the table)</i>
FG.1	Cereals and tubers: Rice, pasta, bread/sorghum, millet, maize, fonio, potato, yam, cassava, white flesh sweet potato, taro and/or other tubers, plantain	<input type="checkbox"/>	<input type="checkbox"/>
FG.2	Pulses: Beans, cowpeas, peanuts, lentils, nuts, soy, pigeon pea and/or other nuts	<input type="checkbox"/>	<input type="checkbox"/>
FG.3	Milk and Dairy: Fresh milk/sour, yoghurt, cheese, other dairy products (exclude margarine/butter or small amounts of milk for tea/coffee)	<input type="checkbox"/>	<input type="checkbox"/>
FG.4	Beef, goat, poultry, pork, eggs and fish	<input type="checkbox"/>	<input type="checkbox"/>
FG.4.1	Flesh meat: beef, pork, lamb, goat, rabbit, chicken, duck, other birds, insects	<input type="checkbox"/>	<input type="checkbox"/>
FG.4.2	Liver, kidney, heart and/or other organ meats	<input type="checkbox"/>	<input type="checkbox"/>
FG.4.3	Fish/Shellfish fish, including canned tuna, escargot, and/or other seafood (fish in large quantities and not as a condiment)	<input type="checkbox"/>	<input type="checkbox"/>
FG.4.5	Eggs	<input type="checkbox"/>	<input type="checkbox"/>
FG.5	All vegetables and leaves	<input type="checkbox"/>	<input type="checkbox"/>
FG.5.1	Orange vegetables (vegetables rich in Vitamin A) carrot, red pepper, pumpkin, orange sweet potatoes	<input type="checkbox"/>	<input type="checkbox"/>
FG.5.2	Dark green leafy vegetables: spinach, broccoli, amaranth and/or other dark green leaves, cassava leaves	<input type="checkbox"/>	<input type="checkbox"/>
FG.6	All fruits	<input type="checkbox"/>	<input type="checkbox"/>

FG.6.1	Orange fruits (fruits rich in Vitamin A) mango, papaya, apricot, peach. (NB: do not include oranges)	<input type="checkbox"/>	<input type="checkbox"/>
FG.7	Vegetable oil, palm oil, shea butter, ghee, margarine, other fats/oil	<input type="checkbox"/>	<input type="checkbox"/>
FG.8	Sugar, honey, jam, cakes, candy, cookies, pastries, cakes and other sweet (sugary drinks)	<input type="checkbox"/>	<input type="checkbox"/>
FG.9	Condiments/spices tea, coffee/cocoa, salt, garlic, spices, yeast/baking powder, tomato/sauce, meat or fish as a condiment, condiments including a small amount of milk/tea coffee	<input type="checkbox"/>	<input type="checkbox"/>

Food source codes

1= Own production (crops, animal)

2= Fishing/hunting

3= Gathering

4= Borrowed

5= Market (purchase with cash)

6= Market (purchase on credit)

7= Beg for food

8= Exchange labour or items for food

9= Gift (food) from family, relatives or friends

10= Food aid from civil society, NGOs, government, WFP etc.

FS 3. Reduced Coping Strategy Index

Now i will ask you about the number of days, in the last 7 days, that your household may have done some of the following actions to cope with lack of food or money to buy food. Indicate the exact number of days.

CS.1.a. Relied on less preferred, less expensive food (Number of days: 0 to 7)	<input type="checkbox"/>
CS.1.b. Borrowed food or relied on help from friends or relatives (Number of days: 0 to 7)	<input type="checkbox"/>
CS.1.c. Reduced the number of meals eaten per day (Number of days: 0 to 7)	<input type="checkbox"/>
CS.1.d. Reduced portion size of meals (Number of days: 0 to 7)	<input type="checkbox"/>
CS.1.e. Restrict consumption by adults/mothers for young children (Number of days: 0 to 7)	<input type="checkbox"/>

FS 4. Livelihood Coping Strategy (Rural)

During the past **30 days**, did anyone in your household have to engage in any of the following activities **due to lack of food or money to buy it?**

1 = No, because I did not need to
 2 = No, because I already sold those assets or have engaged in this activity within the last 12 months and cannot continue to do it
 3= Yes
 4= Not applicable (don't have children/ these assets)

LCS.1.1 Sold household assets/goods (radio, furniture, refrigerator, television, jewellery, etc.) <i>due to lack of food</i>	<input type="checkbox"/>
LCS.1.2 Sold more animals than usual <i>due to lack of food</i>	<input type="checkbox"/>
LCS.1.3 Spent savings <i>due to lack of food</i>	<input type="checkbox"/>
LCS.1.4 Sent household members to eat elsewhere due to lack of food	<input type="checkbox"/>

LCS.1.5 Harvested immature crops (e.g., green maize) due to lack of food	<input type="checkbox"/>
LCS.1.6 Consumed seed stocks that were to be saved for the next season due to lack of food	<input type="checkbox"/>
LCS.1.7 Decreased expenditures on fertilizer, pesticide, fodder, animal feed, veterinary care, etc. Due to lack of food	<input type="checkbox"/>
LCS 1.8 Mortgaged/sold the house where the household was permanently living or land due to lack of food	
LCS 1.9 Begged (i.e., asked strangers on the streets for money or food) and/or scavenged due to lack of food	
LCS.1.10 A minor household member (under 15) migrated informally <i>due to a lack of food</i>	<input type="checkbox"/>
LCS.1.11 Sold last female (productive) animals <i>due to lack of food</i>	<input type="checkbox"/>
LCS 1.12. Made children engage in labour/income-generating activities	<input type="checkbox"/>
LCS 1.13. Gave away a child for marriage	<input type="checkbox"/>

FS 5. Expenditures: Now i would like to ask you (again) some questions regarding the consumption of food in your Household in the last 7 days. We ask these questions to learn about the food consumption habits of Households.

Enumerator: the respondent of this module should preferably be the member normally in charge of preparing and purchasing food. If s/he cannot be the direct respondent, try to have s/he helping the main respondent answering this module.

FE.1.2.A IN THE LAST 7 DAYS, DID YOUR HOUSEHOLD CONSUME ANY CEREALS THAT CAME FROM IN-KIND GIFTS OR IN-KIND ASSISTANCE? *

Please select the right answer for this question

No

Yes

FE.1.2.B WHAT WOULD BE THE VALUE OF THE CONSUMED CEREALS THAT CAME FROM IN-KIND GIFTS OR ASSISTANCE IF YOU WERE TO BUY THAT AT THE MARKET?

write number

FE.1.3.A IN THE LAST 7 DAYS, DID YOUR HOUSEHOLD CONSUME ANY CEREALS THAT YOU PRODUCED, GATHERED OR RECEIVED IN EXCHANGE OF LABOR? *

Please select the right answer for this question

No

Yes

FE.1.3.B WHAT WOULD BE THE VALUE OF THE CONSUMED CEREALS THAT YOU PRODUCED, GATHERED, OR RECEIVED IN EXCHANGE OF LABOR IF YOU WERE TO BUY THAT AT THE MARKET?

write number

FE.2 NOW I WILL ASK YOU ABOUT YOUR EXPENDITURES AND CONSUMPTION OF TUBERS. THESE INCLUDE ITEMS SUCH AS POTATOES, SWEET POTATOES, CASSAVA, PLANTAINS, YAMS.

Please select the right answer for this question

FE.2.1.A DID YOUR HOUSEHOLD PURCHASE ANY TUBERS FOR HOUSEHOLD CONSUMPTION IN THE LAST 7 DAYS, USING CASH OR ON CREDIT? *

Please select the right answer for this question

No

Yes

FE.2.1.B CONSIDERING BOTH PURCHASES MADE IN CASH AND ON CREDIT, HOW MUCH DID YOUR HOUSEHOLD SPEND ON TUBERS IN THE LAST 7 DAYS?

write number

FE.2.2.A IN THE LAST 7 DAYS, DID YOUR HOUSEHOLD CONSUME ANY TUBERS THAT CAME FROM IN-KIND GIFTS OR IN-KIND ASSISTANCE? *

Please select the right answer for this question

No

Yes

FE.2.2.B WHAT WOULD BE THE VALUE OF THE CONSUMED TUBERS THAT CAME FROM IN-KIND GIFTS OR ASSISTANCE IF YOU WERE TO BUY THAT AT THE MARKET?

write number

FE.2.3.A IN THE LAST 7 DAYS, DID YOUR HOUSEHOLD CONSUME ANY TUBERS THAT YOU PRODUCED, GATHERED OR RECEIVED IN EXCHANGE OF LABOR? *

Please select the right answer for this question

No

Yes

FE.2.3.B WHAT WOULD BE THE VALUE OF THE CONSUMED TUBERS THAT YOU PRODUCED, GATHERED, OR RECEIVED IN EXCHANGE OF LABOR IF YOU WERE TO BUY THAT AT THE MARKET?

write number

FE.3 NOW I WILL ASK YOU ABOUT YOUR EXPENDITURES AND CONSUMPTION OF PULSES AND NUTS. THESE INCLUDE ITEMS SUCH AS BEANS, PEAS, LENTILS, NUTS IN SHELL OR SHELLED.

FE.3.1.A DID YOUR HOUSEHOLD PURCHASE ANY PULSES AND NUTS FOR HOUSEHOLD CONSUMPTION IN THE LAST 7 DAYS, USING CASH OR ON CREDIT? *

Please select the right answer for this question

No

Yes

FE.3.1.B CONSIDERING BOTH PURCHASES MADE IN CASH AND ON CREDIT, HOW MUCH DID YOUR HOUSEHOLD SPEND ON PULSES AND NUTS IN THE LAST 7 DAYS?

write number

FE.3.2.A IN THE LAST 7 DAYS, DID YOUR HOUSEHOLD CONSUME ANY PULSES AND NUTS THAT CAME FROM IN-KIND GIFTS OR IN-KIND ASSISTANCE? *

Please select the right answer for this question

No

Yes

FE.3.2.B WHAT WOULD BE THE VALUE OF THE CONSUMED PULSES AND NUTS THAT CAME FROM IN-KIND GIFTS OR ASSISTANCE IF YOU WERE TO BUY THAT AT THE MARKET?

write number

FE.3.3.A IN THE LAST 7 DAYS, DID YOUR HOUSEHOLD CONSUME ANY PULSES AND NUTS THAT YOU PRODUCED, GATHERED OR RECEIVED IN EXCHANGE OF LABOR? *

Please select the right answer for this question

No

Yes

FE.3.3.B WHAT WOULD BE THE VALUE OF THE CONSUMED PULSES AND NUTS THAT YOU PRODUCED, GATHERED, OR RECEIVED IN EXCHANGE OF LABOR IF YOU WERE TO BUY THAT AT THE MARKET?

write number

FE.4 NOW I WILL ASK YOU ABOUT YOUR EXPENDITURES AND CONSUMPTION OF VEGETABLES. THESE INCLUDE ITEMS SUCH AS DARK GREEN LEAFY VEGETABLES, ORANGE VEGETABLES, AND OTHER VEGETABLES.

FE.4.1.A DID YOUR HOUSEHOLD PURCHASE ANY VEGETABLES FOR HOUSEHOLD CONSUMPTION IN THE LAST 7 DAYS, USING CASH OR ON CREDIT? *

Please select the right answer for this question

- No
- Yes
-

FE.4.1.B CONSIDERING BOTH PURCHASES MADE IN CASH AND ON CREDIT, HOW MUCH DID YOUR HOUSEHOLD SPEND ON VEGETABLES IN THE LAST 7 DAYS?

write number

FE.4.2.A IN THE LAST 7 DAYS, DID YOUR HOUSEHOLD CONSUME ANY VEGETABLES THAT CAME FROM IN-KIND GIFTS OR IN-KIND ASSISTANCE? *

Please select the right answer for this question

- No
- Yes
-

FE.4.2.B WHAT WOULD BE THE VALUE OF THE CONSUMED VEGETABLES THAT CAME FROM IN-KIND GIFTS OR ASSISTANCE IF YOU WERE TO BUY THAT AT THE MARKET?

write number

FE.4.3.A IN THE LAST 7 DAYS, DID YOUR HOUSEHOLD CONSUME ANY VEGETABLES THAT YOU PRODUCED, GATHERED OR RECEIVED IN EXCHANGE OF LABOR? *

Please select the right answer for this question

No

Yes

FE.4.3.B WHAT WOULD BE THE VALUE OF THE CONSUMED VEGETABLES THAT YOU PRODUCED, GATHERED, OR RECEIVED IN EXCHANGE OF LABOR IF YOU WERE TO BUY THAT AT THE MARKET?

write number

FE.5 NOW I WILL ASK YOU ABOUT YOUR EXPENDITURES AND CONSUMPTION OF FRUITS. THESE INCLUDE ITEMS SUCH

AS FRESH, FROZEN OR DRY FRUIT.

FE.5.1.A DID YOUR HOUSEHOLD PURCHASE ANY FRUITS FOR HOUSEHOLD CONSUMPTION IN THE LAST 7 DAYS, USING CASH OR ON CREDIT? *

Please select the right answer for this question

No

Yes

FE.5.1.B CONSIDERING BOTH PURCHASES MADE IN CASH AND ON CREDIT, HOW MUCH DID YOUR HOUSEHOLD SPEND ON FRUITS IN THE LAST 7 DAYS?

write number

FE.5.2.A IN THE LAST 7 DAYS, DID YOUR HOUSEHOLD CONSUME ANY FRUITS THAT CAME FROM IN-KIND GIFTS OR IN-KIND ASSISTANCE? *

Please select the right answer for this question

No

Yes

FE.5.2.B WHAT WOULD BE THE VALUE OF THE CONSUMED FRUITS THAT CAME FROM IN-KIND GIFTS OR ASSISTANCE IF YOU WERE TO BUY THAT AT THE MARKET?

write number

FE.5.3.A IN THE LAST 7 DAYS, DID YOUR HOUSEHOLD CONSUME ANY FRUITS THAT YOU PRODUCED, GATHERED OR RECEIVED IN EXCHANGE OF LABOR? *

Please select the right answer for this question

No

Yes

FE.5.3.B WHAT WOULD BE THE VALUE OF THE CONSUMED FRUITS THAT YOU PRODUCED, GATHERED, OR RECEIVED IN EXCHANGE OF LABOR IF YOU WERE TO BUY THAT AT THE MARKET?

write number

FE.6 NOW I WILL ASK YOU ABOUT YOUR EXPENDITURES AND CONSUMPTION OF MEAT. THESE INCLUDE ITEMS SUCH AS FRESH, CHILLED, FROZEN MEAT AND POULTRY, AS WELL AS DRY AND SALTED MEAT.

FE.6.1.A DID YOUR HOUSEHOLD PURCHASE ANY MEAT FOR HOUSEHOLD CONSUMPTION IN THE LAST 7 DAYS, USING CASH OR ON CREDIT? *

Please select the right answer for this question

No

Yes

FE.6.1.B CONSIDERING BOTH PURCHASES MADE IN CASH AND ON CREDIT, HOW MUCH DID YOUR HOUSEHOLD SPEND ON MEAT IN THE LAST 7 DAYS?

write number

FE.6.2.A IN THE LAST 7 DAYS, DID YOUR HOUSEHOLD CONSUME ANY MEAT THAT CAME FROM IN-KIND GIFTS OR IN-KIND ASSISTANCE? *

Please select the right answer for this question

No

Yes

FE.6.2.B WHAT WOULD BE THE VALUE OF THE CONSUMED MEAT THAT CAME FROM IN-KIND GIFTS OR ASSISTANCE IF YOU WERE TO BUY THAT AT THE MARKET?

write number

FE.6.3.A IN THE LAST 7 DAYS, DID YOUR HOUSEHOLD CONSUME ANY MEAT THAT YOU PRODUCED, HUNTED OR RECEIVED IN EXCHANGE OF LABOR? *

Please select the right answer for this question

No

Yes

FE.6.3.B WHAT WOULD BE THE VALUE OF THE CONSUMED MEAT THAT YOU PRODUCED, HUNTED OR RECEIVED IN EXCHANGE OF LABOR IF YOU WERE TO BUY THAT AT THE MARKET?

write number

FE.7 NOW I WILL ASK YOU ABOUT YOUR EXPENDITURES AND CONSUMPTION OF FISH. THESE INCLUDE ITEMS SUCH AS FRESH AND FROZEN FISH OR OTHER SEAFOOD.

FE.7.1.A DID YOUR HOUSEHOLD PURCHASE ANY FISH FOR HOUSEHOLD CONSUMPTION IN THE LAST 7 DAYS, USING CASH OR ON CREDIT? *

Please select the right answer for this question

- No
- Yes
-

FE.7.1.B CONSIDERING BOTH PURCHASES MADE IN CASH AND ON CREDIT, HOW MUCH DID YOUR HOUSEHOLD SPEND ON FISH IN THE LAST 7 DAYS?

write number

FE.7.2.A IN THE LAST 7 DAYS, DID YOUR HOUSEHOLD CONSUME ANY FISH THAT CAME FROM IN-KIND GIFTS OR IN-KIND ASSISTANCE? *

Please select the right answer for this question

- No
- Yes
-

FE.7.2.B WHAT WOULD BE THE VALUE OF THE CONSUMED FISH THAT CAME FROM IN-KIND GIFTS OR ASSISTANCE IF YOU WERE TO BUY THAT AT THE MARKET?

write number

FE.7.3.A IN THE LAST 7 DAYS, DID YOUR HOUSEHOLD CONSUME ANY FISH THAT YOU PRODUCED, GATHERED, FISHED OR RECEIVED IN EXCHANGE OF LABOR? *

Please select the right answer for this question

- No
- Yes
-

FE.7.3.B WHAT WOULD BE THE VALUE OF THE CONSUMED FISH THAT YOU PRODUCED, GATHERED, FISHED OR RECEIVED IN EXCHANGE OF LABOR IF YOU WERE TO BUY THAT AT THE MARKET?

write number

FE.8 NOW I WILL ASK YOU ABOUT YOUR EXPENDITURES AND CONSUMPTION OF FATS. THESE INCLUDE ITEMS SUCH AS VEGETAL OIL, BUTTER, MARGARIN.

FE.8.1.A DID YOUR HOUSEHOLD PURCHASE ANY FATS FOR HOUSEHOLD CONSUMPTION IN THE LAST 7 DAYS, USING CASH OR ON CREDIT? *

Please select the right answer for this question

- No
- Yes
-

FE.8.1.B CONSIDERING BOTH PURCHASES MADE IN CASH AND ON CREDIT, HOW MUCH DID YOUR HOUSEHOLD SPEND ON FATS IN THE LAST 7 DAYS?

write number

FE.8.2.A IN THE LAST 7 DAYS, DID YOUR HOUSEHOLD CONSUME ANY FATS THAT CAME FROM IN-KIND GIFTS OR IN-KIND ASSISTANCE? *

Please select the right answer for this question

- No
 - Yes
-

FE.8.2.B WHAT WOULD BE THE VALUE OF THE CONSUMED FATS THAT CAME FROM IN-KIND GIFTS OR ASSISTANCE IF YOU WERE TO BUY THAT AT THE MARKET?

write number

FE.8.3.A IN THE LAST 7 DAYS, DID YOUR HOUSEHOLD CONSUME ANY FATS THAT YOU PRODUCED, GATHERED OR RECEIVED IN EXCHANGE OF LABOR? *

Please select the right answer for this question

- No
 - Yes
-

FE.8.3.B WHAT WOULD BE THE VALUE OF THE CONSUMED FATS THAT YOU PRODUCED, GATHERED, OR RECEIVED IN EXCHANGE OF LABOR IF YOU WERE TO BUY THAT AT THE MARKET?

write number

FE.9 NOW I WILL ASK YOU ABOUT YOUR EXPENDITURES AND CONSUMPTION OF MILK/DAIRY PRODUCTS. THESE INCLUDE ITEMS SUCH AS MILK, CHEESE, YOGURT, POWERED MILK.

FE.9.1.A DID YOUR HOUSEHOLD PURCHASE ANY MILK/DAIRY PRODUCTS FOR HOUSEHOLD CONSUMPTION IN THE LAST 7 DAYS, USING CASH OR ON CREDIT? *

Please select the right answer for this question

- No
- Yes
-

FE.9.1.B CONSIDERING BOTH PURCHASES MADE IN CASH AND ON CREDIT, HOW MUCH DID YOUR HOUSEHOLD SPEND ON MILK/DAIRY PRODUCTS IN THE LAST 7 DAYS?

write number

FE.9.2.A IN THE LAST 7 DAYS, DID YOUR HOUSEHOLD CONSUME ANY MILK/DAIRY PRODUCTS THAT CAME FROM IN-KIND GIFTS OR IN-KIND ASSISTANCE? *

Please select the right answer for this question

- No
- Yes
-

FE.9.2.B WHAT WOULD BE THE VALUE OF THE CONSUMED MILK/DAIRY PRODUCTS THAT CAME FROM IN-KIND GIFTS OR ASSISTANCE IF YOU WERE TO BUY THAT AT THE MARKET?

write number

FE.9.3.A IN THE LAST 7 DAYS, DID YOUR HOUSEHOLD CONSUME ANY MILK/DAIRY PRODUCTS THAT YOU PRODUCED, GATHERED OR RECEIVED IN EXCHANGE OF LABOR? *

Please select the right answer for this question

- No
- Yes
-

FE.9.3.B WHAT WOULD BE THE VALUE OF THE CONSUMED MILK/DAIRY PRODUCTS THAT YOU PRODUCED, GATHERED, OR RECEIVED IN EXCHANGE OF LABOR IF YOU WERE TO BUY THAT AT THE MARKET?

write number

FE.10 NOW I WILL ASK YOU ABOUT YOUR EXPENDITURES AND CONSUMPTION OF EGGS.

FE.10.1.A DID YOUR HOUSEHOLD PURCHASE ANY EGGS FOR HOUSEHOLD CONSUMPTION IN THE LAST 7 DAYS, USING CASH OR ON CREDIT? *

Please select the right answer for this question

- No
- Yes
-

FE.10.1.B CONSIDERING BOTH PURCHASES MADE IN CASH AND ON CREDIT, HOW MUCH DID YOUR HOUSEHOLD SPEND ON EGGS IN THE LAST 7 DAYS?

write number

FE.10.2.A IN THE LAST 7 DAYS, DID YOUR HOUSEHOLD CONSUME ANY EGGS THAT CAME FROM IN-KIND GIFTS OR IN KIND ASSISTANCE? *

Please select the right answer for this question

- No
- Yes
-

FE.10.2.B WHAT WOULD BE THE VALUE OF THE CONSUMED EGGS THAT CAME FROM IN-KIND GIFTS OR ASSISTANCE IF YOU WERE TO BUY THAT AT THE MARKET?

write number

FE.10.3.A IN THE LAST 7 DAYS, DID YOUR HOUSEHOLD CONSUME ANY EGGS THAT YOU PRODUCED, GATHERED OR RECEIVED IN EXCHANGE OF LABOR? *

Please select the right answer for this question

No

Yes

FE.10.3.B WHAT WOULD BE THE VALUE OF THE CONSUMED EGGS THAT YOU PRODUCED, GATHERED, OR RECEIVED IN EXCHANGE OF LABOR IF YOU WERE TO BUY THAT AT THE MARKET?

write number

FE.11 NOW I WILL ASK YOU ABOUT YOUR EXPENDITURES AND CONSUMPTION OF SUGAR, CONFECTIONERY AND DESSERTS. THESE INCLUDE ITEMS SUCH AS RAW SUGAR, HONEY, JAMS, CHOCOLATE, ICE CREAM AND SIMILAR

PRODUCTS

FE.11.1.A DID YOUR HOUSEHOLD PURCHASE ANY SUGAR, CONFECTIONERY AND DESSERTS FOR HOUSEHOLD CONSUMPTION IN THE LAST 7 DAYS, USING CASH OR ON CREDIT? *

Please select the right answer for this question

No

Yes

FE.11.1.B CONSIDERING BOTH PURCHASES MADE IN CASH AND ON CREDIT, HOW MUCH DID YOUR HOUSEHOLD SPEND ON SUGAR, CONFECTIONERY AND DESSERTS IN THE LAST 7 DAYS?

write number

FE.11.2.A IN THE LAST 7 DAYS, DID YOUR HOUSEHOLD CONSUME ANY SUGAR, CONFECTIONERY AND DESSERTS THAT CAME FROM IN-KIND GIFTS OR IN-KIND ASSISTANCE? *

Please select the right answer for this question

- No
- Yes
-

FE.11.2.B WHAT WOULD BE THE VALUE OF THE CONSUMED SUGAR, CONFECTIONERY AND DESSERTS THAT CAME FROM IN-KIND GIFTS OR ASSISTANCE IF YOU WERE TO BUY THAT AT THE MARKET?

write number

FE.11.3.A IN THE LAST 7 DAYS, DID YOUR HOUSEHOLD CONSUME ANY SUGAR, CONFECTIONERY AND DESSERTS THAT YOU PRODUCED, GATHERED OR RECEIVED IN EXCHANGE OF LABOR? *

Please select the right answer for this question

- No
- Yes
-

FE.11.3.B WHAT WOULD BE THE VALUE OF THE CONSUMED SUGAR, CONFECTIONERY AND DESSERTS THAT YOU PRODUCED, GATHERED, OR RECEIVED IN EXCHANGE OF LABOR IF YOU WERE TO BUY THAT AT THE MARKET?

write number

FE.12 NOW I WILL ASK YOU ABOUT YOUR EXPENDITURES AND CONSUMPTION OF CONDIMENTS. THESE INCLUDE ITEMS SUCH AS SALT, SPICES, CUBES, FISH POWDER.

FE.12.1.A DID YOUR HOUSEHOLD PURCHASE ANY CONDIMENTS FOR HOUSEHOLD CONSUMPTION IN THE LAST 7 DAYS, USING CASH OR ON CREDIT? *

Please select the right answer for this question

- No
- Yes
-

FE.12.1.B CONSIDERING BOTH PURCHASES MADE IN CASH AND ON CREDIT, HOW MUCH DID YOUR HOUSEHOLD SPEND ON CONDIMENTS IN THE LAST 7 DAYS?

write number

FE.12.2.A IN THE LAST 7 DAYS, DID YOUR HOUSEHOLD CONSUME ANY CONDIMENTS THAT CAME FROM IN-KIND GIFTS OR IN-KIND ASSISTANCE? *

Please select the right answer for this question

- No
- Yes
-

FE.12.2.B WHAT WOULD BE THE VALUE OF THE CONSUMED CONDIMENTS THAT CAME FROM IN-KIND GIFTS OR ASSISTANCE IF YOU WERE TO BUY THAT AT THE MARKET?

write number

FE.12.3.A IN THE LAST 7 DAYS, DID YOUR HOUSEHOLD CONSUME ANY CONDIMENTS THAT YOU PRODUCED, GATHERED OR RECEIVED IN EXCHANGE OF LABOR? *

Please select the right answer for this question

No

Yes

FE.12.3.B WHAT WOULD BE THE VALUE OF THE CONSUMED CONDIMENTS THAT YOU PRODUCED, GATHERED, OR RECEIVED IN EXCHANGE OF LABOR IF YOU WERE TO BUY THAT AT THE MARKET?

write number

FE.13 NOW I WILL ASK YOU ABOUT YOUR EXPENDITURES AND CONSUMPTION OF NON-ALCOHOLIC BEVERAGES. THESE INCLUDE ITEMS SUCH AS COFFEE, TEA, HERBAL INFUSION, BOTTLED WATER, SOFT-DRINKS, JUICES.

FE.13.1.A DID YOUR HOUSEHOLD PURCHASE ANY NON-ALCOHOLIC BEVERAGES FOR HOUSEHOLD CONSUMPTION IN THE LAST 7 DAYS, USING CASH OR ON CREDIT? *

Please select the right answer for this question

No

Yes

FE.13.1.B CONSIDERING BOTH PURCHASES MADE IN CASH AND ON CREDIT, HOW MUCH DID YOUR HOUSEHOLD SPEND ON NON-ALCOHOLIC BEVERAGES IN THE LAST 7 DAYS?

write number

FE.13.2.A IN THE LAST 7 DAYS, DID YOUR HOUSEHOLD CONSUME ANY NON-ALCOHOLIC BEVERAGES THAT CAME FROM IN-KIND GIFTS OR IN-KIND ASSISTANCE? *

Please select the right answer for this question

No

Yes

FE.13.2.B WHAT WOULD BE THE VALUE OF THE CONSUMED NON-ALCOHOLIC BEVERAGES THAT CAME FROM IN-KIND GIFTS OR ASSISTANCE IF YOU WERE TO BUY THAT AT THE MARKET?

write number

FE.13.3.A IN THE LAST 7 DAYS, DID YOUR HOUSEHOLD CONSUME ANY NON-ALCOHOLIC BEVERAGES THAT YOU PRODUCED, GATHERED OR RECEIVED IN EXCHANGE OF LABOR? *

Please select the right answer for this question

No

Yes

FE.13.2.B WHAT WOULD BE THE VALUE OF THE CONSUMED NON-ALCOHOLIC BEVERAGES THAT YOU PRODUCED, GATHERED, OR RECEIVED IN EXCHANGE OF LABOR IF YOU WERE TO BUY THAT AT THE MARKET?

write number

FE.14 NOW I WILL ASK YOU ABOUT YOUR EXPENDITURES AND CONSUMPTION OF SNACKS AND MEALS PREPARED OUTSIDE THE HOME. THESE INCLUDE ITEMS SUCH AS READY-MADE MEALS AND SNACKS PREPARED OUTSIDE THE HOME, NO MATTER IF CONSUMED INSIDE OR OUTSIDE THE HOME.

FE.14.1.A DID YOUR HOUSEHOLD PURCHASE ANY SNACKS AND MEALS PREPARED OUTSIDE THE HOME FOR HOUSEHOLD CONSUMPTION IN THE LAST 7 DAYS, USING CASH OR ON CREDIT? *

Please select the right answer for this question

- No
- Yes
-

FE.14.1.B CONSIDERING BOTH PURCHASES MADE IN CASH AND ON CREDIT, HOW MUCH DID YOUR HOUSEHOLD SPEND ON SNACKS AND MEALS PREPARED OUTSIDE THE HOME IN THE LAST 7 DAYS?

write number

FE.14.2.A IN THE LAST 7 DAYS, DID YOUR HOUSEHOLD CONSUME ANY SNACKS AND MEALS PREPARED OUTSIDE THE HOME THAT CAME FROM IN-KIND GIFTS OR IN-KIND ASSISTANCE? *

Please select the right answer for this question

- No
- Yes
-

FE.14.2.B WHAT WOULD BE THE VALUE OF THE CONSUMED SNACKS AND MEALS PREPARED OUTSIDE THE HOME THAT CAME FROM IN-KIND GIFTS OR ASSISTANCE IF YOU WERE TO BUY THAT AT THE MARKET?

write number

FE.14.3.A IN THE LAST 7 DAYS, DID YOUR HOUSEHOLD CONSUME ANY SNACKS AND MEALS PREPARED OUTSIDE THE HOME THAT YOU RECEIVED IN EXCHANGE OF LABOR? *

Please select the right answer for this question

Yes No

FE.14.3.B WHAT WOULD BE THE VALUE OF THE CONSUMED SNACKS AND MEALS PREPARED OUTSIDE THE HOME THAT YOU RECEIVED IN EXCHANGE OF LABOR IF YOU WERE TO BUY THAT AT THE MARKET?

write number

FS.5.2. Non-Food (Consumption) (30 days)

NOW I WOULD LIKE TO ASK YOU SOME QUESTIONS REGARDING THE CONSUMPTION AND USE OF NON-FOOD ITEMS IN YOUR HOUSEHOLD IN THE LAST 30 DAYS. AGAIN, WE NEED TO KNOW THIS TO UNDERSTAND THE CONSUMPTION HABITS OF THE POPULATION.

ENUMERATOR: THE RESPONDENT OF THIS MODULE SHOULD PREFERABLY BE HEAD OF HOUSEHOLD OR ANY MEMBER MOST

KNOWLEDGEABLE ABOUT NON-FOOD EXPENDITURES IN THE HOUSEHOLD.

NFE.1 NOW I WILL ASK YOU ABOUT YOUR EXPENDITURES AND CONSUMPTION OF HYGIENE ITEMS AND SERVICES. THESE INCLUDE ITEMS SUCH AS SOAP, TOOTHBRUSH, TOOTHPASTE, TOILET PAPER, RAZORS, DETERGENTS, INSECTICIDES, COSMETICS, HAIRDRESSERS/BARBER, BEAUTY SALON.

NFE.1.1.A IN THE LAST 30 DAYS, DID YOUR HOUSEHOLD PURCHASE ANY HYGIENE ITEMS AND SERVICES, USING CASH OR CREDIT? *

Please select the right answer for this question

- No
- Yes
-

NFE.1.1.B CONSIDERING BOTH PURCHASES MADE IN CASH AND ON CREDIT, HOW MUCH DID YOUR HOUSEHOLD SPEND ON HYGIENE ITEMS AND SERVICES IN THE LAST 30 DAYS?

write number

NFE.1.2.A IN THE LAST 30 DAYS, DID YOUR HOUSEHOLD USE ANY HYGIENE ITEMS AND SERVICES THAT CAME FROM IN-KIND GIFTS OR IN-KIND ASSISTANCE? *

Please select the right answer for this question

- No
- Yes
-

NFE.1.2.B WHAT WOULD BE THE VALUE OF HYGIENE ITEMS AND SERVICES THAT CAME FROM IN-KIND GIFTS OR IN-KIND ASSISTANCE IF YOU WERE TO PAY FOR IT?

write number

NFE.2 NOW I WILL ASK YOU ABOUT YOUR EXPENDITURES AND CONSUMPTION OF TRANSPORT-RELATED GOODS AND SERVICES. THESE INCLUDE ITEMS SUCH AS PUBLIC TRANSPORTATION (BUS, RAIL, BOAT ETC.), TAXI, RENTAL OF VEHICLES, MAINTENANCE OF VEHICLES USED FOR TRANSPORTATION (INCLUDING LUBRICANT, TYRES, SPARE PARTS, REPAIRS FEES ETC.).

ENUMERATOR: do not include purchase of vehicles, exclude fuel.

NFE.2.1.A IN THE LAST 30 DAYS, DID YOUR HOUSEHOLD PURCHASE ANY TRANSPORT-RELATED GOODS AND SERVICES, USING CASH OR CREDIT? *

Please select the right answer for this question

- No
- Yes

NFE.2.1.B CONSIDERING BOTH PURCHASES MADE IN CASH AND ON CREDIT, HOW MUCH DID YOUR HOUSEHOLD SPEND ON TRANSPORT-RELATED GOODS AND SERVICES IN THE LAST 30 DAYS?

write number

NFE.2.2.A IN THE LAST 30 DAYS, DID YOUR HOUSEHOLD USE ANY TRANSPORT-RELATED GOODS AND SERVICES THATCAME FROM IN-KIND GIFTS OR IN-KIND ASSISTANCE? *

Please select the right answer for this question

- No
- Yes

NFE.2.2.B WHAT WOULD BE THE VALUE OF TRANSPORT-RELATED GOODS AND SERVICES THAT CAME FROM IN-KIND GIFTS OR IN-KIND ASSISTANCE IF YOU WERE TO PAY FOR IT?

write number

NFE.3 NOW I WILL ASK YOU ABOUT YOUR EXPENDITURES AND CONSUMPTION OF FUEL FOR TRANSPORTATION. THIS INCLUDE ITEMS SUCH AS GASOLINE, DIESEL AND ANY OTHER FUEL USED FOR VEHICLES.

ENUMERATOR: do not report on fuel used for vehicles used exclusively for productive/business purposes; do not report on fuel used for purposed other than transportation.

NFE.3.1.A IN THE LAST 30 DAYS, DID YOUR HOUSEHOLD PURCHASE ANY FUEL, USING CASH OR CREDIT? *

Please select the right answer for this question

- No
 - Yes
-

NFE.3.1.B CONSIDERING BOTH PURCHASES MADE IN CASH AND ON CREDIT, HOW MUCH DID YOUR HOUSEHOLD SPEND ON FUEL IN THE LAST 30 DAYS?

write number

NFE.3.2.A IN THE LAST 30 DAYS, DID YOUR HOUSEHOLD USE ANY FUEL THAT CAME FROM IN-KIND GIFTS OR IN-KIND ASSISTANCE? *

Please select the right answer for this question

- No
 - Yes
-

NFE.3.2.B WHAT WOULD BE THE VALUE OF FUEL THAT CAME FROM IN-KIND GIFTS OR IN-KIND ASSISTANCE IF YOU WERE TO PAY FOR IT?

write number

NFE.4 NOW I WILL ASK YOU ABOUT YOUR EXPENDITURES AND CONSUMPTION OF WATER SUPPLY FOR DOMESTIC USE. THESE INCLUDE ITEMS SUCH AS WATER FOR DRINKING (NOT BOTTLED), WASHING, COOKING, BATHING ETC.

ENUMERATOR: exclude bottled drinking water.

NFE.4.1.A IN THE LAST 30 DAYS, DID YOUR HOUSEHOLD PURCHASE ANY WATER SUPPLY FOR DOMESTIC USE, USING CASH OR CREDIT? *

Please select the right answer for this question

- No
- Yes
-

NFE.4.1.B CONSIDERING BOTH PURCHASES MADE IN CASH AND ON CREDIT, HOW MUCH DID YOUR HOUSEHOLD SPEND ON WATER SUPPLY FOR DOMESTIC USE IN THE LAST 30 DAYS?

write number

NFE.4.2.A IN THE LAST 30 DAYS, DID YOUR HOUSEHOLD USE ANY WATER SUPPLY FOR DOMESTIC USE THAT CAME FROM IN-KIND GIFTS OR IN-KIND ASSISTANCE? *

Please select the right answer for this question

- No
- Yes
-

NFE.4.2.B WHAT WOULD BE THE VALUE OF WATER SUPPLY FOR DOMESTIC USE THAT CAME FROM IN-KIND GIFTS OR IN- KIND ASSISTANCE IF YOU WERE TO PAY FOR IT?

write number

NFE.5 NOW I WILL ASK YOU ABOUT YOUR EXPENDITURES AND CONSUMPTION OF ELECTRICITY.

ENUMERATOR: Do not report electricity used for business/productive purposes only.

NFE.5.1.A IN THE LAST 30 DAYS, DID YOUR HOUSEHOLD PURCHASE ANY ELECTRICITY, USING CASH OR CREDIT? *

Please select the right answer for this question

- No
- Yes
-

NFE.5.1.B CONSIDERING BOTH PURCHASES MADE IN CASH AND ON CREDIT, HOW MUCH DID YOUR HOUSEHOLD SPEND ON ELECTRICITY IN THE LAST 30 DAYS?

write number

NFE.5.2.A IN THE LAST 30 DAYS, DID YOUR HOUSEHOLD USE ANY ELECTRICITY THAT CAME FROM IN-KIND GIFTS OR IN-KIND ASSISTANCE? *

Please select the right answer for this question

- No
- Yes
-

NFE.5.2.B WHAT WOULD BE THE VALUE OF ELECTRICITY THAT CAME FROM IN-KIND GIFTS OR IN-KIND ASSISTANCE IF YOU WERE TO PAY FOR IT?

write number

NFE.6 NOW I WILL ASK YOU ABOUT YOUR EXPENDITURES AND CONSUMPTION OF OTHER SOURCES OF ENERGY FOR COOKING, HEATING, LIGHTING ETC. THESE INCLUDE ITEMS SUCH AS GAS, KEROSENE, OTHER LIQUID FUELS, WOOD, CHARCOAL, CANDLES, OTHER SOLID FUELS.

ENUMERATOR: do not include electricity and fuel for transportation.

NFE.6.1.A IN THE LAST 30 DAYS, DID YOUR HOUSEHOLD PURCHASE ANY OTHER SOURCES OF ENERGY FOR COOKING, HEATING, LIGHTING ETC., USING CASH OR CREDIT? *

Please select the right answer for this question

No

Yes

NFE.6.1.B CONSIDERING BOTH PURCHASES MADE IN CASH AND ON CREDIT, HOW MUCH DID YOUR HOUSEHOLD SPEND ON OTHER SOURCES OF ENERGY FOR COOKING, HEATING, LIGHTING ETC. IN THE LAST 30 DAYS?

write number

NFE.6.2.A IN THE LAST 30 DAYS, DID YOUR HOUSEHOLD USED ANY OTHER SOURCES OF ENERGY FOR COOKING, HEATING, LIGHTING ETC. THAT CAME FROM IN-KIND GIFTS OR IN-KIND ASSISTANCE? *

Please select the right answer for this question

No

Yes

NFE.6.2.B WHAT WOULD BE THE VALUE OF THE OTHER SOURCES OF ENERGY FOR COOKING, HEATING, LIGHTING ETC. THAT CAME FROM IN-KIND GIFTS OR IN-KIND ASSISTANCE IF YOU WERE TO PAY FOR IT?

write number

NFE.7 NOW I WILL ASK YOU ABOUT YOUR EXPENDITURES AND CONSUMPTION OF SERVICES RELATED TO DWELLING. THESE INCLUDE ITEMS SUCH AS WASTE COLLECTION, SEWAGE COLLECTION, MAINTENANCE CHARGE IN COLLECTIVE BUILDINGS, SECURITY SERVICES, SERVICES OF HELPERS LIKE MAIDS AND LAWNSBOYS.

NFE.7.1.A IN THE LAST 30 DAYS, DID YOUR HOUSEHOLD PURCHASE ANY SERVICES RELATED TO DWELLING, USING CASH OR CREDIT? *

Please select the right answer for this question

- No
- Yes
-

NFE.7.1.B CONSIDERING BOTH PURCHASES MADE IN CASH AND ON CREDIT, HOW MUCH DID YOUR HOUSEHOLD SPEND ON SERVICES RELATED TO DWELLING IN THE LAST 30 DAYS?

write number

NFE.7.2.A IN THE LAST 30 DAYS, DID YOUR HOUSEHOLD USE ANY SERVICES RELATED TO DWELLING THAT CAME FROM IN-KIND GIFTS OR IN-KIND ASSISTANCE? *

Please select the right answer for this question

- No
- Yes
-

NFE.7.2.B WHAT WOULD BE THE VALUE OF SERVICES RELATED TO DWELLING THAT CAME FROM IN-KIND GIFTS OR IN- KIND ASSISTANCE IF YOU WERE TO PAY FOR IT?

write number

NFE.8 NOW I WILL ASK YOU ABOUT YOUR EXPENDITURES AND CONSUMPTION OF COMMUNICATION-RELATED GOODS AND SERVICE. THESE INCLUDE ITEMS SUCH AS MOBILE TOP-UP, INTERNET, LANDLINE CHARGES, POSTAL SERVICES.

ENUMERATOR: do not include purchase of devices like phones, radios, computers, TVs, etc.

NFE.8.1.A IN THE LAST 30 DAYS, DID YOUR HOUSEHOLD PURCHASE ANY COMMUNICATION-RELATED GOODS AND SERVICES, USING CASH OR CREDIT? *

Please select the right answer for this question

- No
- Yes
-

NFE.8.1.B CONSIDERING BOTH PURCHASES MADE IN CASH AND ON CREDIT, HOW MUCH DID YOUR HOUSEHOLD SPEND ON COMMUNICATION-RELATED GOODS AND SERVICES IN THE LAST 30 DAYS?

write number

NFE.8.2.A IN THE LAST 30 DAYS, DID YOUR HOUSEHOLD USE ANY COMMUNICATION-RELATED GOODS AND SERVICES THAT CAME FROM IN-KIND GIFTS OR IN-KIND ASSISTANCE? *

Please select the right answer for this question

- No
- Yes
-

NFE.8.2.B WHAT WOULD BE THE VALUE OF COMMUNICATION-RELATED GOODS AND SERVICES THAT CAME FROM IN- KIND GIFTS OR IN-KIND ASSISTANCE IF YOU WERE TO PAY FOR IT?

write number

NFE.9 NOW I WILL ASK YOU ABOUT YOUR EXPENDITURES AND CONSUMPTION OF GOODS AND SERVICES RELATED RECREATION, SPORT AND CULTURE. THESE INCLUDE ITEMS SUCH AS ENTERTAINMENT, SPORTS, LOTTERY, GAMBLING, NEWSPAPERS, MAGAZINES, BOOKS, TOYS, HOBBIES, HOTELS.

ENUMERATOR: do not include expenditures for large/special ceremonies like weddings and funerals.

NFE.9.1.A IN THE LAST 30 DAYS, DID YOUR HOUSEHOLD PURCHASE ANY GOODS AND SERVICES RELATED RECREATION, SPORT AND CULTURE, USING CASH OR CREDIT? *

Please select the right answer for this question

- No
- Yes
-

NFE.9.1.B CONSIDERING BOTH PURCHASES MADE IN CASH AND ON CREDIT, HOW MUCH DID YOUR HOUSEHOLD SPEND ON GOODS AND SERVICES RELATED RECREATION, SPORT AND CULTURE IN THE LAST 30 DAYS?

write number

NFE.9.2.A IN THE LAST 30 DAYS, DID YOUR HOUSEHOLD USE ANY GOODS AND SERVICES RELATED RECREATION, SPORT AND CULTURE THAT CAME FROM IN-KIND GIFTS OR IN-KIND ASSISTANCE? *

Please select the right answer for this question

- No
- Yes
-

NFE.9.2.B WHAT WOULD BE THE VALUE OF GOODS AND SERVICES RELATED RECREATION, SPORT AND CULTURE THAT CAME FROM IN-KIND GIFTS OR IN-KIND ASSISTANCE IF YOU WERE TO PAY FOR IT?

write number

NFE.10 NOW I WILL ASK YOU ABOUT YOUR EXPENDITURES AND CONSUMPTION OF ALCOHOL AND TOBACCO.

NFE.10.1.A IN THE LAST 30 DAYS, DID YOUR HOUSEHOLD PURCHASE ANY ALCOHOL AND TOBACCO, USING CASH OR CREDIT? *

Please select the right answer for this question

- No
 - Yes
-

NFE.10.1.B CONSIDERING BOTH PURCHASES MADE IN CASH AND ON CREDIT, HOW MUCH DID YOUR HOUSEHOLD SPEND ON ALCOHOL AND TOBACCO IN THE LAST 30 DAYS?

write number

NFE.10.2.A IN THE LAST 30 DAYS, DID YOUR HOUSEHOLD USE ANY ALCOHOL AND TOBACCO THAT CAME FROM IN-KIND GIFTS OR IN-KIND ASSISTANCE? *

Please select the right answer for this question

- No
 - Yes
-

NFE.10.2.B WHAT WOULD BE THE VALUE OF ALCOHOL AND TOBACCO THAT CAME FROM IN-KIND GIFTS OR IN-KIND ASSISTANCE IF YOU WERE TO PAY FOR IT?

write number

FS.5.3. Non-Food (Intermediate)

NOW I WILL ASK YOU AGAIN ABOUT THE CONSUMPTION AND USE OF NON-FOOD ITEMS IN YOUR HOUSEHOLD.

HOWEVER, THIS TIME I WILL ASK YOU ABOUT THE LAST 6 MONTHS.

ENUMERATOR: THE RESPONDENT OF THIS MODULE SHOULD PREFERABLY BE THE HEAD OF HOUSEHOLD OR ANY MEMBER MOST KNOWLEDGEABLE ABOUT NON-FOOD EXPENDITURES IN THE HOUSEHOLD

NFEL.1 NOW I WILL ASK YOU ABOUT YOUR EXPENDITURES AND CONSUMPTION OF HEALTH SERVICES. THESE INCLUDE ITEMS SUCH AS OUTPATIENT AND HOSPITAL SERVICES, DOCTOR FEES, TRADITIONAL HEALING.

NFEL.1.1.A IN THE LAST 6 MONTHS, DID YOUR HOUSEHOLD PURCHASE ANY OR PAY FOR HEALTH SERVICES, USING CASH OR CREDIT? *

Please select the right answer for this question

- No
- Yes
-

NFEL.1.1.B CONSIDERING BOTH PURCHASES MADE IN CASH AND ON CREDIT, HOW MUCH DID YOUR HOUSEHOLD SPEND ON HEALTH SERVICES IN THE LAST 6 MONTHS?

write number

NFEL.1.2.A IN THE LAST 6 MONTHS, DID YOUR HOUSEHOLD USE OR BENEFIT FROM ANY HEALTH SERVICES THAT CAME FROM IN-KIND GIFTS OR IN-KIND ASSISTANCE?*

Please select the right answer for this question

- No
 - Yes
-

NFEL.1.2.B WHAT WOULD BE THE VALUE OF HEALTH SERVICES THAT CAME FROM IN-KIND GIFTS OR IN-KIND ASSISTANCE IF YOU WERE TO PAY FOR IT?

write number

NFEL.2 NOW I WILL ASK YOU ABOUT YOUR EXPENDITURES AND CONSUMPTION OF MEDICINES AND HEALTH PRODUCTS. THESE INCLUDE ITEMS SUCH AS MEDICINES, OTHER MEDICAL PRODUCTS AND EQUIPMENT LIKE GLASSES, SYRINGES, CRUTCHES, ETC.

NFEL.2.1.A IN THE LAST 6 MONTHS, DID YOUR HOUSEHOLD PURCHASE ANY OR PAY FOR MEDICINES AND HEALTH PRODUCTS, USING CASH OR CREDIT? *

Please select the right answer for this question

- No
 - Yes
-

NFEL.2.1.B CONSIDERING BOTH PURCHASES MADE IN CASH AND ON CREDIT, HOW MUCH DID YOUR HOUSEHOLD SPEND ON MEDICINES AND HEALTH PRODUCTS IN THE LAST 6 MONTHS?

write number

NFEL.2.2.A IN THE LAST 6 MONTHS, DID YOUR HOUSEHOLD USE OR BENEFIT FROM ANY MEDICINES AND HEALTH PRODUCTS THAT CAME FROM IN-KIND GIFTS OR IN-KIND ASSISTANCE? *

Please select the right answer for this question

No

Yes

NFEL.2.2.B WHAT WOULD BE THE VALUE OF MEDICINES AND HEALTH PRODUCTS THAT CAME FROM IN-KIND GIFTS OR IN-KIND ASSISTANCE IF YOU WERE TO PAY FOR IT?

write number

NFEL.3 NOW I WILL ASK YOU ABOUT YOUR EXPENDITURES AND CONSUMPTION OF CLOTHING AND FOOTWEAR. THESE INCLUDE ITEMS SUCH AS CLOTHES, SHOES, AND REPAIR, TAILOR AND LAUNDRY SERVICES.

ENUMERATOR: do not include school uniforms.

NFEL.3.1.A IN THE LAST 6 MONTHS, DID YOUR HOUSEHOLD PURCHASE ANY OR PAY FOR CLOTHING AND FOOTWEAR, USING CASH OR CREDIT? *

Please select the right answer for this question

No

Yes

NFEL.3.1.B CONSIDERING BOTH PURCHASES MADE IN CASH AND ON CREDIT, HOW MUCH DID YOUR HOUSEHOLD SPEND ON CLOTHING AND FOOTWEAR IN THE LAST 6 MONTHS?

write number

NFEL.3.2.A IN THE LAST 6 MONTHS, DID YOUR HOUSEHOLD USE OR BENEFIT FROM ANY CLOTHING AND FOOTWEAR THAT CAME FROM IN-KIND GIFTS OR IN-KIND ASSISTANCE? *

Please select the right answer for this question

No

Yes

NFEL.3.2.B WHAT WOULD BE THE VALUE OF CLOTHING AND FOOTWEAR THAT CAME FROM IN-KIND GIFTS OR IN-KIND ASSISTANCE IF YOU WERE TO PAY FOR IT?

write number

NFEL.4 NOW I WILL ASK YOU ABOUT YOUR EXPENDITURES AND CONSUMPTION OF EDUCATION SERVICES. THESE INCLUDE ITEMS SUCH AS TUITIONS FEES, EXAM FEES, OTHER FEES.

NFEL.4.1.A IN THE LAST 6 MONTHS, DID YOUR HOUSEHOLD PURCHASE ANY OR PAY FOR EDUCATION SERVICES, USING CASH OR CREDIT? *

Please select the right answer for this question

No

Yes

NFEL.4.1.B CONSIDERING BOTH PURCHASES MADE IN CASH AND ON CREDIT, HOW MUCH DID YOUR HOUSEHOLD SPEND ON EDUCATION SERVICES IN THE LAST 6 MONTHS?

write number

NFEL.4.2.A IN THE LAST 6 MONTHS, DID YOUR HOUSEHOLD USE OR BENEFIT FROM ANY EDUCATION SERVICES THAT CAME FROM IN-KIND GIFTS OR IN-KIND ASSISTANCE? *

Please select the right answer for this question

- No
- Yes
-

NFEL.4.2.B WHAT WOULD BE THE VALUE OF EDUCATION SERVICES THAT CAME FROM IN-KIND GIFTS OR IN-KIND ASSISTANCE IF YOU WERE TO PAY FOR IT?

write number

NFEL.5 NOW I WILL ASK YOU ABOUT YOUR EXPENDITURES AND CONSUMPTION OF EDUCATION GOODS. THESE INCLUDE ITEMS SUCH AS UNIFORMS, BOOKS, CANTEEN, TRANSPORT AND OTHER EDUCATION MATERIAL.

NFEL.5.1.A IN THE LAST 6 MONTHS, DID YOUR HOUSEHOLD PURCHASE ANY OR PAY FOR EDUCATION GOODS, USING CASH OR CREDIT? *

Please select the right answer for this question

- No
- Yes
-

NFEL.5.1.B CONSIDERING BOTH PURCHASES MADE IN CASH AND ON CREDIT, HOW MUCH DID YOUR HOUSEHOLD SPEND ON EDUCATION GOODS IN THE LAST 6 MONTHS?

write number

NFEL.5.2.A IN THE LAST 6 MONTHS, DID YOUR HOUSEHOLD USE OR BENEFIT FROM ANY EDUCATION GOODS THAT CAME FROM IN-KIND GIFTS OR IN-KIND ASSISTANCE? *

Please select the right answer for this question

- No
- Yes

NFEL.5.2.B WHAT WOULD BE THE VALUE OF EDUCATION GOODS THAT CAME FROM IN-KIND GIFTS OR IN-KIND ASSISTANCE IF YOU WERE TO PAY FOR IT?

write number

NFEL.6 NOW I WILL ASK YOU ABOUT YOUR EXPENDITURES ON RENT PAID FOR HOUSING

NFEL.6.1.A IN THE LAST 6 MONTHS, DID YOUR HOUSEHOLD PURCHASE ANY OR PAY FOR RENT, USING CASH OR CREDIT? *

Please select the right answer for this question

- No
- Yes

NFEL.6.1.B CONSIDERING BOTH PURCHASES MADE IN CASH AND ON CREDIT, HOW MUCH DID YOUR HOUSEHOLD SPEND ON RENT IN THE LAST 6 MONTHS?

write number

NFEL.6.2.A IN THE LAST 6 MONTHS, DID YOUR HOUSEHOLD BENEFITTED FROM ANY RENT THAT CAME FROM IN-KIND GIFTS OR IN-KIND ASSISTANCE? *

Please select the right answer for this question

- No
- Yes
-

NFEL.6.2.B WHAT WOULD BE THE VALUE OF RENT THAT CAME FROM IN-KIND GIFTS OR IN-KIND ASSISTANCE IF YOU WERE TO PAY FOR IT?

write number

NFEL.7 NOW I WILL ASK YOU ABOUT YOUR EXPENDITURES AND CONSUMPTION OF HOUSEHOLD NON-DURABLE FURNITURE AND UTENSILS. THESE INCLUDE ITEMS SUCH AS BED SHEETS, BLANKETS, PILLOWS, CURTAINS, CARPETS; UTENSILS LIKE BOWLS, PLATES, SILVERWARE, COOKPOTS, BROOMS, BRUSHES, UMBRELLAS, TORCHES, LAMPS ETC..

ENUMERATOR: Do not include durable furniture, equipment and appliances like beds, tables, chairs, fridge, TV, phones, fans, stoves, gas cooker, etc.

NFEL.7.1.A IN THE LAST 6 MONTHS, DID YOUR HOUSEHOLD PURCHASE ANY OR PAY FOR HOUSEHOLD NON-DURABLE FURNITURE AND UTENSILS, USING CASH OR CREDIT? *

Please select the right answer for this question

- No
- Yes
-

NFEL.7.1.B CONSIDERING BOTH PURCHASES MADE IN CASH AND ON CREDIT, HOW MUCH DID YOUR HOUSEHOLD SPEND ON HOUSEHOLD NON-DURABLE FURNITURE AND UTENSILS IN THE LAST 6 MONTHS?

write number

NFEL.7.2.A IN THE LAST 6 MONTHS, DID YOUR HOUSEHOLD USE OR BENEFIT FROM ANY HOUSEHOLD NON-DURABLE FURNITURE AND UTENSILS THAT CAME FROM IN-KIND GIFTS OR IN-KIND ASSISTANCE? *

Please select the right answer for this question

- No
- Yes
-

NFEL.7.2.B WHAT WOULD BE THE VALUE OF HOUSEHOLD NON-DURABLE FURNITURE AND UTENSILS THAT CAME FROM IN-KIND GIFTS OR IN-KIND ASSISTANCE IF YOU WERE TO PAY FOR IT?

write number

NFEL.8 NOW I WILL ASK YOU ABOUT YOUR EXPENDITURES FOR HOUSEHOLD ROUTINE MAINTENANCE. THESE INCLUDE GOODS AND SERVICES FOR REPAIRS TO DWELLING, REPAIRS TO APPLIANCES AND FURNITURE, AND SIMILAR ROUTINE MAINTANANCE.

NFEL.8.1.A IN THE LAST 6 MONTHS, DID YOUR HOUSEHOLD PURCHASE ANY OR PAY FOR HOUSEHOLD ROUTINE MAINTENANCE, USING CASH OR CREDIT? *

Please select the right answer for this question

- No
- Yes
-

NFEL.8.1.B CONSIDERING BOTH PURCHASES MADE IN CASH AND ON CREDIT, HOW MUCH DID YOUR HOUSEHOLD SPEND ON HOUSEHOLD ROUTINE MAINTENANCE IN THE LAST 6 MONTHS?

write number

NFEL.8.2.A IN THE LAST 6 MONTHS, DID YOUR HOUSEHOLD USE OR BENEFIT FROM ANY HOUSEHOLD ROUTINE MAINTENANCE THAT CAME FROM IN-KIND GIFTS OR IN-KIND ASSISTANCE? *

Please select the right answer for this question

No

Yes

NFEL.8.2.B WHAT WOULD BE THE VALUE OF HOUSEHOLD ROUTINE MAINTENANCE THAT CAME FROM IN-KIND GIFTS OR IN-KIND ASSISTANCE IF YOU WERE TO PAY FOR IT?

write number

D. Infant and Young Children Feeding Practices (applicable for children < 24 Months from the above roaster)

Select the youngest child in the household for “Section D”

D.1	D.2	D.3	D.4
Child’s Name	Sex of the Child 1) Male 2) Female	Date of Birth (dd/mm/yyyy)	Age Verification 1. Birth Certificate 2. Immunization Card 3. Pink Health Book 4. Census

i. Early Initiation to Breastfeeding

BF.1. Was [NAME] ever breastfed?

- Yes
- No If No go to BF.3
- Don’t know If No go to BF.3

BF.2. How long after birth was [NAME] first put to the breast?

- < 1 Hour
- 1 – 24 Hours
- > 24 Hours

BF.3. In the first two days after delivery, was [NAME] given anything other than breast milk to eat or drink – anything at all like water, infant formula, or *[insert common drinks and foods, including ritual feeds, that may be given to newborn infants]*?

- Yes
- No
- Don’t know

ii. Continued Breastfeeding

BF. 4 Was [NAME] breastfed yesterday during the day or at night?

- Yes
- No
- Don’t know

BF. 5. Since birth, how long did you give exclusive breastfeeding?

- Less than six months
- Six months or more

BF. 6 Did the child (Name) eat junk food or liquid?

- Yes
- No

iii. Exclusive Breastfeeding and Complementary Feeding

7. Now I would like to ask you about everything that [NAME] ate yesterday during the day or the night. I am interested in foods your child ate whether at home or somewhere else.

Food/Question (add as many local foods as possible)	Response	Skip
Cereals, roots and tubers (bread, rice, noodles, porridge, white potatoes, white yams, cassava)	Yes=1 No=0 Don't Know=9	
Legumes, nuts and seeds (beans, soybean peas, lentils or nuts)	[]	
Milk and milk products (fresh/fermented/powdered sheep, goat, cow or camel milk, cheese (sour milk), condensed milk, yoghurt)	Yes=1 No=0 Don't Know=9	
Flesh foods (beef, pork, lamb, goat, fish, chicken, duck or other birds, sausages)	Yes=1 No=0 Don't Know=9	
Eggs (eggs of chicken, or eggs of fowl)	Yes=1 No=0 Don't Know=9	
Vitamin a rich fruits and vegetables (ripe mangoes or ripe papayas or carrots or sweet potatoes)	Yes=1 No=0 Don't Know=9	
Other fruits and vegetables (banana, orange, apple, coconut, custard apple, dates, unripe mangoes, grapes, guava, wild fruits and tomato, onion, squash, bell pepper, cabbage, light green lettuce, white radish)	Yes=1 No=0 Don't Know=9	

8. How many times did [NAME] eat any solid, semi-solid or soft foods yesterday during the day or night? []

If 7 or more times, record "7".

If number of times not known, record "9"

9. Now I want us to talk about preventive nutrition services.

9a	9b	9c
Has the child received vitamin A during the last 6 months? 1. Yes 2. No (Skip to 9C) 3. Don't Know (skip to 9C)	If YES, how many doses of Vitamin A supplementation has the child received in the past 6 months? 1. 1 Dose 2. 2 Doses	Has the child received deworming during the last 6 months? 1. Yes 2. No 3. Don't Know

10. In the past two weeks, did the child have diarrhea?

- Yes
- No
- Don't know

11. If yes, during this time, did s/he pass 3 or more loose stools in the course of one day?

- Yes
- No

E. Women Dietary diversity (15-49 years) (applicable to Women of Reproductive Age (15–49 Years))

Now I'd like to ask you to describe everything that you ate or drank yesterday during the day or night, whether you ate it at home or anywhere else. Please include all foods and drinks, any snacks or small meals, as well as any main meals. Remember to include all foods you may have eaten while preparing meals or preparing food for others. Please also include food you ate even if it was eaten elsewhere, away from your home. Let's start with the first food or drink consumed yesterday

No.	Food Group Items	Yes=1, No=0
MH 5.1	Grains, white roots and tubers, and plantains (rice, noodles, wheat, millet, maize, sorghum, white potatoes, white yams, cassava, or any other foods made from roots)	<input type="checkbox"/>
MH 5.2	Pulses (beans, soybean, peas and lentils)	<input type="checkbox"/>
MH 5.3	Nuts and seeds (pumpkin seed, lentil seed, sunflower seed, wild nuts)	<input type="checkbox"/>
MH 5.4	Diary (fresh/fermented/powdered sheep, goat, cow or camel milk, cheese (sour milk), condensed milk, yoghurt)	<input type="checkbox"/>
MH 5.5	Meat, poultry and fish (beef, pork, lamb, goat, fish, chicken, duck or other birds, sausages)	<input type="checkbox"/>

MH 5.6	Eggs (eggs of chicken, or eggs of fowl)	<input type="checkbox"/>
MH 5.7	Dark green leafy vegetables (spinach, morning glory, salad green, and green leaf lettuce)	<input type="checkbox"/>
MH 5.8	Other Vitamin-A rich fruits and vegetables (ripe mangoes or ripe papayas or carrots or sweet potatoes)	<input type="checkbox"/>
MH 5.9	Other vegetables (tomato, onion, squash, bell pepper, cabbage, light green lettuce, white radish)	<input type="checkbox"/>
MH 5.10	Other fruits (banana, orange, apple, coconut, custard apple, dates, unripe mangoes, grapes, guava, wild fruits)	<input type="checkbox"/>

Did You Receive Iron Supplements During Pregnancy?

Yes

No

F. Child Discipline

CD 1. Now I'd like to talk to you about something else. Adults use certain ways to teach children the right behaviour or to address a behaviour problem. I will read various methods that are used. Please tell me if you or any other adult in your household has used this method with [NAME] in the past month. (Tick all applicable options)

- Took away privileges, forbade something (name) liked or did not allow (him/her) to leave the house.
- Explained why (name)'s behaviour was wrong.
- Shook (him/her).
- Shouted, yelled at or screamed at (him/her).
- Gave (him/her) something else to do.
- Spanked, hit or slapped (him/her) on the bottom with bare hand.
- Hit (him/her) on the bottom or elsewhere on the body with something like a belt, hairbrush, stick or other hard object.
- Called (him/her) dumb, lazy or another name like that.
- Hit or slapped (him/her) on the face, head or ears.
- Hit or slapped (him/her) on the hand, arm, or leg.
- Beat (him/her) up, that is hit him/her over and over as hard as one could.

G. Child Anthropometric Measurements, Vitamin A and Deworming

CA.1	CA.2	CA.3	CA.4	CA.5	CA.6	CA.7
DoB (from C.4)	Gender 1) Male 2) Female	Weight (in Kgs) <i>Measure to nearest 0.1kg - write down the decimal and DO NOT round off</i>	Height/Length (cm) <i>Measure to nearest 0.1cm. Write down the decimal and DO NOT round off</i>	Did you measure the Height or Length? 1. Height 2. Length	MUAC (cm) Measure to nearest 0.1 Cm - Write down the decimal and DO NOT round off Refer the child to OTP if MUAC <11.5	Oedema 1=Yes 2=No

-- / -- / --
--

H. Women Anthropometric

MH.1	MH.2	MH.3	MH.4	MH.5
Age (years)	Gender 1) Male 2) Female	Weight (in Kgs) <i>Measure to nearest 0.1kg - write down the decimal and DO NOT round off</i>	Height/Length (cm) <i>Measure to nearest 0.1cm. Write down the decimal and DO NOT round off</i>	3. Pregnancy status (if female) 1=Yes 2=No

--

Annex 2.b: Household Questionnaire (Electronic)

Introduction

In each sampled household, you should begin by interviewing the mother/caretaker to fill in the Household Questionnaire. All modules of the Household Questionnaire will be administered to this person, referred to as the “Household Respondent.”

- You should begin the Household Questionnaire with a mother or primary caretaker. Since many of the questions are about children, and mothers provide more accurate responses to such questions than anybody else.
- For the purposes of this questionnaire, the mother is defined as someone aged 15 and over. However, very young household mothers may not be the most ideal members to interview. Therefore, in cases when there is another older adult member (for instance, the grandmother), you can opt to interview this person who is likely to be more knowledgeable about the household. Interviewing the household head is not a must and you are not required to ask for the household head to do the interview.
- There should only be one respondent to the Household Questionnaire and the other members of the household should not respond to any part of the questionnaire. Ideally, the respondent is also not expected to consult any other members that may be available in the household for some factual questions he or she may not be certain (i.e., age of household members). However, if you think that this may seriously affect the flow of the questionnaire(s) you may allow the respondent to ask other members to get more correct information (such as age information which may affect modules where age checks are important (i.e., anthropometric module).
- When you have completed the Household Questionnaire, you will have identified the mothers or primary caretakers of children (aged 6–23 months) to whom you will administer the individual questionnaires.
- **No question should be left blank unless instructed to.**

Paper-Based Questionnaires

- **Province**
 - Mark down the name of the province.
- **District**
 - Write down the name of the district.
- **Village Name**
 - Write down the village name.
- **Sentinel Number**
 - This is the code of the sentinel site you are interviewing from the list given to you during the training.
 - **When in doubt, please consult the survey manager**
- **Agro-Ecologic Zone**
 - This is the Agro-Ecologic Zone where the sentinel sites belong
 - **When in doubt, please consult the survey manager**
- **Poverty Status**
 - Mark if this is a priority or a non-priority district
 - **When in doubt, please consult the survey manager**
- **Household number**
 - Write down the number of the household being interviewed in the order in which these are being interviewed.
- **Household location**
 - Disregard this question if using paper-based questionnaires.
- **Date of interview**
 - Enter the date of the interview as year, month and day. If the interview is not completed on your first visit and you visit the household again, revise and enter final date of interview. In other words, the date here should be when you have completed the questionnaire.

Questionnaire ID

PROVINCE

Attapeu

Bokeo

Bolikhamxai

Champasak

Houaphan

Khammouan

Louangnamtha

Louangphabang

Oudomxai

Phongsaly

Salavan

Savannakhet

Vientiane

Vientiane Capital

Xaignabouly

Xekong

Xiengkhouang

Saysomboun

DISTRICT

<https://ee.humanitarianresponse.info/x/#Xpypuu0> 1/12

3/09/2018 Nutrition Sentinel Surveillance Lao PDR

VILLAGE/S NAME

SENTINEL_NUMBER

AGROECO_ZONE

POVERTY STATUS (CHECK IN THE INSTRUCTIONS MANUAL)

Priority

Non Priority

HOUSEHOLD NUMBER

HOUSEHOLD LOCATION

GPS coordinates can only be collected when outside.

Latitude (x,y *)

Longitude (x,y *)

altitude (m)

precisão (m)

DATE OF THE INTERVIEW

yyyy-mm-dd hh:mm

Smartphone/Tablet-based questionnaires

Nutrition Sentinel Surveillance Lao PDR

Informed Consent

Questionnaire ID

Province:

- Attapeu
- Boleao
- Boualapha
- Champasak
- Houaphan
- Khammouan
- Louangnamtha
- Louangphabang
- Oudomxay
- Phongsavay
- Salavan
- Savannakhet
- Vientiane
- Vientiane Capital
- Xaignabouly
- Xekong
- Xiangkhouang
- Seyxambouan

District:

- Mahaxay
- Hongkai

Village name:

Village Test

District number:

23

Province code:

Mekong Corridor

Priority status (check in the instructions manual):

- Priority
- Non Priority

Household number:

12

Household location:

Latitude (x,y): 4.647936

Longitude (x,y): -104.267281

Map showing location pin at 4.647936, -104.267281

Date of the interview: 2018-09-25

Time: 11:30

- If the smartphone/tablet form questionnaires are used, the heading only needs to be filled once, and when the province is selected, automatically the respective target districts, sentinel number and agro-ecologic zone will appear according to the table 2,
- The priority level as per definition of the GOL should be selected as per Table 2.
- GPS location will appear Automatically.
- Date and time will appear Automatically.

Household characteristics

HH 4. Name: Name of the head of the household.

- Head of household is the person who is considered to be responsible for the household.
- The names of the head of household or the names of the respondent will never be used for analytic purposes. However, recording the name of the head of household is important since it will facilitate identification of the location of households in the next surveillance rounds.

Write down the name of the head of the household.

HH 6. Level of education: *What is the highest level and grade or year of school (name) has ever attended?*

- This question should be directed to both the respondent and the household head. The interview should gather information on level of education completed
- It helps to relate child care practices and level of education, amongst others.

Select only 1 option of the below:

HH.6. What is the highest level and grade or year of school (name) has ever attended?

None or ECE
 Primary
 Lower secondary
 Upper secondary
 Higher or tertiary
 Don't Know

Household General Characteristics

* HH 3. What is the highest level and grade or year of school (name of respondent) has ever attended?

None or ECE
 Primary
 Lower secondary
 Upper secondary
 Higher or tertiary
 Don't Know

← BACK NEXT →

HH 7. Household Income: *What is the main source of household income?*

- The same household might have more than one source of income, however, you can only choose one. Ask the mother for the main source of income, i.e. the one from which most of the household income is generated.

Select only 1 option of the below:

HH.7. What is the main source of household income?

Salary
 Crop products sale
 Livestock sale
 Livestock products sale
 Small business
 Wholesale business
 Unskilled wage
 Remittances
 Other (Specify)

Household General Characteristics

* HH 7. What is the main source of household income?

Salary (public/private employee)
 Crop products sale
 Livestock sale
 Livestock products sale
 Small business
 Wholesale business
 Unskilled wage
 Remittances
 Other

← BACK NEXT →

HH 9: Household size: *How many people does your household have (household size.....)*

- This will aid in calculating consumption of water per person, per day as well as calculate the average household size per region and the entire country.

You should indicate the number of people per given household

The screenshot shows a mobile application interface for data entry. At the top, there is a header: "How many people does your household has (household size) [_ _]". Below this, the section is titled "Household General Characteristics". The main question is: "* HH.8. How many people (adult and children) lives in this household". The answer "2" is entered in the text field. To the right of the text field, there is a diagram with two arrows: a vertical arrow pointing up labeled "Paper Based Questionnaires" and a horizontal arrow pointing left labeled "Tablet Based Questionnaire". At the bottom, there is a numeric keypad with buttons for digits 1-9, 0, *, #, and symbols for backspace, decimal, and a blue arrow key. Navigation buttons "< BACK" and "NEXT >" are also present.

Water Sanitation Hygiene (WASH)

WH.1. Access to drinking water: *What is your household's main source of drinking water during this season?*

- **Select only 1 option of the below:**

The screenshot shows a mobile application interface for water source selection. The question is: "WS.1. What is the main source of drinking water used by members of your household during this season?". Below the question, there is a list of options under the heading "Access to Water and Sanitation":

- Bottled water
- Piped or Tube well or borehole
- Protected dug well or spring
- Rain water
- Unprotected dug well or spring
- Surface water (stream, river, pond)

To the right of the list, there is a diagram with two arrows: a vertical arrow pointing up labeled "Paper Based Questionnaires" and a horizontal arrow pointing left labeled "Tablet Based Questionnaire". At the bottom, there are navigation buttons "< BACK" and "NEXT >".

Option definition:

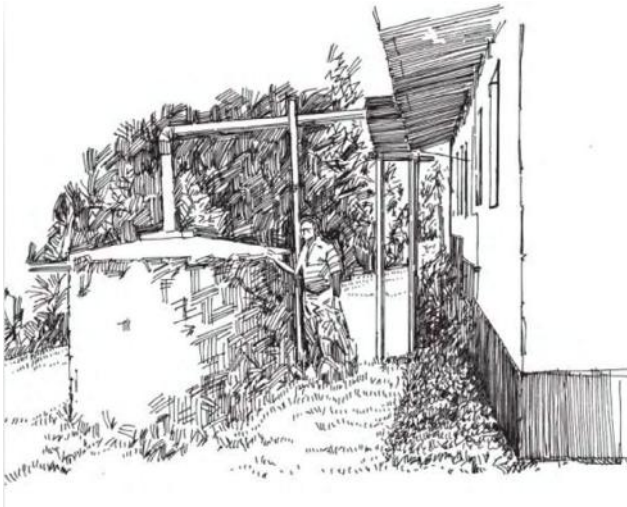
- **Tube-well or borehole:** Deep hole that has been driven, bored or drilled with the purpose of reaching groundwater supplies. Boreholes/tube-wells are constructed with casing or pipes, which prevent the small-diameter hole from caving in and provide protection from infiltration of run-off water. Water is delivered from a tube-well or borehole through a pump that may be powered by humans, animals, wind, electricity, diesel fuel or solar energy.



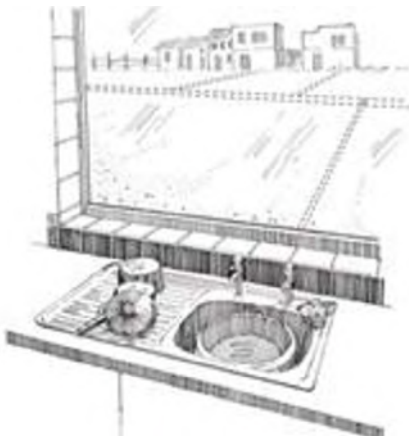
- **Protected shallow well:** Dug well that is protected from run-off water through a well lining or casing that is raised above ground level and a platform that diverts spilled water away from the well. Additionally, a protected dug well is covered to stop bird droppings and animals from falling down the hole.



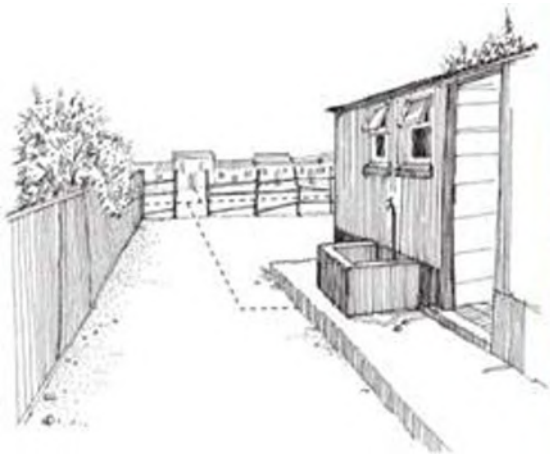
- **Harvested rainwater:** Refers to rain that is collected or harvested from surfaces by roof or ground catchment and stored in a container, tank or cistern until used.
 - » **Example:**



- **Piped water/public tap**
 - » **Piped into dwelling, also called a house connection:** Water services connected by pipe with in-house plumbing to one or more taps, for example, in the kitchen and/or bathroom.



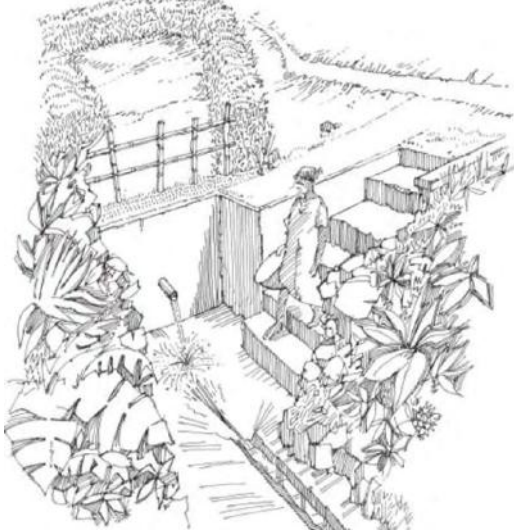
- **Piped water to yard/plot, also called a yard connection:** Piped water connection to a tap placed in the yard or plot outside the house.



- **Piped to neighbour:** The household may be obtaining water from a neighbour's house or yard connection.
- **A public tap or standpipe:** Water point from which the public may collect its water. A standpipe may also be 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.



- **Protected spring:** Spring that is free from run-off, bird droppings and animals. A spring is typically protected by a 'spring box' that 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 without being exposed to outside pollution.



- **Surface water:** Water located above ground and includes rivers, dams, lakes, ponds, streams, canals and irrigation channels from which water is taken directly.



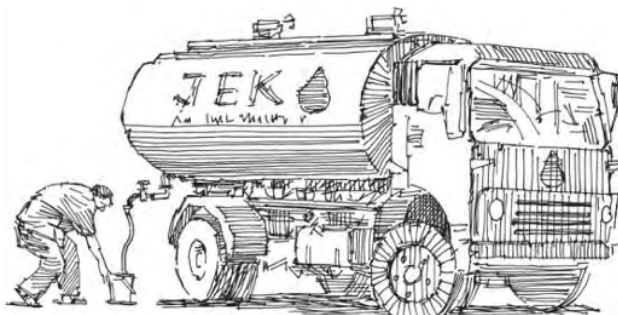
- **Unprotected/open shallow well:** Dug well for which one or both of the following are true: (1) the well is not protected from run-off water and (2) the well is not protected from bird droppings and animals. If at least one of these conditions is true, the well is unprotected.



- **Cart with small tank/drum** is used by a water provider who transports water into a community and then sells the water. Types of transport may include donkey cart, motorized vehicle or other means.



- **Tanker truck** water source transports and sells water by means of a tanker truck.



- **Specify any other sources**

WS.3. Water collection time: How long does it usually take you to get to the water source, collect the water and bring it back home?

- This should be a return trip (going there and coming back)

Select only 1 option of the below:

WS.3. How long does it usually take you to get to the water source, collect the water and bring it back home?

30 minutes or less
 More than 30 minutes

Access to Water and Sanitation

* W&S 3. How long does it take for members of your household to go there, get water, and come back?

Members do not collect

30 minutes or less

More than 30 minutes

Don't Know

WS.1_1a. Does your household treat drinking water?

Yes
 No

Access to Water and Sanitation

* W&S 1_1a. Does your household treat drinking water?

Yes

No

WS.1_1b. How do you treat drinking water? (circle all applicable)

By chlorination (by adding water guard, aquatab, etc)

By boiling

Others (Specify)

Access to Water and Sanitation

* W&S1_1b. How do you treat drinking water?

By chlorination (by adding water guard, aquatab, etc)

By boiling

Others

WS.6. Handwashing facilities: *Can you please show me where you and your family members usually wash your hands?*

- This is the place where members of the household most often wash their hands.
- You start by asking whether there is a place to wash hands and if you may see the place where household members most often wash their hands. If the respondent agrees, you observe the place where household members wash their hands.

Select only 1 option of the below:

The image shows two versions of a questionnaire question. The top version is a paper-based questionnaire with the text: "WS.6. Is there any handwashing facility?" followed by two radio button options: "Yes" and "No". The bottom version is a tablet-based questionnaire with the text: "Access to Water and Sanitation" followed by "* W&S 7. Is there any handwashing facility?" and two radio button options: "yes" and "no". A vertical arrow on the right points from the tablet version up to the paper version, labeled "Paper Based Questionnaires". A horizontal arrow on the bottom points from the paper version left to the tablet version, labeled "Tablet Based Questionnaire".

- In many areas there may not be a specific place for hand-washing. Rather, a movable object may be used for people to wash or rinse their hands, such as a bucket, basin, jug, container, kettle or tippy-tap.

The image shows two versions of a questionnaire question. The top version is a paper-based questionnaire with the text: "If yes, what is your household's main handwashing facility?" followed by four radio button options: "Basin available", "Bucket with tap available", "Sink available", and "Other (Specify)". The bottom version is a tablet-based questionnaire with the text: "Access to Water and Sanitation" followed by "* W&S 7_1. If yes, what is your household's main handwashing facility?" and four radio button options: "Basin available", "Bucket with tap available", "Sink available", and "Other". A vertical arrow on the right points from the tablet version up to the paper version, labeled "Paper Based Questionnaires". A horizontal arrow on the bottom points from the paper version left to the tablet version, labeled "Tablet Based Questionnaire".



WS.7. Handwashing with soap: Is there soap or detergent available?

- **Observe** the presence of soap, detergent or ash/sand at the place for handwashing.

Select only 1 option of the below:

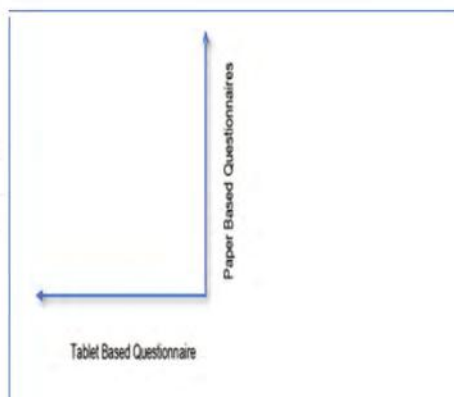
WS.7.b. Is there soap or detergent and water available at handwashing facility? (Ask to see)

- Soap or detergent available
- Water available
- None

Access to Water and Sanitation

* W&S 7_2. Is there soap or detergent and water available at the handwashing facility (ask to see) ?

- Soap or detergent available
- water available
- None



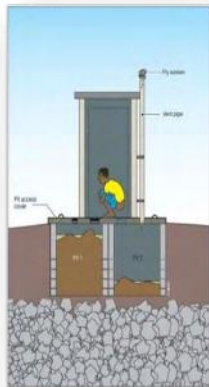
WS. 8. Sanitation facilities: Toilet

- This is the place where members of the household most often defecate.

- **Types of latrine:**



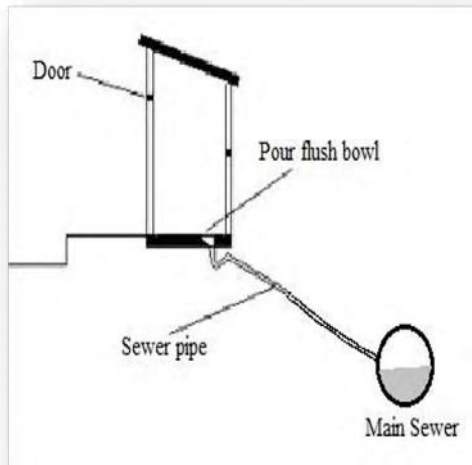
- **Pit latrine with slab:** Hole in the ground for excreta collection and has a squatting slab, platform or seat (made of concrete, steel, or wood to allow standing with ease). It is firmly supported on all sides, easy to clean and raised above the surrounding ground level to prevent surface water from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



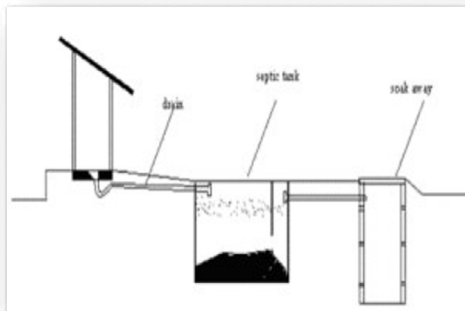
- **Ventilated improved pit latrine or VIP:** Type of pit latrine that is ventilated by a pipe extending above the latrine roof. The open end of the vent pipe is covered with gauze mesh or fly-proof netting and the inside of the superstructure is kept dark.

- **Flush toilet:**

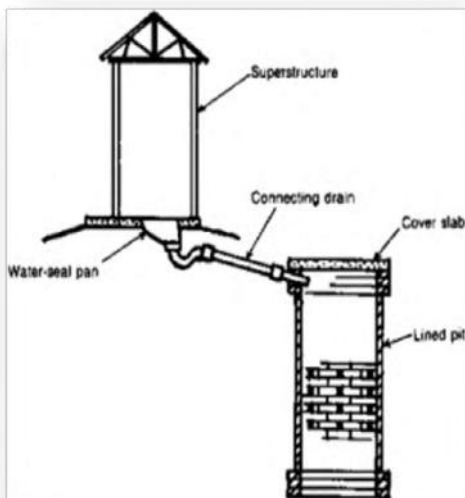
Cistern or holding tank for flushing water and has a water seal, which is a U-shaped pipe, below the seat or squatting pan that prevents the passage of flies and odours. A pour flush toilet uses a water seal, but unlike a flush toilet, a pour flush toilet uses water poured by hand for flushing (no cistern is used).



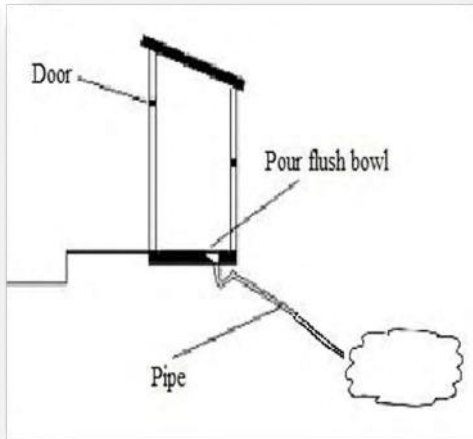
- **A piped sewer system:** System of sewer pipes, also called sewerage, that is designed to collect human excreta (faeces and urine) and wastewater and remove them from the household environment. Sewerage systems consist of facilities for collection, pumping, treating and disposing of human excreta and wastewater.



- **A septic tank:** Excreta collection device and is a water-tight settling tank normally located underground, away from the house or toilet.



- **A flush/pour flush to pit latrine:** System that flushes excreta to a hole in the ground and has a water seal.



- **Flush/pour to somewhere else:** Excreta being deposited in or nearby the household environment (not into pit, septic tank or sewer). Excreta may be flushed to the street, yard/plot, drainage or another location.



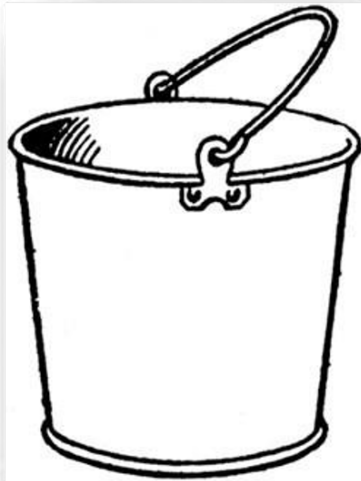
- **Composting toilet:** Toilet into which excreta and carbon-rich material are added (vegetable wastes, straw, grass, sawdust, ash) and special conditions maintained to produce benign compost.



- **Defecate in the open/no facilities or bush or field:** Includes excreta wrapped and thrown with garbage, the 'cat' method of burying excreta in dirt, defecation in bushes or fields or ditches, and defecation into surface water (drainage channel, beach, river, stream or sea).



- **Pit latrine without slab:** Hole in the ground for excreta collection and does not have a squatting slab, platform or seat. An open pit is a rudimentary hole in the ground where excreta is collected.



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

WS.8.1: *If yes above, are you using it?*

- It is essential to confirm the above question by observation of the facility. Politely ask permission to do so.

WH.9: *Does the latrine show visible signs of being used (e.g. faeces present, anal cleansing material available)?*

- Sometimes although households have sanitary facilities, they tend not to use them to avoid degradation. It is essential to clarify if the facilities shown are actually being used.

WS. 9. Latrine use: How many households use this latrine?

- The total number of households using this facility should include the household being interviewed.
- If only the household uses the observed toilet facility mark the first slot. If the toilet facility is not for the exclusive use of the household, than it is the second option.

How many households use this latrine?

Only the respondent's household

Two or more households

Access to Water and Sanitation

* W&S.6. How many households use this latrine?

only the respondent's household

two or more households

Tablet Based Questionnaire

Paper Based Questionnaires

WS.10 Diarrhoea cases. In the past two weeks, did the child have diarrhoea?

In the past two weeks, did the child have diarrhea?

Yes

No

Don't know

Child > Child anthropometry, Vitamin-A and Deworming (6-59 months)

* CH 10. In the past two weeks, did the child have diarrhea?

Yes

No

Don't Know

Tablet Based Questionnaire

Paper Based Questionnaires

Food Security

FSH1. Food Sources: *What was the main source of food in your household in the last six months?*

- Households acquire food in different ways. The main ones are through purchases, own production, gifts/aid, bartering, and in-kind payments. In addition, household members consume food at sit-down and fast-food restaurants and from street vendors. For the purpose of the analysis, food sources are classified in six main categories according to the type of acquisition:
 - **Purchased food:** Food bought to be consumed inside the household, or food bought and consumed away from home, such as in restaurants, food courts, canteens, or from street vendors.
 - **Non-purchased food:**
 - » **Received free as gifts:** Food received free of charge, such as gifts, donations, or transfers from relatives and friends.
 - » **Received as payment in-kind:** Household members may receive food from employers as part of payment (income in-kind), especially those working in food-related activities such as vegetable cultivating, farming, livestock food processing or those working as food vendors.
 - » **Fishing, hunting, gathering:** Food collected from nature.
 - » **Own production:** Households acquire some food commodities such as cereals, roots, tubers, vegetables, fruits, milk, and meat from their own production (backyard gardens or farms). This type of food acquisition is commonly referred to as own production or own consumption or self-production and does not involve any monetary transactions.
 - » **Institutional food aid:** Various international or national institutions may give some basic and essential food items to individuals or households as food aid on a regular or ad-hoc basis.

Source of the **main** food item in the given food group:

FS 1. Farm Diversity: *Is the household producing any of the following?*

- List all crops which the respondent household produced in the last season.
- Only then record, in the questionnaire, which crop groups were produced by relating the products reported to the crop group table from FAO 2010 (see Annex 3)
- Double check with the respondent regarding crops not referred to.

Select all that applies

FS.1. Is the household producing any of the following?

- Food crops (grains, tubers etc.)
- Vegetables
- Fruits
- Small livestock
- Fish farming
- None of the above

C. Food Security

FS.1. Is the household producing any of the following?

List

Select one that apply, Yes, No, Partially	No	Yes	Partially
* a. Food crops (grains, tubers etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* b. Legumes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* c. Vegetables	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* d. Fruits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* e. Small livestock	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* f. Fish farming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[< BACK](#)
[NEXT >](#)

Paper Based Questionnaires

Tablet Based Questionnaire

FG. Food groups: Food consumption score and Household dietary diversity

	Food Item	a. # Of days Eaten during last 7 days
FG.1	Cereals and tubers: Rice, pasta, bread / sorghum, millet, maize, fonio, potato, yam, cassava, white flesh sweet potato, taro and / or other tubers, plantain	_

FS.2. Food Consumption > Food Consumption Score (FCS)

* FG.1.a Cereals, grains, roots and tubers, such as:
Rice (sticky, normal), potatoes, maize, cassava, yam, roots & tuber etc.

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1	2	3	()	.
4	5	6	+	-	:
7	8	9	/	N	←
*	0	#	.	↵	↵

Paper Based Questionnaires

Tablet Based Questionnaire

Household dietary diversity: Tablet questionnaire on number of days the given food was eaten.

Coping strategy:

- **Instructions for Individual Questions**

Q1: Worry about food: This question asks the respondent to report its personal experience with uncertainty and anxiety about acquiring food during the previous month.

Q2: Unable to eat preferred foods: This question asks whether any household member was not able to eat according to its preference due to a lack of resources. Preference can refer to the form of a particular food (whole rice vs. broken rice, for example), type of staple (i.e., millet vs. corn) or a high-quality food (i.e., a piece of meat or fish). Preferred foods may or may not be nutritionally high quality. The enumerator should also read the definition of a “lack of resources.” Mention that this definition of household applies to all the questions with that term.

Q3: Eat just a few kinds of foods: This question asks about dietary choices related to variety, such as whether the household had to eat an undesired monotonous diet (little diversity in the different types of foods consumed).

Q4: Eat foods they really do not want to eat: This question, which also captures the dimension of limited choices, asks whether any household member had to eat food that they found socially or personally undesirable due to a lack of resources. Often these are foods or food preparations that are consumed only under hardship. Different people may consider different foods to be undesirable, so it is best not to provide examples here at first. The enumerator may give some examples.

Q5: Eat a smaller meal: This question asks whether the respondent felt that the amount of food (any kind of food, not just the staple food) that any household member ate in any meal during the past four weeks was smaller than they felt they needed due to a lack of resources. The respondent should answer according to his/her perception of what constitutes enough food for the needs of the household members.

Q6: Eat fewer meals in a day: This question asks whether any household member, due to lack of food, had to eat fewer meals than the number typically eaten in the food secure households in their area.

Q7: No food of any kind in the household: This question asks about a situation in which the household has no food to eat of any kind in the home. This describes a situation where food was not available to household members through the households’ usual means (such as through purchases, from the garden, fields or storage).

Q8: Go to sleep hungry: This question asks whether the respondent felt hungry at bedtime because of lack of food or whether the respondent was aware of other household members who were hungry at bedtime because of lack of food.

Q9: Go a whole day and night without eating: This question asks whether any household member did not eat from the time they awoke in the morning to the time they awoke the next day.

CS.1.a. If yes, how often did you rely on less preferred, less expensive food (Number of days: 0 to 7)

FS.3. Coping Strategies > Reduced Coping Strategies (RCS)

* CS.1.a Rely on less preferred and less expensive food to cope with a lack of food or money to buy it? [0-7 days]

← Paper Based Questionnaires

→ Tablet Based Questionnaire

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1	2	3	()	.
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7	8	9	/	N	<X>
*	0	#	-		↵

Livelihood coping strategy

During the past 30 days, did anyone in your household have to engage in any following activities due to lack of food?

1 = No, because I did not need to
2 = No, because I already sold those assets or have engaged in this activity within the last 12 months and cannot continue to do it
3 = Yes
4 = Not applicable (don't have children/these assets)

FS.4. Coping Strategies > Livelihood Coping Strategies (LCS-FS Rural)

* LCS.1.1 Sold household assets/goods (radio, furniture, refrigerator, television, jewellery, etc.) due to lack of food

Please select the right answer for this question. If last month the hh don't have any problem on food or lack of food . They best answer for this question should be "No, because I did not need to"

No, because we did not need to

No, because we already sold those assets or have engaged in this activity within the last 12 months and cannot continue to do it

Yes

Not applicable (don't have access to this strategy)

← Paper Based Questionnaires

→ Tablet Based Questionnaire

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Annex 3: FAO crop classification 2010

Indicative Crop Classification Version 1.0 (ICC)

Group	Class	Sub-class	Order	Title	Crop type ¹					
1				Cereals	1					
				11	Wheat	1				
				12	Maize	1				
				13	Rice	1				
				14	Sorghum	1				
				15	Barley	1				
				16	Rye	1				
				17	Oats	1				
				18	Millet	1				
				19	Other cereals, n.e.c.	1				
				191	Mixed cereals	1				
				192	Other	1				
				2	21			Vegetables and melons	1	
Leafy or stem vegetables	1									
211	Artichokes	1								
212	Asparagus	1								
213	Cabbages	1								
214	Cauliflowers & broccoli	1								
215	Lettuce	1								
216	Spinach	1								
217	Chicory	1								
219	Other leafy or stem vegetables, n.e.c.	1								
22								Fruit-bearing vegetables	1	
								221	Cucumbers	1
								222	Eggplants (aubergines)	1
					223	Tomatoes	1			
					224	Watermelons	1			
					225	Cantaloupes and other melons	1			
					226	Pumpkin, squash and gourds	1			
					229	Other fruit-bearing vegetables, n.e.c.	1			
23					Root, bulb, or tuberous vegetables	1				
					231	Carrots	1			
					232	Turnips	1			
					233	Garlic	1			
					234	Onions (incl. shallots)	1			
					235	Leeks & other alliaceous vegetables	1			
					239	Other root, bulb, or tuberous vegetables, n.e.c.	1			
24	Mushrooms and truffles	1								
29	Vegetables, n.e.c.	1								
3	31				Fruit and nuts	2				
					Tropical and subtropical fruits	2				
				311	Avocados	2				
				312	Bananas & plantains	2				
				313	Dates	2				
				314	Figs	2				
				315	Mangoes	2				
				316	Papayas	2				
				317	Pineapples	2				
	319	Other tropical and subtropical fruits, n.e.c.	2							
	32				Citrus fruits	2				
					321	Grapefruit & pomelo	2			
					322	Lemons and Limes	2			
					323	Oranges	2			
					324	Tangerines, mandarins, clementines	2			
					329	Other citrus fruit, n.e.c.	2			

1. 1 = temporary; 2 = permanent.

Group	Class	Sub-class	Order	Title	Crop type ¹
	33			Grapes	2
	34			Berries	2
		341		<i>Currants</i>	2
		342		<i>Gooseberries</i>	2
		343		<i>Kiwi fruit</i>	2
		344		<i>Raspberries</i>	2
		345		<i>Strawberries</i>	2
		346		<i>Blueberries</i>	2
		349		<i>Other berries</i>	2
	35			Pome fruits and stone fruits	2
		351		<i>Apples</i>	2
		352		<i>Apricots</i>	2
		353		<i>Cherries & sour cherries</i>	2
		354		<i>Peaches & nectarines</i>	2
		355		<i>Pears & quinces</i>	2
		356		<i>Plums and sloes</i>	2
		359		<i>Other pome fruits and stone fruits, n.e.c.</i>	2
	36			Nuts	2
		361		<i>Almonds</i>	2
		362		<i>Cashew nuts</i>	2
		363		<i>Chestnuts</i>	2
		364		<i>Hazelnuts</i>	2
		365		<i>Pistachios</i>	2
		366		<i>Walnuts</i>	2
		369		<i>Other nuts n.e.c.</i>	2
	39			Other fruits, n.e.c.	2
4				Oilseed crops	
	41			Soya beans	1
	42			Groundnuts	1
	43			Other temporary oilseed crops	1
		431		<i>Castor bean</i>	1
		432		<i>Linseed</i>	1
		433		<i>Mustard</i>	1
		434		<i>Niger seed</i>	1
		435		<i>Rapeseed</i>	1
		436		<i>Safflower</i>	1
		437		<i>Sesame</i>	1
		438		<i>Sunflower</i>	1
		439		<i>Other temporary oilseed crops, n.e.c.</i>	1
	44			Permanent oilseed crops	2
		441		<i>Coconuts</i>	2
		442		<i>Olives</i>	2
		443		<i>Oil palms</i>	2
		449		<i>Other oleaginous fruits, n.e.c.</i>	2
5				Root/tuber crops with high starch or inulin content	1
	51			Potatoes	1
	52			Sweet potatoes	1
	53			Cassava	1
	54			Yams	1
	59			Other roots & tubers, n.e.c.	1
6				Beverage and spice crops	
	61			Beverage crops	2
		611		<i>Coffee</i>	2
		612		<i>Tea</i>	2
		613		<i>Maté</i>	2
		614		<i>Cocoa</i>	2
		619		<i>Other beverage crops, n.e.c.</i>	2

1. 1 = temporary; 2 = permanent.

Group	Class	Sub-class	Order	Title	Crop type ¹
	62			Spice crops	
		621		<i>Temporary spice crops</i>	1
			6211	Chilies & peppers (capsicum spp.)	1
			6212	Anise, badian, and fennel	1
			6219	Other temporary spice crops, n.e.c.	1
		622		<i>Permanent spice crops</i>	2
			6221	Pepper (piper spp.)	2
			6222	Nutmeg, mace, cardamoms	2
			6223	Cinnamon (canella)	2
			6224	Cloves	2
			6225	Ginger	2
			6226	Vanilla	2
			6229	Other permanent spice crops, n.e.c.	2
7				Leguminous crops	1
	71			Beans	1
	72			Broad beans	1
	73			Chick peas	1
	74			Cow peas	1
	75			Lentils	1
	76			Lupins	1
	77			Peas	1
	78			Pigeon peas	1
	79			Leguminous crops, n.e.c.	1
8				Sugar crops	1
	81			Sugar beet	1
	82			Sugar cane	1
	83			Sweet sorghum	1
	89			Other sugar crops n.e.c.	1
9				Other crops	
	91			Grasses and other fodder crops	
		911		<i>Temporary grass crops</i>	1
		912		<i>Permanent grass crops</i>	2
	92			Fibre crops	
		921		<i>Temporary fibre crops</i>	1
			9211	Cotton	1
			9212	Jute, kenaf, and other similar crops	1
			9213	Flax, hemp, and other similar products	1
			9219	Other temporary fibre crops	1
		922		<i>Permanent fibre crops</i>	2
	93			Medicinal, aromatic, pesticidal, or similar crops	
		931		<i>Temporary medicinal, etc. crops</i>	1
		932		<i>Permanent medicinal, etc. crops</i>	2
	94			Rubber	2
	95			Flower crops	
		951		<i>Temporary flower crops</i>	1
		952		<i>Permanent flower crops</i>	2
	96			Tobacco	1
	99			Other crops	
		991		<i>Other crops – temporary</i>	1
		992		<i>Other crops – permanent</i>	2

1. 1 = temporary; 2 = permanent.

Annex 4: Anthropometrics

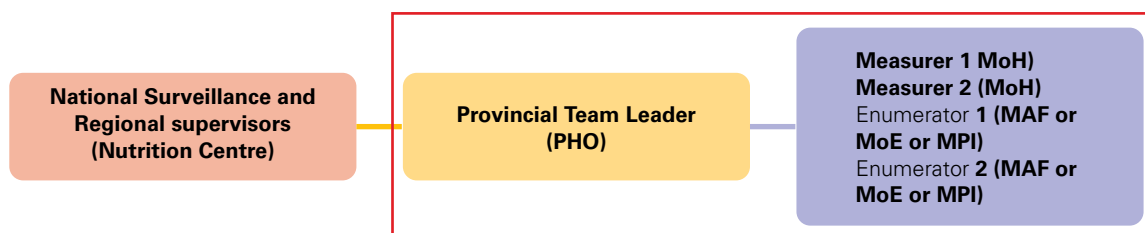
JOB AID: HOW TO CONDUCT ANTHROPOMETRIC MEASUREMENTS OF CHILDREN AND WOMEN

Introduction

This nutrition sentinel surveillance entails collecting information on anthropometry among children aged 6-59 months and their respective mothers. Taking accurate anthropometric measurements is a skill requiring specific training. Step-by-step procedures and standardizing methods are necessary to ensure that the measurements are correct to make comparisons possible. Equipment used to take anthropometric measurements should be standardized. This manual provides information on the necessary field equipment and methods for taking measurements.

Responsibilities of field team members during the collection of anthropometric measurements

Figure 6: Surveyors organogram position



- **Measurers:** As this task involves taking anthropometric measurements accurately, measurers should be MoH-trained staff. Taking anthropometric measurements of children and women is the main responsibility of the team measurer and requires that he/she follows the procedures specified in this manual and that no steps in the procedures are omitted. Measurers will be assisted by another trained team member. However, it should be emphasized that the measurer will hold the overall responsibility for determining final measurements and making sure they have been accurately recorded. The measurer is also responsible for carrying and taking care of the equipment used for anthropometric measurements and immediately reporting to the supervisor if any piece of equipment is malfunctioning.
- **Enumerators:** Two trained people are always required to measure a child's height and length: a measurer and an assistant. The measurer holds the child and reads the measurements while the enumerator helps hold the child and records the measurements on the questionnaire.
 - o **Note:** Under no circumstances should an untrained person assist in taking the length or height measurement. It is, however, recommended that a mother or caretaker be near the child to comfort them and assist in putting the child at ease so it can be measured.

- **Provincial Team Leaders:** Provincial Team Leaders are responsible for ensuring that measurements are taken following the exact steps and procedures outlined in this manual. Team leaders are also expected to check the recorded anthropometry measurements on each completed questionnaire as part of their routine work. Team leaders should pay special attention to the values to make sure they lie within the ranges specified in Annex 4.1. If a value falls outside the acceptable range, the team leader should ask the measurer to revisit the household and re-measure the child. Please note that measurements outside the ranges given in Annex 4.1 are possible, but are rare (no more than a few per survey).

General precautions for measurers and measuring assistants

Placement of the measuring board and electronic scale

- Measurers should begin to observe possible places where the electronic scale and board can be positioned as soon as they walk into a sample household. They should be selective about where the measuring board and electronic scale is placed. During daylight hours, it is best to measure outdoors. If it is cold, rainy or if too many people congregate and interfere with the measurements, it may be more comfortable to weigh and measure a child indoors. Make sure there is adequate light and ensure you place the equipment on a flat and even surface.

When to weigh and measure

- Weights and heights of eligible children (aged 6–23) and women aged 15–49 years living in the household will be measured after the household questionnaire is completed. Do not weigh and measure at the beginning of the interview, soon after entering the household, as this will likely be perceived as overly intrusive.

Controlling and taking care of the child

- When children are weighed and measured, the measurer and assistant must take care to gently control the child. The strength and mobility of even very young children should not be underestimated. Needless to say, a gentle but firm approach is necessary. Do not apply excessive force on children's limbs to get measurements. The measurer's own sense of calm and self-confidence will be felt by the mother and child.
- When a child comes into contact with any measuring equipment, a measuring board or electronic scale, children must be held carefully so they do not trip or fall. Children should never be left alone with a piece of equipment. Physical contact with the child, except for the few seconds while taking his or her weight, should always be maintained.

- Measurers and assistants should keep objects out of their hands and pens out of their mouth, hair or breast pocket when a child is being weighed and measured so that the child will not get hurt due to carelessness. When the pen is not being used it should be placed in the equipment pack, pen case, or on the survey form. Measures and assistants should not have long fingernails and should remove rings and watches before they weigh and measure children to prevent them from getting in the way or harming the child. No member of the field team should smoke when in a household or in the process of taking measurements.

Coping with stress

- Since weighing and measuring requires touching and handling children, normal stress levels for this part of the survey work is higher than for where only verbal information is collected.
- Measurers should explain the weighing and measuring procedures to the mother and to a limited extent the child, to help minimize possible resistance, fear or discomfort. It should be determined if the child or mother is under sufficient stress that the weighing and measuring must stop. Remember, young children are often uncooperative. They tend to cry, scream, kick, and sometimes bite. If a child is under severe stress and is crying excessively, attempts to calm the child should be made for example by returning the child to the mother for a moment before proceeding with the weighing and measuring.

Do not weigh or measure a child if:

1. The mother refuses.
2. The child is too sick or distressed.

Take good care of the equipment and keep it clean

- The equipment needs to be cleaned on a regular basis as it easily becomes dirty. As a courtesy it is important to clean the wooden height boards in between children as the feet and head are placed on the same spot of the wooden board depending on the age of the child.

Hygiene

- Do not handle children without clean hands. Likewise, cleaning hands after handling a child is recommended. It is advisable to carry wet napkins/wipes, an alcohol-based hand gel, or similar to clean hands before and after handling a child. There will be households in which soap and water is not available and others where measurements without cleaning hands will not be allowed.

Annex 4.1: Children's Anthropometrics

Measuring Children's Weight

The weight should always be measured to the nearest 100g for all children. All children should be measured naked. If for any reason children cannot be measured naked, they can be measured with clothes. However, the estimated average weight of clothes should be calculated for adjustment when calculating nutrition indices.

Seca Electronic Scale

During data collection, people should only be weighed using the Seca scale. If for any reason the scale is not working during field work, then the measurer should immediately inform the team leader who will contact the sentinel supervisor to request a new scale. It is highly recommended that teams carry a back-up scale and batteries, so that fieldwork is not interrupted due to problems with one scale.

Preparing the electronic scale for use:

1. To turn on the scale, carefully turn it over so that the base is accessible. Open the battery compartment and insert the supplied batteries. To activate the power supply, push the switch located in the battery compartment in position "ON".
2. Place the scale on a hard, level surface (wood, concrete or firm earth). Soft or uneven surfaces may cause small errors in weighing.
3. The scale will not function correctly if it becomes too warm. It is best to use the scale in the shade, or indoors. If the scale becomes hot and does not work correctly, place it in a cooler area and wait 15 minutes before using it again. Make sure to check the surface if the scale for any reason has been left in direct sunlight, as the black surface can become extremely hot and easily burn bare feet. If it becomes too cold, place it in a warmer area.
4. The scale must adjust to changes in temperature. If the scale is moved to a new site with a different temperature, wait for 15 minutes before using it again.
5. It is a sturdy, yet sensitive electronic piece of equipment. The scale must be tested every single day of fieldwork. This is best done using a labelled standard weight of 2.5–5.0 kg. This can be purchased locally but must be tested initially to ensure that the indicated weight is accurate. Record the results of the daily test of the scale, including the date and weight.
6. Using other types of standard weights is possible, but not recommended. Some surveys in the past have used filled water bottles for testing, but as water or other liquids evaporate, this technique is flawed. Sand is a viable alternative, but only if labelled weights are not available.
7. In addition, it is recommended that the tared weight function is tested.
8. In reference to the scale's minimum and maximum operating temperatures, it is advisable to test the scale before every measurement when the scale is moved and operated in extreme weather conditions.
9. Actual calibration cannot be done in the field, but only by a technician. Therefore, the scale should be immediately replaced if readings are off.

Switching off the scale

The scale switches off automatically:

- After 3 minutes in normal mode or
- After 2 minutes, if the mother-and-baby function is switched on.

Maintaining and storing the scale

- Handle the scale carefully: 1) do not drop or bump the scale, 2) do not weigh loads totalling more than 150 kilogrammes, 3) protect the scale from excess moisture or humidity and 4) do not use the scale at temperatures below 0° C or above 45° C.
- To clean the scale, wipe surfaces with a damp cloth. Never put the scale into water.
- Do not store the scale in direct sunlight or other hot places.

The Seca scale is powered exclusively by batteries. 120,000 weighing operations can be performed with one set of batteries. The scale uses four type AA 1.5 V batteries that are easily replaceable.

Preparing the child for weighing

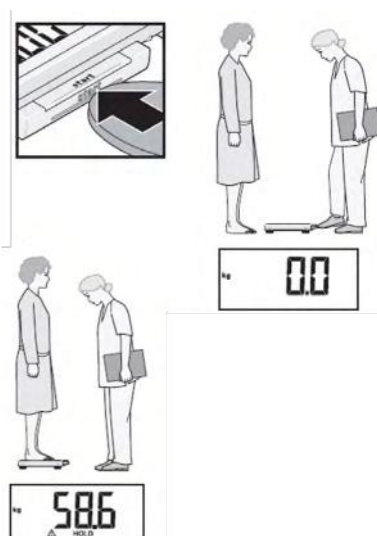
Explain to parents/caretakers that the child needs to remove outer clothing to obtain an accurate weight. A wet diaper, or shoes and jeans can weigh more than 0.5kg. Babies should be weighed naked. Wrap them in a blanket to keep them warm until weighing. Older children should remove all but minimal clothing, such as their underclothes.

Weighing a child that is less than 2 years old (tared weighing)

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

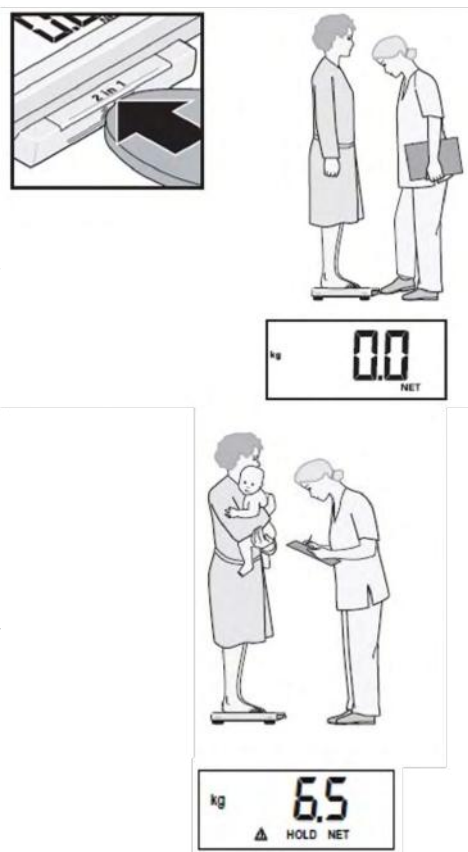
(1) Measurers:

- Switch on the scale with no weight applied. Wait until **0.0** appears on the display
- Ask the mother/caretaker to step onto the scale. The weight is displayed.
Note: The person being weighed on the scale must stand very still.



(2) Measurers:

- Press the **2-in-1** key.
The weight is stored.
0.0 and the word **NET** appear on the display.
- Ask the mother/caretaker to hold the first baby while standing on the scale and to try not to move.
- Wait until the weight display and the message **HOLD** are no longer flashing.
- Read out the baby's weight to the assistant.
- Confirm the correct weight has been recorded.
- Ask the mother to step off the scale with the baby.
- The baby's weight remains displayed.
- The adult's weight remains stored. A new child measurement is automatically taken as soon as any weight is placed on the scale again.
- If no measurements have been taken for two minutes, the **2-in-1** function and the scale automatically switch off and the process needs to begin again.



Note: After each child's weight has been taken, the measurer reads out the value on the display of the scale and the assistant repeats back the value.

Measuring a Child's Length

Children's length should be measured accurately to the nearest 0.1cm. Measurement errors of 2-3cm can easily occur when measuring length and cause significant errors in classifying nutrition status.

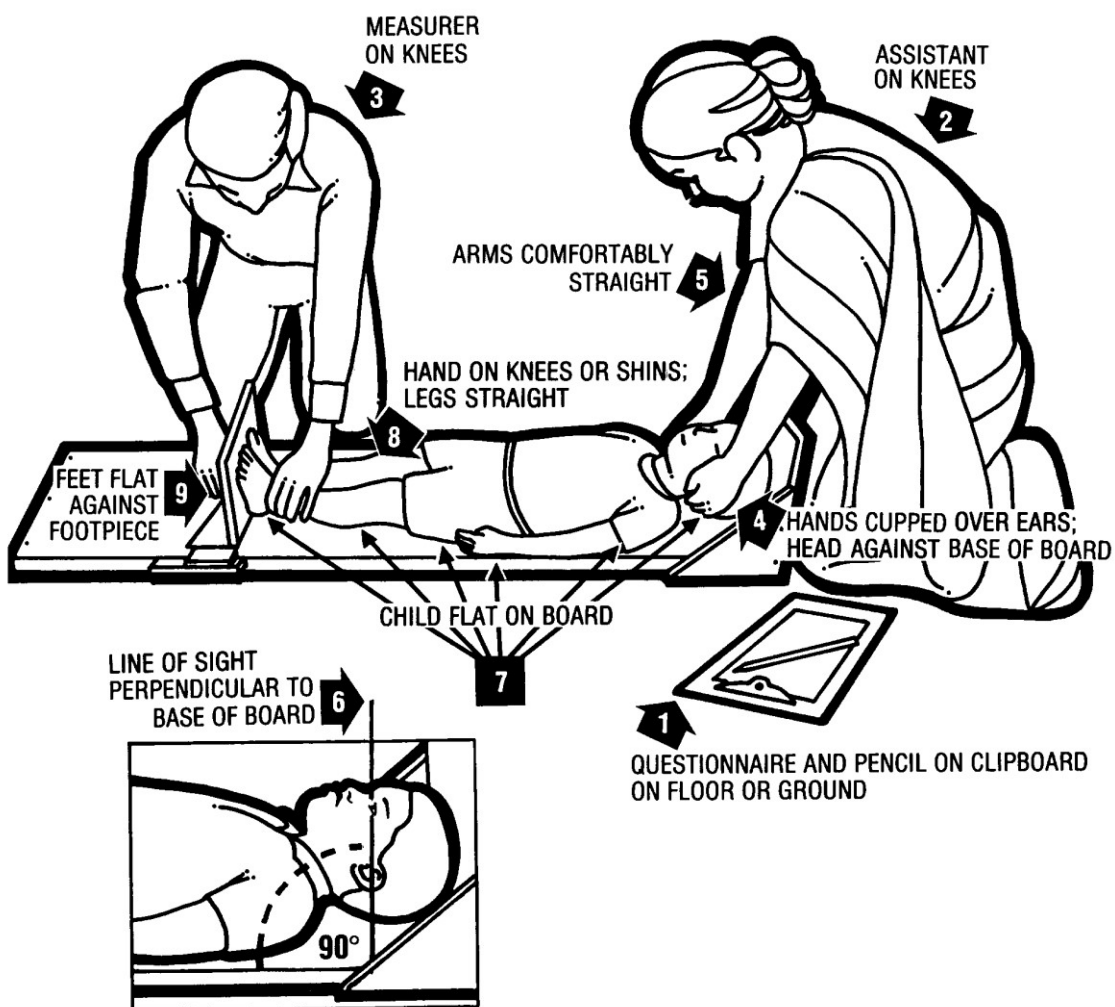
1. **Measurer or assistant:** Place the measuring board on a hard-flat surface, such as the ground, floor or a steady table.
2. **Assistant:** Place the questionnaire and pencil on the ground, floor or table (Arrow 1, in illustration 2 below). Kneel with both knees behind the base of the board, if it is on the ground or floor (Arrow 2).
3. **Measurer:** Kneel on the right side of the child so that you can hold the foot piece with your right hand (Arrow 3).

4. **Measurer and assistant:** With the mother's help, lay the child on the board by doing the following:
 - a. **Assistant:** Support the back of the child's head with your hands and gradually lower the child onto the board.
 - b. **Measurer:** Support the child at the trunk of the body.
5. **Measurer or assistant:** If she is not the assistant, ask the mother to kneel on the opposite side of the board facing the measurer to help keep the child calm.
6. **Assistant:** Cup your hands over the child's ears (Arrow 4). With your arms comfortably straight (Arrow 5), place the child's head against the base of the board so the child is looking straight up. The child's line of sight should be perpendicular to the ground (Arrow 6). Your head should be straight over the child's head. Look directly into the child's eyes.
7. **Measurer:** Make sure the child is lying flat and in the centre of the board (Arrow 7). Place your left hand on the child's shins (above the ankles) or on the knees (Arrow 8). Press them firmly against the board. With your right hand, place the foot piece firmly against the child's heels (Arrow 9).
8. **Measurer and assistant:** Check child's position (Arrows 1-9). Repeat any steps as necessary.
9. **Measurer:** When the child's position is correct, read and call out the measurement to the nearest 0.1 centimetre. Remove the foot piece, release your left hand from the child's shins or knees and support the child during the recording.
10. **Assistant:** Immediately release child's head, record measurement and show the measurer.

NOTE: If the assistant is untrained, the measurer records the length on the questionnaire.
11. **Measurer:** Check the recorded measurement on the questionnaire for accuracy and legibility. Instruct the assistant to cancel and correct any errors.

NOTE: If the child's length is measured to 85cm or more, you must instead measure the child's height.

ILLUSTRATION 2. MEASURING A CHILD'S LENGTH



Annex 4.2 Expected Length and Weight of Children by Sex and Age in Months

Age in Months	Length/height (cm)				Weight (kg)			
	Males		Females		Males		Females	
	Min	Max	Min	Max	Min	Max	Min	Max
0–2	36.0	74.0	36.0	72.0	0.5	10.0	0.5	9.0
3–5	45.0	83.0	44.0	80.0	1.0	13.0	1.0	12.0
6–8	51.0	87.0	50.0	86.0	2.0	15.0	2.0	14.0
9–11	56.0	91.0	54.0	90.0	3.0	16.5	2.5	15.5
12–14	59.0	96.0	57.0	95.0	4.0	17.5	3.0	16.5
15–17	62.0	100.0	60.0	99.0	4.0	18.5	3.5	17.5
18–20	64.0	104.0	62.0	102.0	4.0	19.5	3.5	18.5
21–23	65.0	107.0	64.0	106.0	4.5	20.5	4.0	19.5
24–26	67.0	108.0	66.0	107.0	4.5	23.0	4.5	21.5
27–29	68.0	112.0	68.0	111.0	5.0	24.0	5.0	23.0
30–32	70.0	115.0	69.0	114.0	5.0	24.5	5.0	24.5
33–35	71.0	118.0	71.0	117.0	5.0	25.5	5.0	25.5
36–38	73.0	121.0	72.0	120.0	5.0	26.0	5.0	27.0
39–41	74.0	124.0	74.0	122.0	5.0	27.0	5.0	28.0
42–44	75.0	127.0	75.0	124.0	5.0	28.0	5.5	29.0
45–47	77.0	129.9	77.0	126.0	5.0	29.0	5.5	30.0
48–50	78.0	132.0	78.0	129.0	5.0	30.0	5.5	31.0
51–53	79.0	134.0	79.0	131.0	5.0	31.0	5.5	32.0
54–56	80.0	136.0	81.0	133.0	5.5	32.0	6.0	33.0
57–59	82.0	139.0	81.0	136.0	5.5	33.0	6.0	34.5

Note: To ensure that no data entry errors are made, the following values are used as the minimum and maximum expected values. The ranges are dependent on the sex and age of the child and are given in centimetres for length (height) of the child and kilogrammes for the weight of the child.

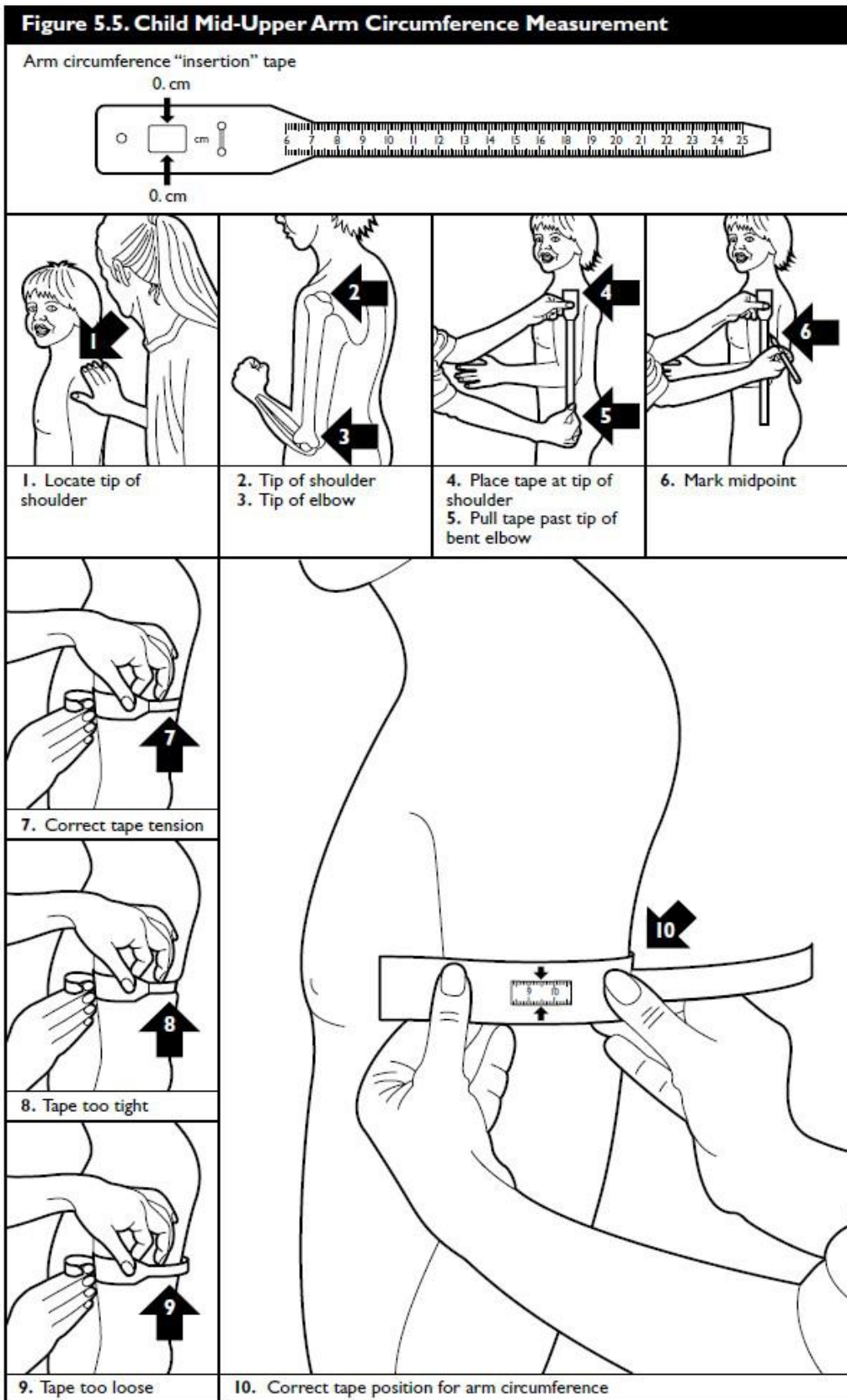
Measuring Child Mid-Upper Arm Circumference (MUAC)

MUAC should be measured on the left arm using a flexible non-elastic tape, at the midpoint of the upper arm, with the arm hanging freely by the child's side. Measurements should be made to the nearest millimetre.⁶

1. **Measurer:** Keep your work at eye level. Sit down when possible. Very young children can be held by their mother during this procedure. Ask the mother to remove clothing that may cover the child's left arm.
2. **Measurer:** Calculate the midpoint of the child's left upper arm by first locating the tip of the child's shoulder (Arrows 1 and 2, illustration 3 below) with your fingertips. Bend the child's elbow to make a right angle (Arrow 3). Place the tape at zero, indicated by two arrows, on the tip of the shoulder (Arrow 4) and pull the tape straight down past the tip of the elbow (Arrow 5). Read the number at the tip of the elbow to the nearest centimetre. Divide this number by two to estimate the midpoint. As an alternative, bend the tape up to the middle length to estimate the midpoint. A piece of string can also be used for this purpose. Either you or an assistant can mark the midpoint with a pen on the arm (Arrow 6).
3. **Measurer:** Straighten the child's arm and wrap the tape around the arm at midpoint. Make sure the numbers are right side up. Make sure the tape is flat around the skin (Arrow 7).
4. **Measurer and assistant:** Inspect the tension of the tape on the child's arm. Make sure the tape has the proper tension (Arrow 7) and is not too tight or too loose (Arrows 8-9). Repeat any steps as necessary.
5. **Assistant:** Have the questionnaire ready.
6. **Measurer:** When the tape is in the correct position on the arm with the correct tension, read and call out the measurement to the nearest millimetre (Arrow 10).
7. **Assistant:** Immediately record the measurement on the questionnaire and show it to the measurer.
8. **Measurer:** While the assistant records the measurement, loosen the tape on the child's arm.
9. **Measurer:** Check the recorded measurement on the questionnaire for accuracy and legibility. Instruct the assistant to erase and correct any errors.
10. **Measurer:** Remove the tape from the child's arm.

⁶ Note: The decision to include MUAC in (as an independent indicator for wasting) is based on the recognition that agencies frequently use MUAC in rapid assessments, screening and referral of cases in the community. MUAC is also a better predictor for risk of death than weight for height.

Illustration 3: Child Mid Upper Arm Circumference Measurement



Measuring Children's Oedema

Oedema is the retention of water in the tissues of the body. Bilateral oedema is a sign of kwashiorkor, a form of severe acute malnutrition. Children presenting oedema must be referred to the closest health centre or a feeding centre.

1. **Measurer:** Explain the procedure to the child's mother or carer.
2. **Measurer:** Ask the mother or caregiver to hold the baby in a sitting position on their lap.
3. **Measurer:** Apply constant pressure on both feet of the child constantly for about three seconds.
4. **Measurer:** Release the hand and check if there is any impression/indentation that remains.
5. **Measurer:** If there is an impression/indentation, instruct the assistant to record the child as having oedema on the questionnaire.
6. **Measurer:** Refer the child to the nearest health facility or feeding centre.



Annex 4.3: Measuring Women's Anthropometrics

4.3.1 Height

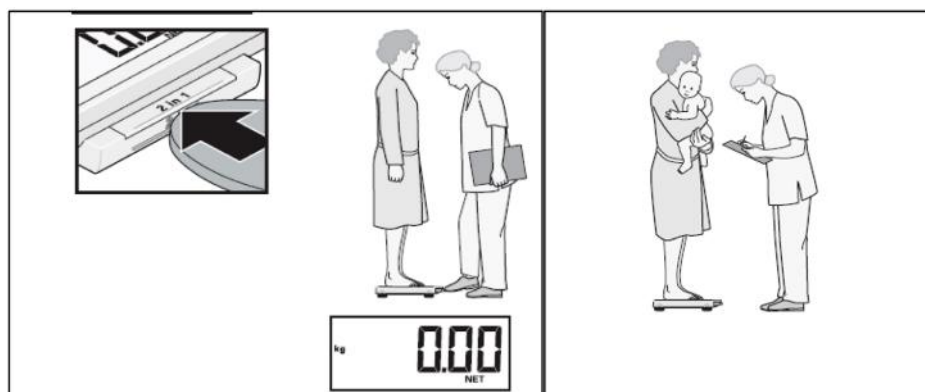
Standing height is an assessment of maximum vertical size. Standing height is measured using a stadiometer with a fixed vertical backboard and an adjustable head piece.

1. **Measurer:** Direct the woman to the stadiometer platform. Ask her to remove any hair ornaments, jewellery, buns, or braids from the top of the head.
2. **Measurer:** Have the woman stand up straight against the backboard with the body weight evenly distributed and both feet flat on the platform. Instruct the woman to stand with the heels together and toes apart. Check that the back of the head, shoulder blades, buttocks, and heels contact the backboard. The graphic (below) depicts the correct position for the measurement of standing height.

- a. **NOTE:** Depending on the overall body conformation of the individual, all four contact points – head, shoulders, buttocks, and heels – may not touch the stadiometer backboard. For example, a forward curvature of the spine that appears as a hump at the upper back.
3. **Measurer:** Align the head. Many people will assume this position naturally, but for some the examiner may need to gently tilt the head up or down to achieve proper alignment. Instruct the women to look straight ahead.
4. **Measurer:** Lower the stadiometer head piece so it rests firmly on top of the woman's head, with sufficient pressure to compress the hair. Instruct the woman to stand as tall as possible, take a deep breath, and hold this position. The act of taking a deep breath helps straighten the spine to yield a more consistent and reproducible stature measurement. Notice that the inhalation will cause the headpiece to rise slightly.
5. **Assistant:** While the woman is correctly positioned and holding the breath, record the measurement indicated by the measurer.
6. **Measurer:** After verifying the correct value, have the woman relax and step away from the stadiometer. Slide the head piece to the top of the measurement column.

4.3.2. Weight

1. **Measurer:** Direct the woman to stand in the centre of the scale platform facing the recorder, hands at sides, looking straight ahead.
2. **Assistant:** After the woman is correctly positioned and the readout on the digital measurement device becomes stable, the measurer will indicate the weight to be recorded.



Annex 5: Children’s questionnaire

JOB AID: HOW TO FILL IN THE CHILDREN’S QUESTIONNAIRE

Introduction

The purpose of the Questionnaire for Children is to provide information on a wide range of indicators.

- **Eligible children for this questionnaire are boys and girls aged 6–59 months**
- **Collect the following data by conducting individual interviews with mothers of children aged 6–59 months**
- **No question should be left blank.**

Children’s Questionnaire

C.3. Date of Birth or Months: *Child’s age (months)*

- o You will begin the interview with questions about the child’s date of birth or age. You will collect this information by learning the child’s date of birth.
- o This is one of the most important questions in the interview as some of the analysis of information that you will be collecting can only be done on the basis of age.

Write down the date of birth

C.3	C.4
Date of Birth (dd/mm/yyyy)	Age (calculated)

Diagram illustrating the data collection methods:

- Vertical arrow: Paper Based Questionnaires
- Horizontal arrow: Tablet Based Questionnaire

C.5. Age Verification: Method of verification of the age of the child

- o The age of the child should be verified by an official document. If the child has an official document stating his or her age of birth (birth certificate, baptism certificate, immunization card, etc.), the enumerators should confirm that the child is aged above six months and below 59 months.



CQ.03. Gender: Verify the child's gender

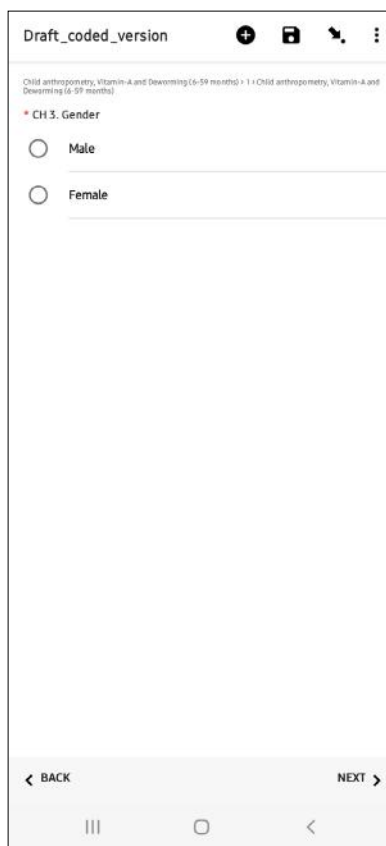
- o Indicate the child's gender by pointing if the child is "Male" or "Female".

Paper-based questionnaire (Gender, Vitamin A, Deworming, Weight, Height MUAC and Oedema)

G. Child Anthropometric Measurements, Vitamin A and Deworming

CA.1	CA.2	CA.3	CA.4	CA.5	CA.6	CA.7	CA.8	CA.9	CA.10
Age (from C.4)	Gender 1. Male 2. Female	Has the child received vitamin A during the last 6 months? 1. Yes 2. No (Skip to CA.5) 3. Don't Know (skip to CA.10)	If YES, how many doses of Vitamin A Supplementation has the child received in the past 6 months? 1. 1 Dose 2. 2 Doses 3 or More Doses	Has the child received deworming during the last 6 months? 1. Yes 2. No Don't Know	Weight (in KGs) <i>Measure to nearest 0.1kg - write down the decimal and DO NOT round off</i>	Height/Length (CMs) <i>Measure to nearest 0.1cm - write down the decimal and DO NOT round off</i>	Did you measure the Height or Length? 1. Height 2. Length	MUAC (CMs) <i>Measure to nearest 0.1 Cm - Write down the decimal and DO NOT round off Refer the child to OTP if MUAC <11.5</i>	Oedema <i>n=Yes n=No</i>

Tablet-based questionnaire - Gender



The screenshot shows a mobile application interface for a questionnaire. At the top, it says "Draft_coded_version" with icons for a plus sign, a square, a share icon, and a menu. Below that, there is a header for "Child anthropometry, Vitamin-A and Deworming (6-59 months) > 1 > Child anthropometry, Vitamin-A and Deworming (6-59 months)". The main question is "CH 3. Gender" with a red asterisk. There are two radio button options: "Male" and "Female". At the bottom, there are "BACK" and "NEXT" buttons with arrows. The Android navigation bar is visible at the very bottom.

CQ.04. Weight of the child (kg): Enter its weight to the nearest 0.1kg.

- o Refer to the **anthropometrics manual (Annex 4)** and thoroughly follow the instructions described on how to collect the child's weight.

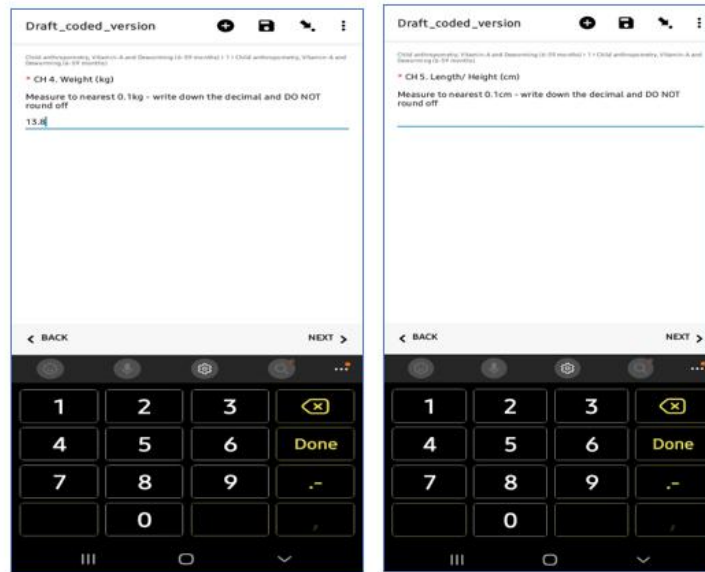
Write down the correct measurement

CQ.05. Length/Height of the child (cm): Measure to nearest 0.1cm.

- o Refer to the **anthropometrics manual (Annex 4)** and thoroughly follow the instructions described on how to collect child's length.

Write down the correct measurement

Tablet based questionnaire-Weight and Length/Height



CQ.06. Oedema: Verify if the child has Oedema. Point “Yes” for the children that has no Oedema and “No” for the children who has Oedema.

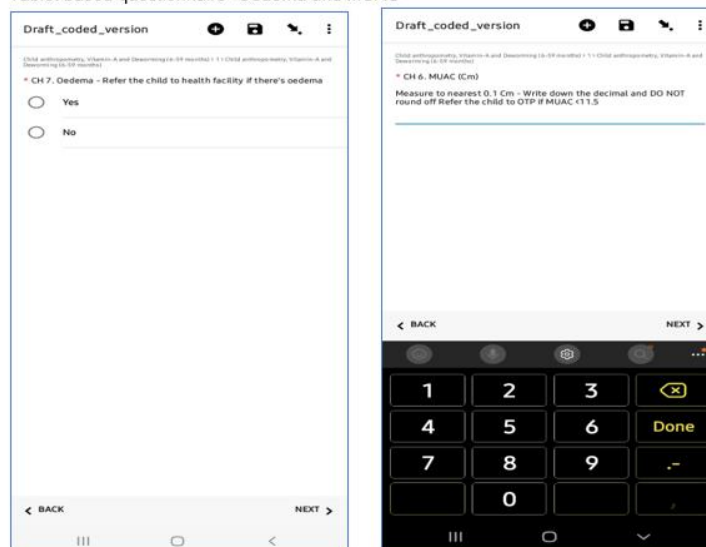
- o Refer to the **anthropometrics manual (Annex 4)** and thoroughly follow the instructions described on how to verify a child’s Oedema.

CQ.07. MUAC (mm): Measure to nearest **Millimeter**

- o Refer to the **anthropometrics manual (Annex 4)** child’s MUAC.

Write down the correct measurement

Tablet based questionnaire- Oedema and MUAC



CH.8. Vitamin A: Has the child received Vitamin A within the last 6 months?

- o Show common types of capsules to help mother remember.

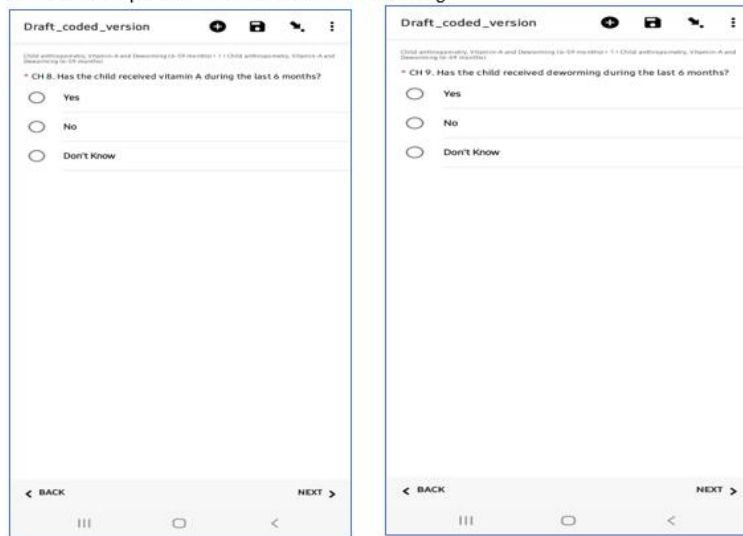
Select only 1 option of the below:

CH.9. Deworming: Has the child received deworming during the last 6 months?

- o Show deworming tablets to help mother remember.

Select only 1 option of the below:

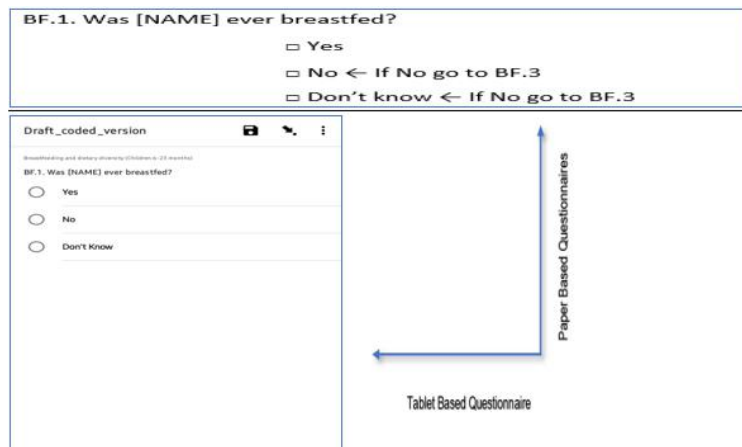
Tablet based questionnaire on Vit A and deworming



Infant and young children feeding practices

BF.1. Children ever breastfed: Was the child (name) ever breastfed?

Select Yes or No



BF.2. Early Initiation of Breastfeeding: How long after birth did you put the child to the breast?

- Do not guide the answer by giving the indicated options, but rather let the mother tell the time herself.

Select only 1 option of the below:

The image shows two versions of a questionnaire for BF.2. The top version is a paper-based questionnaire with a white background and a black border. It contains the question: "BF.2. How long after birth was [NAME] first put to the breast?" followed by four checkbox options: "Less than 1 hour after delivery", "Between 1 and 2 hours after delivery", "Between 2 and 24 hours after delivery", and "More than 24 hours after delivery". The bottom version is a tablet-based questionnaire displayed on a mobile device screen. It shows the same question and options, but with radio buttons instead of checkboxes. A blue arrow points from the paper-based version to the tablet-based version, with the label "Paper Based Questionnaires" on the vertical arrow and "Tablet Based Questionnaire" on the horizontal arrow.

BF.4. Continued Breastfeeding: From this time yesterday until now, was the child given breast milk?

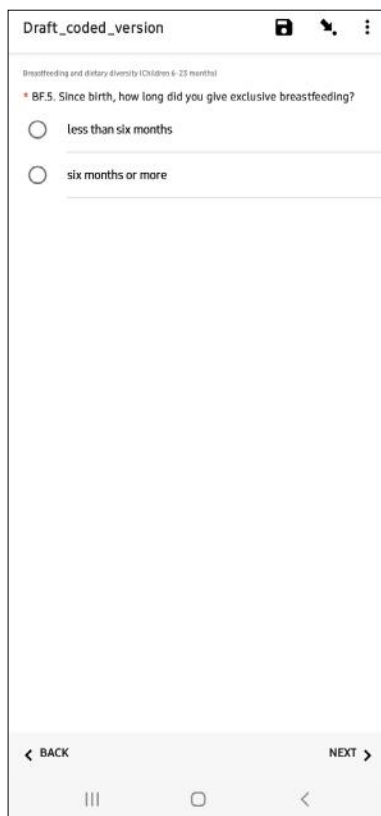
- You can help the mother to remember by asking “in the last 24 hours”.

Select only 1 option of the below:

The image shows two versions of a questionnaire for BF.4. The top version is a paper-based questionnaire with a white background and a black border. It contains the question: "BF. 4 Was [NAME] breastfed yesterday during the day or at night?" followed by three checkbox options: "Yes", "No", and "Don't know". The bottom version is a tablet-based questionnaire displayed on a mobile device screen. It shows the same question and options, but with radio buttons instead of checkboxes. A blue arrow points from the paper-based version to the tablet-based version, with the label "Paper Based Questionnaires" on the vertical arrow and "Tablet Based Questionnaire" on the horizontal arrow.

BF 5. Exclusive breastfeeding: *Since birth, how long did you give exclusive breastfeeding?*

- *Ascertain by confirming that no liquid was given to the child in the last 24 hours.*
- *Tablet-based questionnaire on exclusive breastfeeding in the first 6 months*



The image shows a screenshot of a tablet-based questionnaire. At the top, it says "Draft_coded_version" with a lock icon, a share icon, and a menu icon. Below that, it says "Breastfeeding and dietary diversity (Children 6-23 months)". The main question is "BF.5. Since birth, how long did you give exclusive breastfeeding?". There are two radio button options: "less than six months" and "six months or more". At the bottom, there are "BACK" and "NEXT" buttons with arrows, and a standard Android navigation bar with three icons.

CH.8. Minimum Meal Frequency: *From this time yesterday until now, how many meals or snacks was the child fed?*

- Ask the mother to count how many meals and snacks, including fruit, did the child eat in the last 24 hours.
- Always verify the number of meals and snacks with what was recorded for measuring dietary diversity.

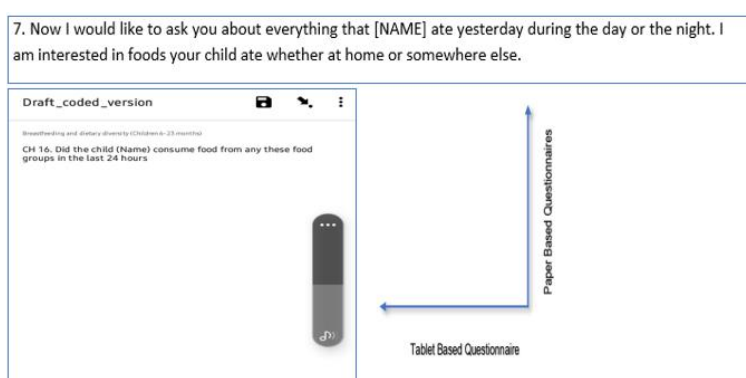
Record the number of feedings as pointed by the mother.



CQ.13. Minimum Dietary Diversity - Children (MDD-C): From this time yesterday until now, what did the child eat?

- On the 24 Recall Support Form for Dietary Diversity Women and Child, list all meals which the respondent ate
- Double check the meals composition **Always ask what different ingredients the meal/drink contained!**
- Check for any snacks (including fruits) which were not mentioned
- Only then record in the questionnaire which food groups were eaten by relating the meals reported to the food group support table (seven food groups)
 - a. 0 = Did not consume**
 - b. 1 = Consumed**
- Double check with the respondent regarding foods eaten from groups that were not mentioned (for example: “Did you yesterday eat any eggs?”)

Select all that applies in the questionnaire.



Food groups for children’s dietary diversity adapted to Lao PDR products

Rows A–G (7 rows) are aggregated during analysis into the seven MDD-Children food groups			
Food categories		Products	Consumed Yes = 1 No = 0
A	Grains, roots, and tubers	Bread, rice, pasta/noodles, corn, potatoes, yams (mundang), yam bean (munphao), cassava, cocoyam (munkaew), taro, lotus root, sweet potato, water chestnut (mak haew) or any other foods made from white-fleshed roots or tubers, or plantains.	
B	Legumes and nuts	Mature beans or peas (fresh or dried seed), lentils or bean/pea products, pigeon pea, green bean, cowpea (black-eyed pea, yard long bean, zombi pea (thua care), thua phou, mung bean, tofu, soy bean and tempeh. Any tree nut, cashew nut, groundnut/peanut or certain seeds (sunflower seed, pumpkin seed, sesame seed, melon seed, lotus bean seed), or nut/seed “butters” or pastes.	
C	Dairy products	Milk, yoghurt or other milk products, but NOT including butter, ice cream, cream or sour cream	
D	Flesh foods	Liver, kidney, heart, brain, sweetbread (tupone), gol bladder, spleen (mam), tongue, intestine or blood-based foods, including from wild game, organ not including tripe (kaphoc 30 luep), beef, pork, goat, rabbit, mouse, tripe, chicken, duck or other bird, wild game meat, fresh or dried fish, shellfish or seafood	
E	Eggs	Eggs from poultry or any other bird, not including fish roe	
F	Vitamin A-rich foods	List examples of any medium-to-dark green leafy vegetables (chili green leave, watermelon leave, Chinese cabbage leave, bean leave, carrot, broccoli, pumpkin leave, bean green leave, mint, phukkout, phaktumnin, drill, moringa (phukehoum, morning glory) including wild/foraged leaves. Pumpkin, carrots, squash or sweet potatoes, ripe mango, ripe papaya, deep yellow banana, melon, passion fruit, red palm pulp, red palm fruit (mak tan deng), peach (dried, raw, makkhay), hog plum (makkok) all fruit that is yellow or orange inside, not include orange, jack fruit, durian, red plum (makmanh)	
G	Other fruits and vegetables	Cauliflower, light lettuce, onion garlic, lime, lemon grass, melon, unripe papaya and mango, durian, jack fruit (coconut water should be in other beverage and food), coconut flesh and oranges.	

Annex 6: Mother's questionnaire

JOB AID: HOW TO FILL IN THE MOTHER'S QUESTIONNAIRE

Introduction

The purpose of the Questionnaire for Individual Women is to provide information on a wide range of indicators.

- **Eligible women for this questionnaire are the mothers of the target children.**
- **No question should be left blank.**

Mother's Questionnaire

MH.1. Age of mother in years: Enter the mother's date of birth

- Even if you already asked the respondent her age when you completed the Household Questionnaire, you must ask again for her date of birth on the questionnaire for the mother. **Probe: "How old were you at your last birthday?"**
- If she does not know the answer to the question, probe for clues that might indicate her age.
 - o Ask how old she was when she was first married or first gave birth. Try to find out how long ago she got married or had her first child (You may be able to find out the age of her oldest child if the child is still living. You may be able to relate her age to someone else in the household whose age is known. You may be able to determine her age based on how old she was when an important event occurred, and the number of years that have elapsed since).

MH.2. Weight of the mother (kg): Enter her weight to the nearest 0.1kg.

- Refer to the **anthropometrics manual (Annex 4)** women's weight.
- **Write down the correct measurement.**

MH 2. Weight (kg) ___ . ___ kg

Measure to nearest 0.1kg - write down the decimal and DO NOT round off

Final_Coded_version

Women anthropometry and Dietary diversity (15-49 years)

MH 2. Weight (kg)

Measure to nearest 0.1kg - write down the decimal and DO NOT round off

Paper Based Questionnaires

Tablet Based Questionnaire


MH.3. Height of the mother (cm): Measure to nearest 0.1 cm.

- Refer to the **anthropometrics manual (Annex 4)** women's height.

Write down the correct measurement

MH 3. Height (cm) _ _ . _ _ cm

Measure to nearest 0.1cm - write down the decimal and DO NOT round off



Draft_coded_version

Women anthropometry and dietary diversity (15-49 years)

* MH 3. Height (cm)

Measure to nearest 0.1cm - write down the decimal and DO NOT round off

← BACK NEXT →

↑ Paper Based Questionnaires

← Tablet Based Questionnaire

MH 4. Did you receive iron supplements during pregnancy?

Yes

No

Final_Coded_version

Women anthropometry and dietary diversity (15-49 years)

* MH 4. Did you receive iron supplements during pregnancy?

Yes

No

↑ Paper Based Questionnaires

← Tablet Based Questionnaire

MH 5. Mother Dietary Diversity: From this time yesterday until now, what did the mother eat?

- On the 24-Hour Recall Support Form for Dietary Diversity Women and Child (Annex 6.1), list all meals which the respondent ate in the previous day.
 - Double check the meals composition (Annex 6.2) - **Always ask what different ingredients the meal/drink contained.**
 - Check for any snacks (including fruits) which were not mentioned.
 - Only then record in the questionnaire which food groups were eaten by relating the meals reported to the food group table below the questionnaire.
- a. 0 = Did not consume**
b. 1 = Consumed
- Double check with the respondent regarding foods eaten from groups that were not mentioned (for example: “Did you yesterday eat any eggs?”).

Select all that applies in the questionnaire.

No.	Food group Items	Yes=1, No=0
MH 5.1.	Grains, white roots and tubers, and plantains (rice, noodles, wheat, millet, maize, sorghum, white potatoes, white yams, cassava, or any other foods made from roots)	_

Draft_coded_version

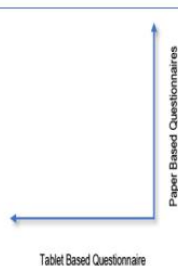
Women Dietary Diversity (15-49 years) (applicable for Women of Reproductive Age (15-49 Years))

* MH 5.1. Grains, white roots and tubers, and plantains (rice, noodles, wheat, millet, maize, sorghum, white potatoes, white yams, cassava, or any other foods made from roots)

Yes

No

< BACK NEXT >



6.1 24-hour recall diet form for women and children

24 Hour Support Form for Dietary Diversity Women and Child

Household Unique Identifier	[] [] [] []	
Enumerator	
Dietary Diversity from: Mark (X) only one (1) response.	<u>Mother</u>	<u>Child</u>
Meal	Menu	Ingredient

6.2 Food Groups for Women Dietary Diversity adapted to Lao PDR products –

Rows A-J (10 rows) are aggregated during analysis into the 10 MDD-Women food group

	Food category	Products	Consumed Yes=1/No=0
A	Grains, white roots and tubers, and plantains	Bread, rice, pasta/noodles, corn, potatoes, yams (mundang), yam bean (munphao), cassava, cocoyam (munkaew), taro, lotus root, sweet potato, water chestnut (mak haew) or any other foods made from white-fleshed roots or tubers, or plantains	
B	Peas and lentils	Mature beans or peas (fresh or dried seed), lentils or bean/pea products, pigeon pea, green bean, Cowpea (black-eyed pea, yard long bean, zombi pea (thua care), thua phou, mung bean, tofu, soy bean and tempeh	
C	Nuts and seeds	Any tree nut, cashew nut, groundnut/peanut or seeds (sunflower seed, pumpkin seed, sesame seed, melon seed, lotus bean seed), or nut/seed “butters” or pastes	
D	Dairy products (milk and milk products)	Milk, yoghurt or other milk products, but NOT including butter, ice cream, cream or sour cream	
E	Meat, poultry and fish	Liv Liver, kidney, heart, brain, sweetbread (tupone), gol bladder, spleen (mam), tongue, intestine or blood-based foods, including from wild game, organ, not including tripe (kaphoc 30 luep), beef, pork, goat, rabbit, mouse, tripe, chicken, duck or other bird, wild game meat, fresh or dried fish, shellfish or seafood	
F	Egg	Eggs from poultry or any other bird, not including fish roe	
G	Dark green leafy and vegetables	List examples of any medium-to-dark green leafy vegetables (chili green leaf, watermelon leaf, Chinese cabbage leaf, bean leaf, carrot, broccoli, pumpkin leaf, bean green leaf, mint, phukkout, phaktumnin, drill, moringa (phukehoum, morning glory) including wild/foraged leaves.	
H	Other vitamin A-rich fruits and vegetables	Pumpkin, carrots, squash or sweet potatoes, Ripe mango, ripe papaya, deep yellow banana, melon, passion fruit, red palm pulp, red palm fruit (mak tan deng), peach (dried, raw, makkhay), hog plum (makkok) all fruits that are yellow or orange inside not include orange, jack fruit, durian, red plum (makmanh)	
I	Other vegetables	Cauliflower, lettuce, onion garlic, lime and lemon grass.	
J	Other fruits	Melon, unripe papaya and mango, durian, jack fruit (coconut water should be in other beverages and food) , coconut flesh and oranges.	

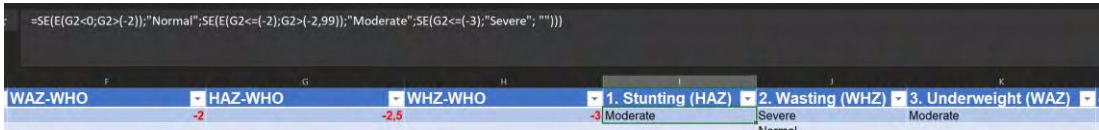
Annex 7: Indicators Analysis and Interpretation

JOB AID: HOW TO ANALYZE AND INTERPRET THE INDICATORS UNDER ASSESSMENT

Introduction

The digital data entering system based on ONA allows for basic data analysis. However, this is only significant when basic indicators are the subject of the study, as this tool only works in binary (1 or 0) and basic formulas (e.g.: BMI or months of age). For composite indicators, such as children's acceptable diet, and any of the WASH indicators, more complex formulas need to be applied. For that purpose, a basic data analysis tool based on Microsoft Office (pag.30) with preloaded formulas was developed as, in most cases, there was no need to resort to more complex software, such as SPSS or STATA, for data analysis. For anthropometrics, the standard software used in most of these activities are ENA or WHO anthro. As such, data from ONA can be extracted into excel form (CSV or XML) and analyzed with these tools.

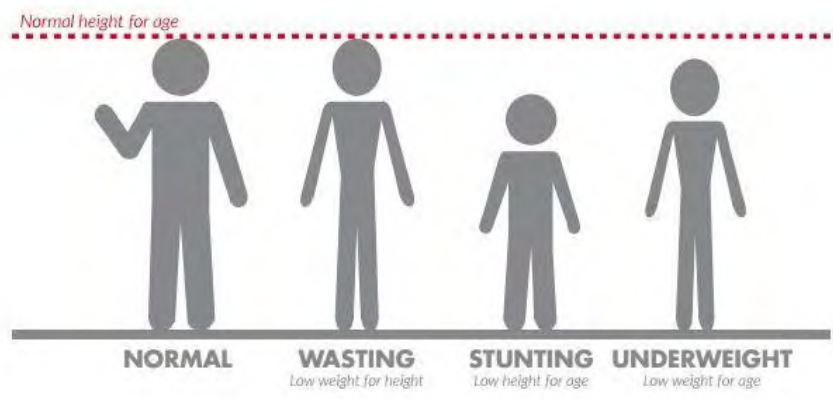
Detailed Indicator Description

1. Prevalence of Stunted Children (HfA)	
% of children with a height for age < -2 Z scores	
Purpose	The indicator measures the number of children whose linear growth has been impaired by chronic malnutrition over a prolonged period of time (during pregnancy and/or their first years of life). It assesses to what degree ("Z-score") a child's height for age (HfA) deviates from the height of a child of the same age and sex in the 2006 WHO Growth Standards.
How to collect and analyze the required data	Children's height and age are assessed by anthropometric standard measurement methodologies (refer to anthropometric section in Annex 4).
Suggested analytical software	<ul style="list-style-type: none"> Extract the anthropometric measurements from ONA to ENA or WHO Anthro The resulting Z scores can then be extracted to excel to disaggregate the data. <p>» Excel example formula: =IF (AND (G2<0; G2> (-2));"Normal"; IF(AND(G2<=(-2); G2>(-2,99));"Moderate";IF(G2<=(-3);"Severe"; "")))</p>
	
Results interpretation	<ul style="list-style-type: none"> < 20%: low prevalence 20-29%: medium prevalence 30-39%: high prevalence ≥ 40%: very high prevalence

2. Prevalence of Acute Undernutrition (WfH)	
% of children with a weight for height < -2 Z scores (and/or bilateral oedema)	
Purpose	The indicator measures the prevalence of moderate and severe acute undernutrition (wasting). It assesses to what degree ("Z-score") a child's weight for height (WfH) deviates from the weight of a child of the same height and sex in the 2006 WHO Growth Standards.
How to collect and analyze the required data	Children's weight and height are assessed by anthropometric standard measurement methodologies (Refer to the anthropometrics section in Annex 4).
Suggested analytical software	<ul style="list-style-type: none"> Extract the anthropometric measurements from ONA to ENA or WHO Anthro The resulting Z scores can then be extracted to excel to disaggregate the data. » Excel example formula: =IF(AND(H2<2;H2>(-2));"Normal";IF(AND(H2<=(-2);H2>(-2,99));"Moderate";IF(H2<=(3);"Severe";IF(E(F2>=2;F2<3);"Overweight";IF(F2>=3;"Obese";"")))))
<pre>=SE(E(H2<2;H2>(-2)),"Normal";SE(E(H2<=(-2);H2>(-2,99)),"Moderate";SE(H2<=(3);"Severe";SE(E(F2>=2;F2<3);"Overweight";SE(F2>=3;"Obese";"")))))</pre>	
Results interpretation	<ul style="list-style-type: none"> < 5%: acceptable 5-9%: poor 10-14%: serious ≥ 15%: critical


3. Prevalence of Underweight (WfA)	
% of children with a weight for age < -2 Z scores	
Purpose	The indicator measures the prevalence of underweight. It assesses to what degree ("Zscore") a child's weight for age (WfA) deviates from the weight of a child of the same age and sex in the 2006 WHO Growth Standards. It is a composite indicator which combines chronic and acute growth faltering.
How to collect and analyze the required data	Children's weight and age are assessed by anthropometric standard measurement methodologies (Refer to the anthropometrics section in Annex 4).
Suggested analytical software	<ul style="list-style-type: none"> Extract the anthropometric measurements from ONA to ENA or WHO Anthro The resulting Z scores can then be extracted to excel to disaggregate the data. » Excel example formula: =IF(AND(F2<0;F2>(-2));"Normal";IF(AND(F2<=(-2);F2>(-2,99));"Moderate";IF(F2<=(3);"Severe";"")))
<pre>=SE(E(F2<0;F2>(-2)),"Normal";SE(E(F2<=(-2);F2>(-2,99)),"Moderate";SE(F2<=(3);"Severe";"")))</pre>	
Results interpretation	<ul style="list-style-type: none"> < 10%: low prevalence 10-19%: medium prevalence 20-29%: high prevalence ≥ 30%: very high prevalence

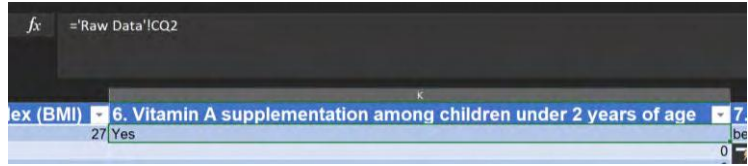
4. Prevalence of Underweight (WfA)	
% of children with a weight for age < -2 Z scores	
Purpose	The indicator measures the prevalence of underweight. It assesses to what degree ("Z-score") a child's weight for age (WfA) deviates from the weight of a child of the same age and sex in the 2006 WHO Growth Standards. It is a composite indicator which combines chronic and acute growth faltering.
How to collect and analyze the required data	Children's weight and age are assessed by anthropometric standard measurement methodologies (Refer to the anthropometrics section in Annex 4).
Suggested analytical software	<ul style="list-style-type: none"> Extract the anthropometric measurements from ONA to ENA or WHO Anthro The resulting Z scores can then be extracted to excel to disaggregate the data. <p>» Excel example formula: =IF(AND(F2<0;F2>(-2));"Normal";IF(AND(F2<=(-2);F2>(-2,99));"Moderate";IF(F2<=(3);"Severe";"")))</p>
	<pre>=SE(IF(F2<0;F2>(-2));"Normal";SE(IF(F2<=(-2);F2>(-2,99));"Moderate";SE(F2<=(3);"Severe";"")))</pre>
Results interpretation	<ul style="list-style-type: none"> < 10%: low prevalence 10-19%: medium prevalence 20-29%: high prevalence ≥ 30%: very high prevalence

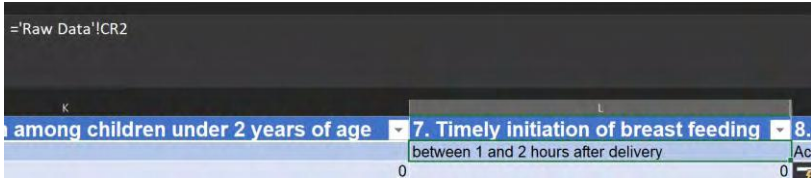


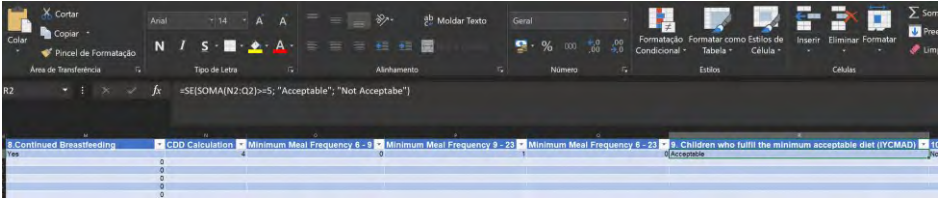
Source: World Vision (2015), "Definitions of hunger"

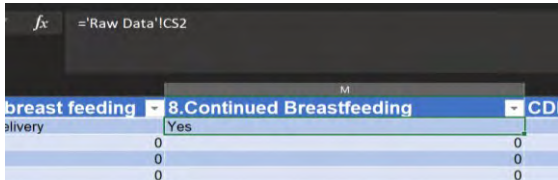
5. Prevalence of Acute Undernutrition (MUAC, Oedema)	
% of children with a MUAC < 125mm (and/or bilateral Oedema)	
Purpose	The indicator measures the prevalence of children with mid-upper arm circumference (MUAC) . The decision to include MUAC in (as an independent indicator for wasting) is based on the recognition that agencies frequently use MUAC in rapid assessments, screening and referral of cases in the community. MUAC is also a better predictor for risk of death than weight for height.
How to collect and analyze the required data	Children's MUAC are assessed by anthropometric standard measurement methodologies (Refer to the anthropometrics section in Annex 4).
Suggested analytical software	<ul style="list-style-type: none"> Extract the anthropometric measurements from ONA to Excel and apply the IF conditions above.
Results interpretation	Between 115mm and <125mm (moderate acute malnutrition) and <115mm (severe acute malnutrition) and/or bilateral oedema.

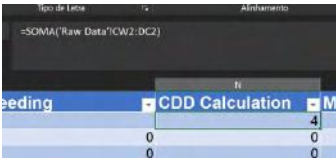
6. Woman of reproductive age nutrition status	
% of woman of reproductive age with BMI 18,5 < 24,9 (Normal)	
Purpose	This indicator measures the nutrition status of WRA through body mass index (BMI)
How to collect and analyze the required data	Women's BMI are assessed by anthropometric standard measurement methodologies by relating weight with height (Refer to the anthropometrics section in Annex 4).
Suggested analytical software	<ul style="list-style-type: none"> The calculation is already made by the data collection tool (ONA) if the digital method is selected. Calculate the indicator's value by applying the formula "$= \text{weight (kg)} / (\text{height [m]}^2)$" on an additional column. <ul style="list-style-type: none"> » ONA example formula: $\{WQ_02\} \text{ div } \{WQ_03\} \text{ div } \{WQ_03\} * 10000$
	
Results interpretation	BMI 18,5 < 24,9 (Normal); BMI 17,0 < 18,4 (Mildly thin); BMI 16,0 < 16,9 (Moderately thin); BMI < 16,0 (Severely thin)

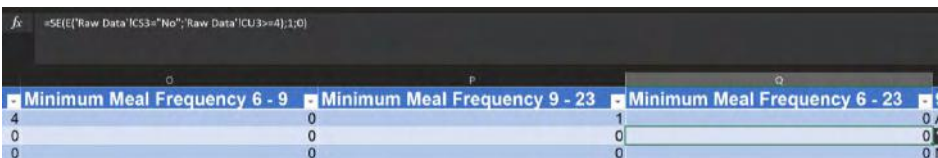
7. Vitamin A supplementation	
% of children who received the age-appropriate doses of Vitamin A	
Purpose	For children, lack of Vitamin A causes visual impairment, blindness, and significantly increases the risk of severe illness and death from common childhood infections such as diarrheal disease and measles. Supplementation as a Vitamin A deficiency control strategy is the most immediate and direct approach to improving Vitamin A status and the one most widely implemented. Programmes to control Vitamin A deficiency enhance children's chances of survival, reduce the severity of childhood illnesses, ease the strain on health systems and hospitals and contribute to the well-being of children, their families and communities.
How to collect and analyze the required data	Collect the following data by conducting individual interviews with mothers of the children.
Suggested analytical software	<ul style="list-style-type: none"> • Extract the data from ONA to Excel • Calculate the indicator's value by dividing the number of children who had receive one dose of Vitamin A by the total number of children (excluding those who did not remember) and multiplying the result by 100. <p>» Example excel formula: [=Raw Data!CQ2]</p>
	

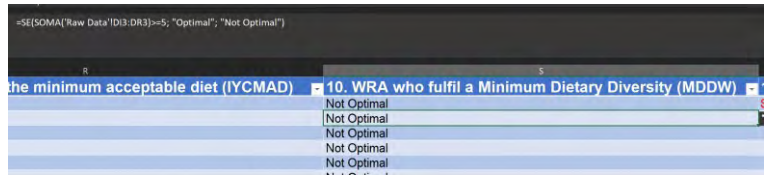
8. Early Initiation of Breastfeeding	
% of children born in the last 12 months who were put to the breast within one hour of birth	
Purpose	New-borns which are put to breast soon after birth stay warmer, receive a rich source of nutrients from the mother's colostrum, and are more likely to be exclusively breastfed for the first months of their lives. This indicator therefore measures the percentage of babies that followed this practice.
How to collect and analyze the required data	Collect the following data by conducting individual interviews with mothers of the children.
Suggested analytical software	<ul style="list-style-type: none"> • Extract the data from ONA to Excel • Calculate the indicator's value by dividing the number of children who were put to the breast within one hour of birth by the total number of children (excluding those who did not remember) and multiplying the result by 100. <p>» Example excel formula: [=Raw Data!CR2]</p>
	


9. Infant and Child Minimum Acceptable Diet (IYCMAD)	
% of children 6–23 months of age who received a Minimum Acceptable Diet the previous day and night	
Purpose	The indicator assesses the acceptability of a child’s diet based on its micronutrient adequacy and meal frequency.
How to collect and analyze the required data	This is a composite indicator between Children Minimum Dietary Diversity (below), Meal Frequency (below) and Continuous Breastfeeding (above). Hence all three indicators need to be collected and calculated depending on the empirical conditions.
Suggested analytical software	<ul style="list-style-type: none"> • Calculate the indicator’s value by dividing the number of children who consumed the Minimum Acceptable Diet (as defined above) by the total number of surveyed children months (except those where “does not know” answer was provided) and multiplying the result by 100. • It is possible to analyze this indicator by using Excel with resource to the “IF” conditions. <ul style="list-style-type: none"> » Example excel formula: [=IF(SUM(N2:Q2)>=5; “Acceptable”; “Not Acceptable”)] can compile the composite indicators into the IYCMAD.
	
Results interpretation	Any child whose diet meets the Minimum Dietary Diversity (MDD) and the Minimum Meal Frequency (MMF) is considered to have a Minimum Acceptable Diet.


Composite indicator 1 for IYCMAD: Continued Breastfeeding	
% of children who received breast milk during the previous day or night	
Purpose	Breastfeeding should be continued up to (or beyond) two years. This indicator assesses the progress towards this recommended practice (by measuring the proportion of children breastfed approximately in the middle of the recommended period of two or more years).
How to collect and analyze the required data	Collect the following data by conducting individual interviews with mothers of the children.
Suggested analytical software	<ul style="list-style-type: none"> • Extract the data from ONA to Excel <ul style="list-style-type: none"> » Example excel formula: [=‘Raw Data’!CS2]
	

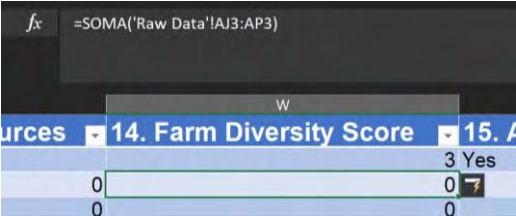
Composite indicator 2 for IYCMAD: Minimum Dietary Diversity – Children (MDD-C)	
% of children 6-23 months of age who received foods from ≥ 4 food groups the previous day or night	
Purpose	MDD-C assesses the proportion of children 6-23 months of age who have consumed at least four out of seven pre-defined food groups the previous day or night . It is an indicator of a diet’s micronutrient adequacy, an important dimension of its quality.
How to collect and analyze the required data	The indicator uses Individual Dietary Diversity Score (IDDS) data. A child’s diet meets “minimum diversity” when the IDD score reaches at least four points (i.e. foods from at least four groups were eaten) – Details in questionnaire
Suggested analytical software	<ul style="list-style-type: none"> Extract the data from ONA to Excel Calculate the indicator’s value by dividing the number of children aged 6-23 months who received foods from ≥ 4 food groups the previous day or night by the total number of surveyed children aged 6-23 months (exclude those where “does not know” answer was provided) and multiplying the result by 100. » Example excel formula: The formula [=SUM('Raw Data'!CW2:DC2)] is calculating the dietary diversity per each child.
	


Composite indicator 3 for IYCMAD: Minimum Meal Frequency	
% of children 6–23 months of age who received solid, semi-solid or soft foods the minimum number of times or more the previous day or night	
Purpose	Meal frequency is an important indicator of a person’s food security as well as an effective measure for preventing undernutrition.
How to collect and analyze the required data	Collect the following data by conducting individual interviews with the caregivers of a representative sample of children aged 6–23 months:
Suggested analytical software	<ul style="list-style-type: none"> Extract the data from ONA to Excel Calculate the indicator’s value by dividing the number of children aged 6-23 months who met the “minimum meal frequency” by the total number of surveyed children aged 6-23 months and multiplying the result by 100. According to WHO, a “Minimum Meal Frequency” is considered eating: <ul style="list-style-type: none"> » Example excel formula: <ul style="list-style-type: none"> » 2 times per day for breastfed infants aged 6–8.99 months: [=IF(AND('Raw Data'!CJ2<9;'Raw Data'!CS2="Yes";'Raw Data'!CU2>2);1;0)]; » 3 times per day for breastfed children aged 9–23 months: [=IF(AND('Raw Data'!CJ2>=9;'Raw Data'!CS2="Yes";'Raw Data'!CU2>=3);1;0)]; » 4 times per day for non-breastfed children aged 6–23.99 months: [=SE(E('Raw Data'!CS2="No";'Raw Data'!CU2>=4);1;0)]
	

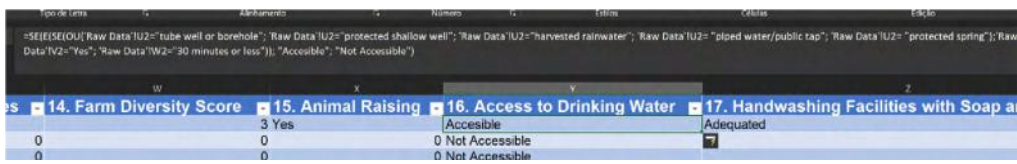
10. Minimum Dietary Diversity – Women (MDD-W)	
% of women of reproductive age (15 – 49 years) who ate foods from ≥ 5 food groups the previous day or night	
Purpose	It is an indicator of a diet's micronutrient adequacy, an important dimension of its quality.
How to collect and analyze the required data	Determine the indicator's value by conducting individual interviews with a representative sample of women aged 15–49 years – Details in the questionnaire.
Suggested analytical software	<ul style="list-style-type: none"> Extract the data from ONA to Excel Calculate the indicator's value by dividing the number of women who consumed food from at least five food groups by the total number of interviewed women and multiplying the result by 100. <ul style="list-style-type: none"> » The formula [=IF(SUM('Raw Data'!DI2:DR2)>=5; "Optimal"; "Not Optimal")] is calculating the dietary diversity per each child.
	
Results interpretation	MDD-W assesses the proportion of women 15-49 years of age who have consumed at least five out of the 10 pre-defined food groups the previous day or night.

12. Monthly Adequate Household Food Provisioning (MAHFP)	
Proportion of households with one or more 'hungry months' in the previous 6 months	
Purpose	Percent of parents or caregivers who report that there were one or more hungry months in the previous six months for the household, where food was scarce or unavailable, like an empty granary
How to collect and analyze the required data	Conducting individual interviews to the mothers, asking them (Details in the questionnaire)
Suggested analytical software	<ul style="list-style-type: none"> Extract the data from ONA to Excel Calculating the score for each household, by summing the number of all months faced with not enough food to meet the family needs. Determine the indicator value by summing up the scores of all the households and then dividing the result by the number of interviewed households. <ul style="list-style-type: none"> » Example: [=SUM('Raw Data'!AV2:BG2)] is calculating the MAHFP per each household.
	

13. Main food sources	
Main household food sources in a specific period	
Purpose	This indicator measures the main sources of food in the different seasons. Households acquire food in different ways, the main ones being through purchases, own production, gifts/aid, bartering, and in-kind payment. In addition, household members consume food at sit-down and fast food restaurants and from street vendors. For the purpose of the analysis, food sources are classified in four main categories according to the type of acquisition.
Suggested analytical software	<ul style="list-style-type: none"> • Extract the data from ONA to Excel • Calculate the indicator by summing the main sources of food by categories and then dividing each category by the number of interviewed households. » Example excel formula [=‘Raw Data’!AG3]
	

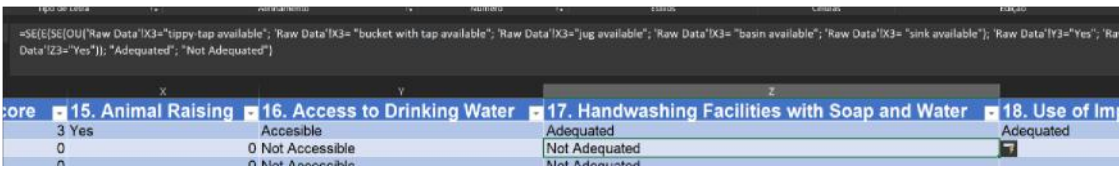
14. Farm Diversity Score	
Average number of crop types grown by the target households during the last season	
Purpose	The indicator measures the diversity of farming households' crop production. Crop diversity is important for ensuring people's access to nutritious food and for supporting the diversity of the local agro-ecosystems.
How to collect and analyze the required data	Conduct individual interviews with the mothers asking them about each of the listed crop varieties.
Suggested analytical software	<ul style="list-style-type: none"> • Extract the data from ONA to Excel • Calculate the score by counting the total number of crops grown by the respondent's household (i.e. "farm diversity score"). • Calculate the indicator's value by summing up all the individual scores and dividing them by the total number of respondents/HH. » Example: The formula [=SUM ('Raw Data'!AJ2:AP2)]
	

15. Animal Raising	
% of target farmers who raise [small livestock]	
Purpose	This indicator measures the proportion of households who raise a particular type of domestic animal.
How to collect and analyze the required data	Conduct individual interviews with the mothers.
Suggested analytical software	<ul style="list-style-type: none"> Extract the data from ONA to Excel Calculate the indicator's value by summing up the number of farmers who raise the given animals by the total number of respondents and multiplying the result by 100. » Example excel formula: The formula [= 'Raw Data'!AQ2]
	

16. Access to Drinking Water	
Numb	er or % of the target households using basic drinking water services
Purpose	Waterborne diseases are among the leading causes of morbidity and mortality among children.
How to collect and analyze the required data	Collect the following data by conducting individual interviews with the mother.
Suggested analytical software	<ul style="list-style-type: none"> Extract data from ONA to Excel It is possible to analyze this indicator by using Excel with resource to the "IF" conditions. However, since it is a composite indicator it might be advised to use statistical software such as STATA, SPSS or R. Calculate number of households using "basic drinking water services" by counting the number of households that access water from safe sources and the collection time is not more than 30 minutes for a roundtrip including queuing. To calculate the indicator's value in percentages, divide the number of households using "basic drinking water services" by the total number of surveyed households and multiply the result by 100. » Example excel formula [=IF(AND(IF(OR('Raw Data'!U2="tube well or borehole"; 'Raw Data'!U2="protected shallow well"; 'Raw Data'!U2="harvested rainwater"; 'Raw Data'!U2="piped water/public tap"; 'Raw Data'!U2="protected spring");'Raw Data'!V2="Yes"; 'Raw Data'!W2="30 minutes or less")); "Accessible"; "Not Accessible")]
	
Results interpretation	The indicator assesses the proportion of the target households using drinking water from an improved source whose distance is not more than 30 minutes for a roundtrip including queuing

17. Handwashing Facilities with Soap and Water

% of households with handwashing facilities with soap and water at home

Purpose	Existing research shows that people with access to a handwashing facility are more likely to wash their hands. Furthermore, observation of handwashing materials by surveyors represents a more reliable proxy for measuring handwashing behaviour than asking individuals to report their own behaviour.
How to collect and analyze the required data	Collect the following data by conducting individual interviews and observations among of your target households.
Suggested analytical software	<ul style="list-style-type: none"> • Extract data from ONA to Excel • It is possible to analyze this indicator by using Excel with resource to the "IF" conditions. However, since it is a composite indicator it might be advised to use statistical software such as STATA, SPSS or R. • Calculate the indicator's value by dividing the number of respondents whose household has a handwashing facility with water and soap by the total number of interviewed respondents and multiplying the result by 100. <p>» Example excel formula: [=IF(AND(IF(OR('Raw Data'!X2="tippy-tap available"; 'Raw Data'!X2="bucket with tap available"; 'Raw Data'!X2="jug available"; 'Raw Data'!X2="basin available"; 'Raw Data'!X2="sink available"); 'Raw Data'!Y2="Yes"; 'Raw Data'!Z2="Yes")); "Adequate"; "Not Adequated")]</p>
	
Results interpretation	This indicator assesses the proportion of households with handwashing facilities with soap and water at home.

18. Use of Improved Sanitation Facility

% of households using basic sanitation services

Purpose	This indicator assesses the proportion of households using basic sanitation services, one of the most effective measures for preventing diarrhoea and other life-threatening diseases.
How to collect and analyze the required data	Collect the following data by conducting individual interviews and observations among your target households.

<p>Suggested analytical software</p>	<ul style="list-style-type: none"> • Extract data from ONA to Excel • It is possible to analyze this indicator by using Excel with resource to the "IF" conditions however since it's a composite indicator it might be advised to use statistical software such as STATA, SPSS or R. • Calculate the indicator's value by dividing the number of households using an improved sanitation facility which is not shared with other households by the total number of respondents and multiplying the result by 100. <ul style="list-style-type: none"> » Example excel formula [=IF(AND(IF(OR('Raw Data'!AA2="use pit latrine with slab"; 'Raw Data'!AA2="use ventilated improved pit latrine"; 'Raw Data'!AA2="use flush or pour toilet"; 'Raw Data'!AA2="use composting toilet")); 'Raw Data'!AC2="latrine IS likely to be used"; 'Raw Data'!AD2="only the respondent's household")); "Adequate"; "Not Adequated")]
<p>Results interpretation</p>	<p>Households with sanitation facilities, likely to be used and used only by the respondent household.</p>

19. Prevalence of Diarrhoea Among Children

% of children which in the past two weeks had at least 3 loose or liquid stools in one day

<p>Purpose</p>	<p>The indicator assesses the percentage of children who suffered from diarrhoea in the past two weeks (one of the leading causes of child death).</p>
<p>How to collect and analyze the required data</p>	<p>Collect the following data by conducting individual interviews with mothers.</p>
<p>Suggested analytical software</p>	<ul style="list-style-type: none"> • Extract data from ONA to Excel • It is possible to analyze this indicator by using Excel with resource to the "IF" conditions. However, since it is a composite indicator it might be advised to use statistical software such as STATA, SPSS or R. • Calculate the indicator's value by dividing the number of children which in the past two weeks had three or more loose stools per day by the total number of surveyed children and multiply the result by 100. <ul style="list-style-type: none"> » Example excel formula [=IF('Raw Data'!AF2="Yes"; "Diarrhoea"; "No Diarrhoea")] is calculating the indicator according to the conditions above.
<p>Results interpretation</p>	<p>Diarrhoea is defined as having three or more loose or liquid stools in one day.</p>

Annex 8: Cluster Control Form

CLUSTER CONTROL FORM

Date of interview (DD/MM/YYYY): ____ / ____ / 2022 Sentinel site Name: _____

Sentinel site number #: _____



HH Num:	Order of visit	Name of HH Head	First Visit Outcome 1 = completed 2 = partly completed 3 = refused 4 = absent*	Number of eligible children (6-59 months)	Number of eligible children measured (6-59 months)	Number of children under 2 (0-23 months)	HH needs to be revisited Yes or <u>No</u>	HH re-visited Yes or <u>No</u>	Second Visit Outcome (If necessary) 1 = completed 2 = part completed 3 = refused 4 = absent	Comments
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
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* If eligible child is absent, team should re-visit the household once before leaving the village to conduct the interview and/or measure the child.

