



Federal Republic of Nigeria

National Bureau of Statistics Abuja, Nigeria



GENERAL HOUSEHOLD PANEL SURVEY

THE WORLD BANK

INTERVIEWER INSTRUCTION MANUAL

FEBRUARY, 2011

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Chapter 1: Introduction

In the past decades, Nigeria has experienced substantial gaps in producing adequate and timely data to inform policy making. In particular, the country is lagging behind in producing sufficient and accurate agricultural production statistics. The current set of household and farm surveys conducted by the NBS cover a wide range of sectors, usually in separate surveys, except for the Harmonized National Living Standard Survey (HNLSS) which covers multiple topics. However, none of these surveys is conducted as a panel. As part of the efforts to continue to improve data collection and usability, the NBS plans to streamline two of its current surveys into one panel survey that covers multiple sectors with a focus to improve data from the agriculture sector. The NBS plans to implement the Nigerian General Household Panel Survey (NGHPS) which will be integrated into the current General Household Survey (GHS) and will be conducted every 2 or 3 years.

The implementation of the Nigeria General Household Panel Survey (NGHPS) will combine

- The General Household Survey (GHS)
- The National Agricultural Sample Survey (NASS). This will be conducted every 2 or 3 years.

The World Bank, through funding from the Bill and Melinda Gates Foundation (BMGF), will support seven countries in Sub-Saharan Africa in strengthening the production of household-level data on agriculture including Nigeria. The essence of the LSMS-ISA program is to improve our understanding of agriculture in Sub-Saharan Africa towards:

- Poverty reduction
- Innovation
- Foster efficiency in the sector
- Development and implementation of innovative models for collecting agricultural data in the region

Survey Objectives

The specific objectives of the survey are:

- Allowing welfare levels to be produced at the state level using small area estimation techniques resulting in state-level poverty figures
- With the integration of the longitudinal panel survey with GHS, it will be possible to conduct a more comprehensive analysis of poverty indicators and socio-economic characteristics
- Support the development and implementation of a Computer Assisted Personal Interview (CAPI) application for the paperless collection of GHS
- Developing an innovating model for collecting agricultural data

- Capacity building and developing sustainable systems for the production of accurate and timely information on agricultural households in Nigeria
- Active dissemination of agriculture statistics

Survey Coverage

1. The survey will cover all the 36 states and Federal Capital Territory (FCT)
2. Both urban and rural enumeration areas (EAs) will be canvassed

Scope of Survey

The survey will cover a wide range of socio-economic topics which are highlighted in three different questionnaires to be used for data collection

1. Household Post Harvest Questionnaire:

- Household identification
- Household member roster, demographic and migration
- Education Status
- Labour (Adults and children 5yrs+)
- Health and Child Immunization
- Information and Communication Technology
- remittances
- Household Asset Sale and Acquisition
- Housing
- Non-Farm Enterprises and Income Generating Activities
- Consumption of Food (recall)
- Non-food Consumption Expenditure
- Food security
- Other Household Income
- Safety Nets, Economic Shocks and Deaths

2. Agriculture Questionnaire

Productivity of main crops, with emphasis on improved measures of:

- Quantification of production
- Plot size
- Production stocks (pest, etc)

- Land Holdings
- Size and tenure/ titling
- Transaction
- Access to and use of services, infrastructure and natural resources
- Agricultural Extension Services
- Infrastructure (including roads)
- Credit (both for agriculture and other purposes)
- Education and health
- Market access
- Access to information
- Access to natural and common property resources
- Input use and technology adoption
- Family and hired labour
- Use of technology and farming implements
- Seed varieties
- Fertilizer, pesticides etc.
- Farming practices
- Mechanization
- Soil and environmental management
- Water management
- Adaptation to climatic changes
- GPS measure of plot size

3. Community Questionnaire. this questionnaire covers the areas:

- Community/prices
- Community component
- Assess to community characteristics including infrastructure
- Assess to public services, social networks, governance, investment projects and necessary community empowerment etc.
- Prices component
- Item specification
 - Unit of measure
 - Observation 1

- Price
- Quantity
- Outlet
- Observation 2
- Price
- Quantity
- Outlet, etc

Chapter 2: Sample Design and Organization of Field Activities

Sample Design

The frame of EAs of 2006 Housing and Population Census conducted by National Population Commission (NpopC) will be used. The National Integrated Survey of Households (NISH) – 2007/2012 Master Sample Frame (MSF) will be adopted for the survey. However, the NISH 2007/2012 master sample was constructed from LGA master sample which may be called master frame.

In order to select the NISH subsample of EAs in each state, the 30 master sample EAs in each LGA for that state were pooled together. Hence, the total number of EAs in the LGA master sample for each state is equal to 30 times the number of the LGAs in the state except in FCT, Abuja where it is 40 times. Then, systematic sample of 200 sample EAs were selected with equal probability across all LGAs within the state.

The NISH EAs in each state were divided into 20 replicates of 10 EAs each. The sample EAs for most national household surveys such as the GHS are based on a subsample of the NISH master sample, selected as a combination of replicates from the NISH frame, however, the Household Panel Survey will be subset of the GHS EAs 2011.

A stratified multi-stage sample design is used for the GHS 2011. As mentioned earlier, the GHS is based on a subsample of replicates from the NISH frame. A total of six (6) NISH replicates with 60 EAs for each state are identified in the frame with NISH RIC 10 to 15.

At the second sampling stage, 10 households are selected in each sample EA for the GHS systematically. The GHS is designed to have a 50% rotation of the replicates of sample EAs each year, providing a 50% overlap in the sample from one year to the next. This sample rotation scheme will improve the estimates of trend over time when comparing the GHS results from one year to the next. However, there is no overlap in the sample EAs for GHS rounds of two (2) years apart.

A longitudinal methodology will be used for the panel survey. This will involve selecting a subsample of EAs and households that are included in GHS 2010, and following this sample in 2011 and subsequent years

However, one limitation of a panel of sample households is that it suffers from attrition over time as some households move, split or cease to exist, although there are plans to follow the

households that move or split in order to reduce the level of attrition and measure the characteristics of these households

Pilot Test

The pilot was conducted as follows:

- A total of two (2) states were covered
- One (1) state from southern and northern Nigeria was randomly selected
- States selected were Oyo (Southern) and Kaduna (Northern)
- Three (3) EAs, one (1) urban, two (2) rural in which one (1) rural EA was predominantly fishing was canvassed in each of the selected state
- Ten (10) HHs were studied in each EA
- Two (2) levels of training were adopted, that is training of trainers (TOT) for headquarters staff and zonal/state training for the field personnel
- The 1st level training lasted for 2 days while the 2nd level lasted for 3 days
- A team comprising of one (1) supervisor and 5 interviewers carried data collection in each of the selected state
- Data collection lasted for 5 days

The Main Survey

- 500 EAs will be canvassed throughout the Federation and FCT, Abuja
- Ten (10) HHs will be studied in each EA, making a total of 5000HHs to be interviewed nationally
- Number of EAs / HHs to be covered varies from state to state

Survey Instruments

- The survey instruments to be used are:
- Household questionnaire (Panel & Cross Section)
- Agricultural questionnaire
- Community/Prices questionnaire
- Instruction Manual
- EA line Maps and selected HH lists
- GPS
- Laptop and Printer

-

Training for Fieldwork

Two levels of training will be mounted

1. 1st level of training at the NBS Headquarters, Abuja (TOT)
2. 2nd level training at the six (6) zonal centres:
 - South west zone-Ibadan (Oyo State)
 - South east zone-Enugu (Enugu State)
 - South-South zone–Calabar (C/River)
 - North west zone-Kaduna (Kaduna State)
 - North east zone – Gombe (Gombe state)
 - North central Zone – Minna (Niger state)

1st level training for trainers (TOT)

1. Participants to be trained will include:
 - 26 senior staff of NBS, FMASRD, FMWR & NFRA from headquarters
 - 4 coordinators comprising of Directorate staff numbers of NBS
 - Among the Participants:
 - 18 senior staff of NBS, 3 for each zonal t centre will serve as trainers for the main survey
 - 4 directorate members of NBS will serve as coordinators for six (6) centres
 - World Bank Officials
2. Training will last for three (3) days

2nd level training will take place in the six (6) training centres

1. Participants to be trained will include:
 - Zonal Controllers
 - State Officers
 - Supervisors
 - Interviewers
 - Field Staff will be trained for data collection

2. Training will last for 4 days for theory and two (2) days for field practice and review

Table 1: Distribution of States/Centre, Number of Participants/Zone and Number of Centres to be Created per Zone

S/n	Training Centres	States	No of Participants	No of centre to be created
1	South West (Ibadan)	Oyo, Osun, Ogun, Lagos, Ekiti, Ondo	55	1
2	South-South (Calabar)	Cross-River, Akwa- Ibom, Rivers, Bayelsa, Edo , Delta	51	1
3	South East (Enugu)	Enugu, Anambra, Ebonyi, Abia & Imo	46	1
4	North Central (Minna Niger)	Plateau, Kwara, Niger, Kogi, Benue, Nasarawa, FCT Abuja	53	1
5	North East (Gombe)	Borno, Yobe, Bauchi, Gombe, Taraba, Adamawa, ,	51	1
6	North West (Kaduna)	Jigawa, Katsina, Kano, Kaduna, Kebbi, Sokoto, Zamfara	57	1

Fieldwork Arrangement for Data Collection

A team comprising supervisor, interviewer(s) and data entry operator will be used per state and FCT, Abuja, although number of team(s) varies from state to state (see Table 2 below). The teams will move in roving manner and data collection using concurrent data entry is expected to last for 20-30 days. Also, in a non-panel year, the selected panel household will not be included in the core GHS programme so as not to over burden the panel households

Distribution of sample size, Allocation of EAs, HHs to be covered, Field Personnel and Number of Days for fieldwork by Zone and State for GHS Panel Main Survey 2010:

S/n	Zone	State	No of EAs Allocated	No of HHs Selected	No of Zonal Controller	No of State Officer	No of Interviewers	No of Supervisor	Data Entry Operator	No of Days for Fieldwork
1	North Central	Plateau	11	110	1	1	4	1	1	25
		Kwara	12	120		1	4	1	1	25
		Niger	18	180		1	6	2	2	23
		Kogi	12	120		1	4	1	1	25
		Benue	16	160		1	6	2	2	23
		Nasarawa	7	70		1	2	1	1	30
		FCT	4	40		1	1	1	1	25
		Sub-Total	80	800	1	7	27	9	9	
2	North East	Borno	21	210	1	1	8	2	2	21
		Yobe	13	130		1	4	1	1	28
		Bauchi	17	170		1	6	2	2	23
		Gombe	8	80		1	3	1	1	25
		Taraba	9	90		1	3	1	1	25
		Adamawa	12	120		1	4	1	1	23
		Sub- Total	80	800	1	6	28	8	8	

S/n	Zone	State	No of EAs Allocated	No of HHs Selected	No of Zonal Controller	No of State Officer	No of	No of Supervisor	Data Entry	No of Days for Fieldwork
3	North West	Kaduna	12	120	1	1	4	1	1	25
		Jigawa	13	130		1	4	1	1	25
		Katsina	18	180		1	6	2	2	27
		Kano	20	200		1	8	2	2	21
		Kebbi	100	100		1	3	1	1	25
		Sokoto	8	80		1	2	1	1	30
		Zamfara	9	90		1	4	1	1	20
	Sub- Total		90	900	1	7	31	9	9	
4	South East	Enugu	14	140	1	1	4	1	1	30
		Anambra	22	220		1	8	2	2	25
		Ebonyi	14	140		1	4	1	1	30
		Abia	11	110		1	4	1	1	23
		Imo	19	190		1	6	2	2	27
	Sub-Total		80	800	1	5	26	7	7	

S/n	Zone	State	No of EAs Allocated	No of HHs Selected	No of Zonal	No of State Officer	No of Interviewers	No of	Data Entry Operator	No of Days for Fieldwork
5	South South	C/ River	13	130	1	1	4	1	1	28
		A/Ibom	15	150		1	4	1	1	30
		Rivers	21	210		1	8	2	2	20
		Bayelsa	7	70		1	2	1	1	30
		Edo	10	100		1	4	1	1	23
		Delta	14	140		1	6	2	2	20
	Sub- Total		80	800	1	6	28	8	8	
6	South West	Oyo	23	230	1	1	8	2	2	23
		Osun	18	180		1	6	2	2	27
		Ogun	11	110		1	3	1	1	25
		Lagos	17	170		1	6	2	2	25
		Ekiti	8	80		1	3	1	1	22
		Ondo	13	130		1	4	1	1	30
	Sub-Total		90	900	1	6	30	9	9	
	Total		500	5000	6	37	170	50	50	

Monitoring of Fieldwork

Senior staff from NBS, FMA&RD and NFRA will be involved in the monitoring and supervision exercises. The monitoring officers will ensure proper compliance with the laid down procedures as contained in the manual.

- All states and FCT Abuja will be monitored
- There will be 3 levels of monitoring
- The first and third levels will be carried out by the state officers and zonal controllers

- The second level will be carried out by the technical team comprising NBS, FMA&RD and NFRA headquarters staff.
- One Headquarter monitoring officer will be assigned to 1-2 states
- The monitoring exercise will be arranged such that the first level will take off during the commencement of the fieldwork
- The third one not later than a week to the end of the data collection exercise
- In between the 1st and 3rd levels of monitoring, the technical team will embark on another round of monitoring throughout the country
- The state officer will monitor in his/her own state
- The zonal controller will mount it in at least 2 states (the zonal headquarters state and one other state of the same zone)
- 1st and 3rd round of monitoring exercise will last for eight (8) days each while the 2nd round will last for nine (7) days
- Monitoring instruments will be developed and discussed during training of trainers

Coordination

Directorate members of staff of NBS will coordinate the survey. Activities to be coordinated will include:

- Zonal Training
- Fieldwork
- Data Processing/Analysis/Report Writing
- Coordination will last for four (4) days

Retrieval

All completed and edited questionnaires by each team will be in custody of the field supervisor even after the data would have been data entered by data entry operators

The supervisor will submit same to NBS state officer. He /she will make arrangement of forwarding all the completed questionnaires and the softcopy of records including the laptops and printers to NBS Headquarters, Abuja

DATA PROCESSING AND ANALYSIS

Data processing and analysis will be carried out at NBS Headquarters, Abuja.

Computer Assisted Personal Interviewing (CAPI) is a computer assisted data collection method for replacing paper-and-pen methods of survey data collection and usually

conducted at the home or business of the respondent using a portable personal computer such as a notebook. This system enables Interview and data entry activities to be brought together so that full validation can take place during the interview thereby eliminating the data entry on the desk.

With a portable computer (generally a notebook), CAPI allows interviewers to conduct face-to-face interview using the computer. After the interviews, the interviewers send the data to a central computer, either by data communication or by sending a data disk using regular mail or preferably uploading of data by the supervisor to the central Processing System for that zone and finally the Headquarter

The Interviewer does the job of the data capture because the result of the Interview is entered directly into the mini computer. The work will also be reviewed by the data entry program which will carry out checks on the answers to various questions, parts and sections of the questionnaire.

The Supervisor is to verify that all the data captured is transferred to the Laptop. The above descriptions of CAPI and practicability of the system will be carried out in June/July2011 when the tracking activities will take place

Report Writing

Senior and experienced report writers from NBS and the collaborating agencies will write the report. Report will be written in such a way to make it useful to:

- Users
- Policy makers
- Planners
- Researchers

Documentation/Dissemination/Archiving

Data management toolkit will be used to:

1. Document
2. Disseminate data

The results will also be published and written on CD and hosted on NBS website and other collaborative agencies websites for further dissemination

Work Plan

S/n	Activity	Duration/ Period
1	Planning and Preparation	Jan – June 2010
2	Stakeholders Workshop	3 rd -4 th March, 2010
3	Pilot	April – May, 2010
4	Training of Trainers	28 th June – 2 nd July 2010
5	Zonal Training	5 th – 21 st July, 2010
6	1 st Visit: Fieldwork – Post-Planting	28 th July – 31 st Aug., 2010
7	1 st Monitoring (state officers/Zonal Controllers)	2 nd – 6 th August, 2010
8	2 nd Monitoring (HQs Technical Team)	16 th – 24 th August, 2010
9	3 rd Monitoring State officers /Zonal Controllers)	30 th August -3 rd September,2010
10	Data Processing and Analysis	September – October, 2010
11	2 nd Visit: Fieldwork – Post Harvesting	February – March, 2011

The Interviewer's Task

Specific Responsibilities

- To participate actively in and to complete training course.
- To study this Manual and other instructions carefully in order to understand them fully.
- To comply with instructions and recommendations contained in the Manual and any instruction given by persons responsible for the survey, including the supervisor and Survey Management Team.
- To carry out interviews through personal visits to households to interview each individual as it is specified in certain modules, and that way to collect the information directly. Do not forget that interviewer's task cannot be delegated or transferred to anybody else.

- To complete interview with all household members. To visit household as many times as necessary, in order to find direct respondent, to correct inaccurate information or to complete incomplete information. **Remember:** the interviewer is obliged to make him/herself fully available for work in the Panel Survey, thus he/she must be available for carrying out the survey tasks at any time the respondent specifies as the most convenient for him/her: weekend, holidays, evenings, etc.
- During the interview to behave professionally and formally in accordance with the important work he/she performs.
- To visit households in decent and professional outfit, bearing in mind that this is an important aspect of ensuring cooperation from the household and good quality data.
- To come to work on time according to the supervisor's instructions.
- To make him/herself available at the times he/she is needed during the survey implementation.
- To insert occupation and other codes after the interview, as instructed in this manual
- To complete given assignment on a daily basis and to hand over to the supervisor all filled questionnaires with information obtained properly recorded, every day.
- To perform all scheduled interviews at the time they are planned. Where it is not possible to interview any of the selected households, the interviewer should inform his/her supervisor, who will take the decision on necessary changes in accordance with appropriate procedures.

Remember that the interviewer is not allowed to select the replacement household for interview.

Activities that are NOT Allowed

- The work of the interviewer cannot be transferred to anybody else. In other words, no one else can do the interviewer's work.
- No one involved in the survey (interviewer, supervisor, data entry operator) can be engaged in any other job during the survey. Work on the survey is a full-time job throughout the duration of the survey.
- The interviewer is not allowed to amend any information obtained from the respondent.
- The interviewer must not disclose, repeat or comment on any information obtained from the respondent, nor show completed questionnaire to any other person but his/her supervisor or other project staff. Remember that information given by the respondent is **confidential**.
- Do not bring anybody who is not a work team member to any interviews with respondents.

- Do not pressure respondents nor entice them to answer by making false promises or offers.
- All collected information must be handed over to the supervisor without any amendments such as changing, adding (except in the case of occupation and other codes) or erasing information.

Material for the Interviews

Documents and material, which the interviewer needs for his/work, is given to him/her by the supervisor at the beginning of the field work. It includes:

- ID card provided by the National Bureau of Statistics
- A map of the area where interviews will take place.
- List and addresses of households to be interviewed.
- GHS Panel Survey questionnaires
- Interviewer Instruction Manual
- Auxiliary forms
- Stationary needed for work.

Maps

Before starting household interviews, the interviewer should, together with his/her supervisor, familiarize him/herself with selected enumeration areas and exact location of the selected households. To that end, the interviewer should study maps of all enumeration areas together with the list of households.

The interviewer should understand the distribution of the sample (selected households), how they are located in relation to each other and the roads and paths that will have to be used in order to be able to plan his/her work.

Flow of material and reports

The interviewer would hand over to his/her supervisor properly filled questionnaires and detailed report, in the required format, on completed field work, which would include:

Summary results of conducted interviews: number of completed questionnaires, list of households which could not be located, or which have partly or completely refused (and at which stage) cooperation. The same report should include number of replacements approved by the supervisor from the list of replacements.

Any issue or problem faced in the field, e.g. in terms of maps, household identification, incomplete questionnaires, respondents behavior and opinion, scheduled subsequent visits, absent household members, etc. in order to resolve problems in the field.

Any other observation that the interviewer thinks the supervisor should be informed about for the sake of successful work.

The report is to be produced in the forms designed for this purpose, see Appendix.

Chapter 3: General Survey Procedures

Interviews of the Household

The interviewer must follow all the instructions as laid out in this manual

Concurrent Data Entry of Questionnaires

The data entry operation will be part of the general field work activities. The field team in each state will be made up a field supervisor, interviewers and a data entry operator. The data entry person will be provided with a laptop computer and printer, and will be available to enter the questionnaires each day as they are returned. Ideally the data entry person will be located at a place where it will be convenient for the delivery of most of the questionnaires as the interviewers move across the state. This might include being based at the state NBS office at some stage of the field work operations.

In the concurrent data entry method, whenever data is received from a household, complete or not, the questionnaire involved should be submitted to the data entry person for entry. The data entry program will be designed to provide an error report based on the entered questionnaire. This report will include discrepancies such as inconsistencies, incomplete households or sections and out-of-range values. The data entry system will also produce a report which will show where there is satisfactory completion of a questionnaire.

Interviewers will receive a report along with the questionnaires that have been entered and returned each day and this will be used to guide the interviewer action for that day. The error reports will be given to the team supervisor who will review and approve the work that has to be done before passing it on to the interviewer. The supervisor will have the facility to override errors indicated on the report where these have been examined and certified as valid entries by the supervisor.

Editing of Questionnaires

This model of concurrent data entry does not include a person dedicated to the responsibilities of editing and coding of questionnaires. Several questions will need to be coded by the interviewer before handing the questionnaire to the supervisor. For example, in Section 3 of the Household Questionnaire, questions 13 and 25 require that occupation information be given in descriptive terms. These descriptions will need to be coded into the standard occupation classification codes before the questionnaire is delivered to the data entry operator for entry. This coding must be done by the interviewer. At the time of the interview, the interviewer will write-in the description of the respondent's occupation and, immediately after the interview, insert the appropriate code for that occupation from a listing that will be provided to each

interviewer. The supervisor double-check the code entry made by the interviewer and will generally include the occupation code as a check when reviewing the error report with the questionnaire.

How to Use the Flaps

There is one flap in the Household Questionnaire. After the cover has been completed, the next step is to open Flap A. All the information on this flap should be completed for the household. The row where a person's name is placed on the flap will be the row in which all the information about that person will be given in sections 1 to 6. The flap is kept open so that the row that corresponds to the person will always be visible.

Figure 1

I N D I V I D U A L	1.	2.	3.	4.	5.	6.			7.	8.		
	NAME LIST HOUSEHOLD HEAD ON LINE 1. MAKE A COMPLETE LIST OF ALL INDIVIDUALS WHO NORMALLY LIVE AND EAT THEIR MEALS TOGETHER IN THIS HOUSEHOLD, STARTING WITH THE HEAD OF HOUSEHOLD. (CONFIRM THAT HOUSEHOLD HEAD HERE IS SAME AS HOUSEHOLD HEAD	What is the sex of [NAME]? MALE....1 FEMALE...2	What is [NAME]'s relationship to the head of household? HEAD.....1 SPOUSE.....2 OWN CHILD.....3 STEP CHILD.....4 ADOPTED CHILD...5 GRANDCHILD.....6 BROTHER/SISTER..7 NIECE/NEPHEW...8 BROTHER/ SISTER-IN-LAW..9 PARENT.....10 PARENT-IN-LAW..11 DOMESTIC HELP (RESIDENT).....12 DOMESTIC HELP (NON RESIDENT)..13	How old is [NAME] (IN COMPLETED YEARS)? IF RESPONDENT DOESN'T KNOW, USE YEAR OF BIRTH TO CALCULATE AGE OR USE MAJOR EVENTS LISTED IN ENUMERATOR MANUAL TO PROMPT RESPONDENT YEARS	IS THIS PERSON A NEW MEMBER OF THE HOUSEHOLD (ADDED ON THIS VISIT)? YES.1 NO..2 (► Q7)	I N D I V I D U A L	In what day, month and year was [NAME] born? WRITE "99" FOR MONTHS AND DAYS IF RESPONDENT DOES NOT KNOW. IF THE AGE IS GIVEN THE YEAR IS NOT KNOWN, THE YEAR SHOULD BE ESTIMATED FROM THE AGE IN Q4. CHECK THAT AGE IN QUESTION 4 AND YEAR OF BIRTH IN THIS	DAY	MONTH	YEAR	What is [NAME]'s marital status? Married (monogamous)..1 Married (polygamous)..2 Informal Union.....3 Divorced.....4 (► Q13) Seperated.....5 (► Q13) Widowed.....6 (► Q13)	INTERVIEWER: IS THIS PERSON A MALE IN A POLYGAMOUS MARRIAGE? YES.1 NO..2 (► Q11)
1	EMMA EZE	1	1	40	2	1	1	1	1970		1	2
2	MARY EZE	2	2	38	2	2	5	4	1972			
3	OCHE EZE	1	3	8	2	3						
4	AKI EZE	1	3	5	2	4						

How to Read the Questions

Each question should be read clearly and exactly as presented in the questionnaire. You should make sure that the way the question is read preserves the sense of the English question, rather than a word by word translation. If you have questions about how to phrase a question, you should ask your supervisor and refer to your notes from the training where the phrasing of questions in local language will be discussed in detail. After reading the question, time should be allowed for the respondent to answer. If it appears the respondent did not hear the question, it should be read again and time allowed for a response. In cases where there has to be translation, the question should be translated as literally as possible.

Upper and Lower Case Texts (Capital letters and Small letters)

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

Text written in lower case (small) letters SHOULD be read directly to the respondent.

For example, in Question 9 (see Figure 2 below), you should read: *“In what year did you get married to your current spouse”*. You should not read the text below that because it is written with upper case (capital) letters. The text in upper case letters is an instruction to you.

Figure 3

<p>9. In what year did you get married to your current spouse?</p> <p>IF MALE WITH MULTIPLE WIVES, STATE YEAR OF MARRIAGE TO FIRST WIFE</p>	<p>10. Does [NAME]'s spouse/partner live in this household now?</p> <p>ASK ABOUT FIRST WIFE FOR RESPONDENT WITH MULTIPLE WIVES</p> <p>YES.1 NO..2 (► Q12)</p>	<p>11. WRITE ID CODE OF CURRENT SPOUSE (OR FIRST WIFE) WHO LIVE IN THE HOUSEHOLD.</p> <p>COPY SPOUSE ID FROM ROSTER</p>
<p>YEAR</p>		

Data Collection Strategy

Different number of visits: the questionnaire modules can be filled during one or more visits, depending on the level of cooperation from the household, household size, time and availability of direct respondent at the time of interview.

Where certain household members are not at home, the interviewer should schedule another visit to the same household when that person is expected to be at home and available for interview. That other visit should be scheduled during the period when it is envisaged that the interviewer would be in that area.

Direct Respondent Interviews: In this survey, unlike many other surveys, we collect data directly from the respondents. This is in contrast to surveys where the head of household or his/her spouse are the only respondents who answers on behalf of all household members. Instead, in the GHS Panel Survey, each person 5 years and above should respond directly to the interviewer for him/herself. For children under 5, a parent or care giver is respondent. The only exception to the age limit rule is where there are other respondent age restrictions as indicated in the various sections of the questionnaire.

In some cases a household member may be away from home during the whole period when the interviewer is in that area, or the member might be in poor health/disability and cannot answer the questions for him/herself. It might also be that the individual is not allowed to answer. In such cases, the interviewer can ask the most knowledgeable person to answer instead of household member that is unavailable.

In order to collect information directly from each household member, interviewers should visit the household as many times as necessary to get information from each individual member. Compliance with these procedures would ensure quality, reliability and accuracy of collected and entered questionnaire data.

1. **Data entry and correction of inconsistencies:** Immediately after each visit, data will be entered and checked for consistency and completeness. Information would be revealed on any inconsistency, error or omissions, and the supervisor would inform the interviewer on all such corrections which are to be made on a return visit. This system enables data correction by the ones who are most competent to do it: the respondents who gave the original answers themselves.
2. **Organization of work:** In order to enable implementation of this methodology, workload by interviewer per certain period of time is to be defined. The interviewer is responsible to complete such work during the given time.

Keep in mind that the households to be interviewed could have different cultural background and different reactions, attitudes and behavior in terms of the survey. The interviewer would have to interact with households of different structure, social and economic status, different level of education, employment status, habits, religion, etc. It means that the interviewer should have to develop significant capability of understanding and communication in order to be able to establish good relation with different persons, and that way to achieve success in different situations which he/she could face during the survey, particularly difficult ones. Besides the above mentioned, the interviewer must establish confidence with the respondent, which would enable him/her to get reliable and positive survey results.

1. **Access to information:** The moment when the interviewer and respondent meet for the first time is crucial for interview success. Thus, first impression is important, interviewer's appearance; his/her attitude at the very beginning and what he/she

says is crucial for further work. Interviewers should be properly and professionally dressed for their work.

Once selected households are located, the interviewer should ask to talk to the head of the household or his/her spouse. He/she should kindly and in a friendly manner greet the person and introduce him/herself. Then the interviewer should explain briefly and concisely the purpose of the survey, importance of the project and the need for cooperation by all household members in carrying out the GHS Panel Survey in Nigeria.

An example of how the interviewer could introduce him/herself, is as follows:

“Good morning/afternoon, I work for National Bureau of Statistics (NBS), which is implementing General Household Panel Survey. Your cooperation and answers would be extremely important since they reflect status of many of our citizens who live in similar conditions. I would appreciate if you and your household members participated in this survey, answering to a group of questions on different topics. We would ask for your cooperation in providing information about your household and services you receive, as well as about individual members of your household. We would also like information about your expenditures on food, as well as your family’s enterprise and agricultural activity.

It is important that the interviewer has a friendly attitude towards the respondent with self-confidence. If the interviewer gives the impression of nervousness or insecurity, he/she would not provide enough confidence to the respondent in order to obtain the necessary cooperation, participation and attention.

The interviewer should always try to maintain the same mood throughout the interview: if the respondent for any reason gets tired or disturbed, allow a few minutes break or offer to return the following day or the next most convenient time.

2. **Communication:** Communication is to be established after the interviewer introduces him/herself, explains that this survey is being implemented throughout the country, and inform the respondent’s of the value of cooperation for those who would analyze options for addressing existing problems in the country, until the interviewer becomes ready to start filling the questionnaire. During this short period, the interviewer must explain the purposes of the survey, and **emphasize that collected data are confidential**. The later is crucial to avoid any fear of misuse of the answers given. All data would be used for statistic purposes, and the data which identify in any way any person or any household would not be used.

Keep in mind that at the beginning of the interview, level of attention, communication, confidence, participation and data provision is low. Interviewer’s task is to gradually increase the respondent’s attention and interest and to maintain it at the highest possible level throughout the interview. Rhythm of the survey, tone of questions, adequate speed in question formulation, dynamics of the interview itself, knowledge about the questions and their order are all factors that determine success of the interview. If the interviewer reads questions with monotonous or nervous voice, or without any rhythm, the obtained information are likely to be of poor quality and the respondent would not be interested to answer.

The interviewer should not give the impression that he/she considers him/herself an important person because of the assignment he/she performs on behalf of the government institution. He/she should be open, friendly and decisive and show that he/she is an experienced professional person. He/she should not be authoritative or aggressive. Best communication can be established when the respondent sees that the interviewer is honest and up to his/her task.

3. **The Interview:** When the interview starts, try to comply continuously with the following instructions:

- Plan sufficient time for the interview,
- Behave appropriately throughout the interview,
- Do not give any information about which we are not sure, it is better to seem uninformed, but honest. To avoid any conversation or attitude which could lead to a discussion or argument with the respondent. Limit the conversation to the survey topics only.
- Give neither promises nor offer anything as an incentive for the respondent to participate in the survey,
- To the extent possible, try to avoid conducting the interview in the presence of a person who is not a household member; the respondent could give different answers in the presence of another person,
- Do not show surprise by any answer given by the respondent, either by the tone of your voice or action.
- Comply strictly with the order and format in asking questions from the questionnaire. In other words, comply strictly with instructions given. Any modification could jeopardize the integrity of the information.
- Read questions without applying any pressure on the respondent in any way. Never say something like: "You worked last week, right?". Never assume that you know the answer in advance.
- In terms of the rhythm of the interview, keep in mind that the interview consists of questions, answers, moment of silence and breaks. Read questions trying to keep the same rhythm all the time, give the respondent time to think about the answer. The interviewer must assess the level of respondent's understanding: question reading speed would depend on this. Besides the interviewer must pronounce every single word he/she reads clearly.
- Read obligatory questions literary as they are written in the questionnaire (without any modification). In the case that the respondent does not understand it, read it again. If the respondent does not understand it after the second reading, explain carefully to him/her the purpose of the question, taking care not to amend in any way the original meaning of the question and without any influence on the answer.
- Allow the respondent enough time to answer the question. Try to ensure that respondent does not amend the meaning of the question. Do it in a friendly way: experience will show which are best ways to achieve this,
- To complete the interview, express thanks for the information received: be kind. Try to make good impression during the first visit to the household, keep in mind that you would have to come again to the same household,
- Do not offer copies of the questionnaire or any other material or anything else, that the interviewer is not authorized to distribute,
- When leaving the household, thank all the respondents for their cooperation in the survey, time they spent and the efforts they invested.

4. **Concepts and main definitions:** In order to manage the survey properly, a list of key terms have been established, which should help interviewers in carrying out their work. Detailed definitions are provided in relevant Chapters on individual Modules.

- **Population:** Set of elements which make the whole. That could be all the people in a country or an entity, all households, all household, etc.
- **Sample:** a part of population representing the whole population. Sample selection is a subject of statistical methods that take into account characteristics of both the population and individual members of the population.
- **Direct interview:** Procedure by which information on certain person is collected directly from the person. The person giving information on him/herself is a “direct respondent”.
- **Reference period:** Period about which the respondent is asked questions. The survey uses different reference periods depending on type of required information, respondent’s ability to remember and objectives of each topic to be analyzed.
- **Household** is social unit consisting of one or more persons who use joint accommodation and food. In other words, a household is a group of person who normally live in the same household unit (“live under the same roof”), who are or are not related and who eat together (“eat from the same pot”).
- **Head of the household:** is a person defined as such for the purpose of the survey, irrespective of reason (the oldest by age, decision maker in the household, a person who earns the most income, based on tradition, etc.).
- **Guest:** a person who use joint accommodation and food free of charge together with household members. Guest who stays longer than six months is considered household member.
- **Tenant of the household:** a person who pays for accommodation in a part of a household. This person is not a member of the household whether they eats on his/her own or prepare food separately. Such tenant is considered a separate household.
- **Students who study in another town,** but they are supported by the household are treated as household members, although they more than six months absent.
- **Household members:** Anybody who meets the following criteria:

Members	Non-members
A household member is present at the moment of interview, if that is the place where he/she spent at least 6 months of the previous 12 months. The household head should be listed as a member even if they did not spend 6 of the previous 12 months in the household.	Person absent from the household longer than 6 months (including ones serving military service, in prison, religious service, etc.)
Person absent at the moment of interview, if he/she is absent less than six months during the previous 12 months.	Those who live elsewhere, visitors or tourists who are in the household less than six months.

Guests or other persons who live in the household longer than six months during the previous 12 months.	Tenants who eat and who do not eat with the household.
Newborn babies irrespectively of duration of their stay in the household as well as the head of the household.	Those who eat in the household but live elsewhere or live in the household but eat elsewhere.
Students who are absent longer than six months but are supported by household members.	Similar to tenants, students who pay for accommodation and food to the household.

5. **Organization of the questionnaire.** In order to maintain respondent's attention, to achieve good rhythm of the interview, get information in a such form which facilitates questionnaire filling, the questionnaire is designed with specific structure and order by which the topic on which questions are asked, are organized.

The questions in the questionnaires are organized into Sections which are ordered in sequences one after another, and each is on one of the surveyed topics.

The interview must be carried out in exactly the same order defined in the questionnaire. The following tables provide a list of Sections and the topics covered. Detailed information on each section can be found in subsequent chapters of this Manual.

Household Questionnaire

Section	Topic	Respondent
Cover	Cover	To be completed by the field staff
1	Roster	To be fill by the Head of HOUSEHOLD or spouse.
2 (A and B)	Education	All individuals for themselves unless under age 12, then collect the information from parent or guardian
3 (A and B)	Labour	All individuals for themselves unless under age 12, then collect the information from parent or guardian
4(A and B)	Health	All individuals
5	Information and communication technology	All individuals 10 years and above
6	Remittance	All individuals 10 years and above
7	Household Assets sale and acquisition	Most knowledgeable person
8	Housing	Head of household or any knowledgeable adult
9	Non-farm Enterprises and	Owner or manager of enterprise

Section	Topic	Respondent
	income generating activities	
10 (A,B and C)	Meals Away From Home	Female in the household responsible for food preparation and/or food purchases
11	Non-food Expenditures	Most knowledgeable person or person who is responsible for household purchases
12	Food Security	HOUSEHOLD head or eligible adult
13	Other household Income	HOUSEHOLD head or eligible adult
14	Safety Nets	HOUSEHOLD head or eligible adult
15(A and B)	Economic Shocks and death	HOUSEHOLD head or eligible adult
16	Contact Information	HOUSEHOLD head or eligible adult

Agricultural Activity Questionnaire

Section	Topic	Respondent
Cover	Cover	To be completed by field Staff. HOUSEHOLD ID must be copy from HOUSEHOLD to Agriculture Questionnaire.
Cover	Cover	Farmer, owner or manager of plot
A1	Land and Dry Season Planting	Farmer, owner or manager of plot
A2	Harvest Labor	Farmer, owner or manager of plot
A3	Agricultural production Harvest of Field and Tree Crops	Farmer, owner or manager of plot
A4	Agricultural Capital	Farmer, owner or manager of plot
A5	Extension Services	Farmer, owner or manager of plot
A6	Animal Holdings	Owner or caretaker of animals
A7	Animal Costs	Owner or caretaker of animals
A8	Other Agricultural Income	Farmer or caretaker of animals
A9 (A and B)	Fishing, Capital and Revenue	Owner of fishing operations
A10	Network Roster	Farmer, owner or manager of plot

6. **Type of information:** the GHS Panel questionnaire requires different types of information depending on the topic which is to be analyzed, age, and level of details and accuracy of required information.

7. Direct Response

In case of persons older than 12, such person is the direct respondent.

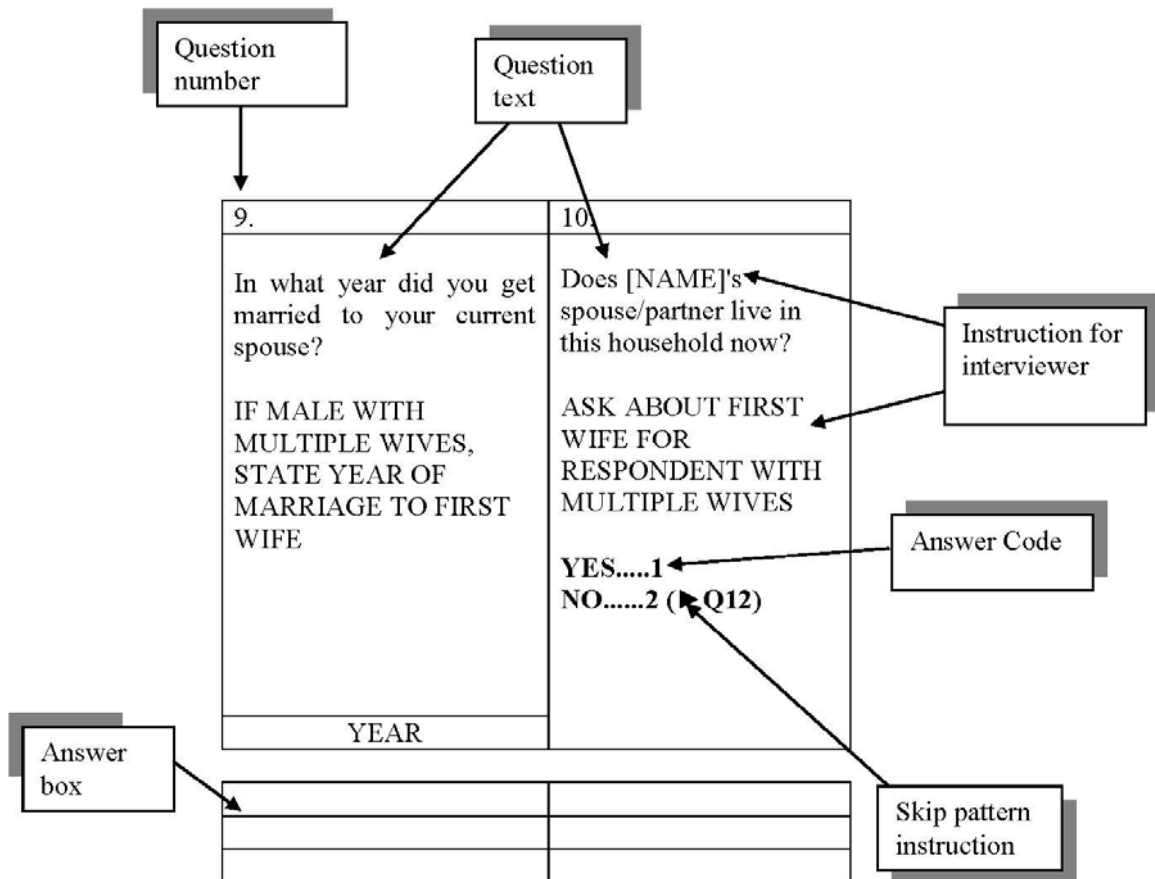
Besides in sections on specific topics, such as consumption, agriculture and family business, direct respondent is person who is most knowledgeable about this subject (enterprise owner, person who does farming, person in the household in charge of supply, etc.).

See previous Table for information on the most suitable respondent for each Module of the questionnaire.

8. **Questionnaire filling:** The questionnaire includes different elements:

- **Question:** it is to be literarily read to the respondent based on which information required in the survey is obtained. Each question is numbered.

- **Answer modality or core:** these are possible answers, the interviewer selects answer code which is closest to the respondent's answer. (Pay attention that in many questions there are not offered modalities, but measure units to be used in the answer (year, KM, kg, etc.)).
- **Answer box:** it is a place envisaged to enter given answer
- **Instruction for interviewer:** these are printed in CAPITAL letters, which facilitates survey implementation.
- **Skip patterns:** Questions are normally asked in order one after another. However, in some cases given answer defines which question to ask next, or which question is to be skipped. Questionnaire uses certain marks which show which question is to be skipped.



9. **Question types:** There are two types of questions used in the GHS Panel questionnaire:

Closed questions a) both question text and question code are read: for this type of questions the interviewer must literally read both question and, slowly, one by

- one, list of offered codes. In such questions both question and code are printed in small letters.

b) only question text is read: for this type of questions, the interviewer reads only the text of the question, waits for the answer and then selects corresponding code and enters it. In this type of questions, question text is printed in small letters and question codes are printed in CAPITAL letters.

- **Open questions:** for this type of questions, the interviewer reads only question text and then enters answer **exactly** as given by the respondent. For such questions there are no offered answers, and the interviewer enters either words or numbers depending on the question and answer. “Respondent’s name” is an example of open question where the interviewer enters words.

10. Note for the interviewer

Anything printed in CAPITAL letters presents instruction for the interviewer and should not be read loudly. CAPITAL letters are used in three cases:

- **Instructions for interviewer:** these are instructions for the interviewer on how to ask question, how to enter data, what to do after the answer is given.

Example: As it could be seen in the question 15 from the Education Section below, whole question is printed in small letters. It means that the interviewer reads whole question exactly as it is written.

15.
What was the amount of the scholarship you received in the 2009-2010 school year

Example: Unlike the question 15, whole text taken from the Assets Section is printed in CAPITAL letters. This question should not be read loudly – this is an instruction for the interviewer and the interviewer has to do what he/she is requested and then to move to the next question which requires information from the respondent.

I T E M	LIST ALL THE ITEMS IN QUESTION 1 AND THE OWNER OF THE ASSET IN QUESTION 2. IF MORE THAN ONE ITEM, WRITE A DESCRIPTION OF THE ITEM BELOW, OTHERWISE WRITE ONLY THE CODE OF THE ITEM.	
	DESCRIPTION	I T E M C O D E

1		
2		
3		

- **Brackets and capital letters:** it means that the interviewer has to replace the word in the brackets by another word, when he/she asks the question. In certain sections of the questionnaire, the word “name” is often written in brackets [NAME]. In such cases this work should be replaced by actual name of the person interviewed at that moment.

Figure 3 below shows Flap A open with a part of Section 1 – Roster, shown.

If Mrs. Onyido is the respondent on this section of the questionnaire then following the rules of filling-out the questionnaire, you would seek answers for the person in the first row of the section, in this case Mr. Onyido.

In asking the question, you should replace [Name] with the name of the person on the Flap. You would read question 12 as follows:

“What is Mr. Onyido’s main religion?”

USE THIS FLAP WITH SECTION 1 TO SECTION 4

INDIVIDUAL ID	1. NAME	2. What is the sex of [NAME]?	3. What is [NAME]'s relationship to the head of household?	4. How old is [NAME] (COMPLETED YEAR)?
	LIST HOUSEHOLD HEAD ON LINE 1. MAKE A COMPLETE LIST OF ALL INDIVIDUALS WHO NORMALLY LIVE AND EAT THEIR MEALS TOGETHER IN THIS HOUSEHOLD, STARTING WITH THE HEAD OF HOUSEHOLD. (CONFIRM THAT HOUSEHOLD HEAD HERE IS SAME AS HOUSEHOLD HEAD LISTED ON IDENTIFICATION PAGE.)	MALE....1 FEMALE..2	HEAD.....1 SPOUSE.....2 OWN CHILD....3 STEP CHILD...4 ADOPTED CHILD..5 GRANDCHILD....6 BROTHER/SISTER..7 NIECE/NEPHEW...8 BROTHER/ SISTER-IN-LAW..9 PARENT.....10 PARENT-IN-LAW..11 DOMESTIC HELP (RESIDENT)....12 DOMESTIC HELP (NON RESIDENT) .13 OTHER RELATION (SPECIFY) ..14 OTHER NON-RELATION (SPECIFY) ..15	IF RESPONDENT DOESN'T KNOW, USE YEAR OF BIRTH TO CALCULATE AGE OR USE MAJOR EVENTS LISTED IN ENUMERATOR MANUAL TO PROMPT RESPONDENT. CHECK THAT AGE IN QUESTION 4 AND YEAR OF BIRTH IN QUESTION 4 ARE CONSISTENT.

1	Abiola Onyido	1	1	44
2	Omorose Onyido	2	2	43
3	Lawrence Onyido	1	3	17

INDIVIDUAL ID	12. What is [NAME]'s main religion?	13. Does [NAME]'s biological father live in this household?	14. What is the person ID of [NAME]'s biological father?
	CHRISTIANITY...1 ISLAM.....2 TRADITIONAL....3 OTHER (Specify) ..4	YES..1 NO...2 (► Q15)	COPY ID FROM ROSTER (► Q18)

1			
2			
3			

Example: As it is shown in question 1 (see Figure 4 below), the word animal is written in capital letters in brackets. It means that the word 'animal' should be replaced by the name of specific animal from the list below that question. Which means, when this question is asked first time it would read: "Since the new year, have you or any member of your household raised or owned any Calf Female?", when asked for the first line.

Figure 4

1.	Since the new year, have you or any member of your household raised or owned any [ANIMAL]? ASK FOR EACH ANIMAL AND THEN ASK Q. 2-23 FOR EACH. IF NONE, (► SECTION 11k) YES.....1 NO.....2 (► NEXT ANIMAL)
----	--

101	CALF FEMALE	
102	CALF MALE	
103	HEIFER	
104	STEER	
..		

- Preventing influence on the answer:** In question where an opinion is requested, answer modalities are often written in capital letters (that is the other type of closed question). It means that the interviewer does not read answer modalities

and waits for the respondent to answer him/herself. (In other question modalities are written in small letters and interviewer should read them loudly)

Example: In this case we want to make sure that respondent gives the reason why he/she is not currently in school. If the interviewer started reading answer modalities, the respondent might agree with some other modality. But the reason 12 might be the reason why he/she is not currently in school.

10.
Why are you not currently in school?
NO EDUCATION/SCHOOLING...1
AWAITING ADMISSION.....2
NO SCHOOL/LACK OF
TEACHERS3
NO TIME/NO INTEREST....4
LACK OF MONEY.....5
MARITAL OBLIGATION6
SICKNESS.....7
DISABILITY.....8
SEPARATION OF PARENTS..9
DEATH OF PARENTS.....10
TOO OLD TO ATTEND11
DOMESTIC OBLIGATION ..12
OTHERS (SPECIFY)
_____.....13
(▶ 24)

11. Order of Asking Questions and Skip pattern.

In order to maintain logical sequence of filling questionnaire a system of skip patterns, which enables interviewer to follow course of the interview depending on received answers from the respondent, has been developed. Depending on the answer given by the respondent some questions would be asked, another would be skipped. In order to ensure this, the questionnaire is to be filled in order moving from left to right. It helps interviewer to carry out interview without going back and forth and checking previous answers.

The questionnaires are to be filled, in order question by question, except in cases of special instruction, everybody is to be asked question 1, then question 2, 3 etc, see Figure 5.

For example, in section where a flap is used, you should record the data one row (or person) at a time. At the end of the section, or where you are instructed to go to the **next person**, you should record information for the next person in the row below. This should be done until you have completed all persons for that section.

How to Use the Flaps

There is only one flap in the Household Questionnaire. After the cover has been completed, the next step is to open Flap A on page 45 of the panel household questionnaire. All the information on this flap should be completed for the household. The row where a person's name is placed on the flap will be the row in which all the information about that person will be given in sections 1 to 5. The flap is kept open so that the row that corresponds to the person will always be visible.

Upper and Lower Case Texts (Capital letters and Small letters)

Texts written in upper case (capital) letters are instructions to the interviewer and should not be read to the respondent. Other texts that you will see written with upper case letters are lists and codes. These also should NOT be read to the respondent.

Text written in lower case (small) letters SHOULD be read directly to the respondent.

For example, in Question 10 (see Figure 2 below), you should read: *“In what year did you get married to each of your wives respectively?”* You should not read the text below that because it is written with upper case (capital) letters. The text in upper case letters is an instruction to you.

Table 2

10.				11.	12.
In what year, did you get married to each of your wives respectively? LIST THE YEAR FOR YOUR FIRST WIFE AND THEN THE YEAR OF MARRIAGE FOR UP TO 3 OTHER MOST RECENT WIVES.				Does [NAME]'s spouse/partner live in this household now? [ASK ABOUT FIRST THE WIFE FOR RESPONDENTS WITH MULTIPLE WIVES]. YES.1 NO.2 (▶ Q13)	WRITE ID CODE OF CURRENT SPOUSE (OR IN THE CASE OF A POLYGOMOUS MARIAGE, FIRST WIFE AMONG THOSE) WHO LIVE(S) IN THE HOUSEHOLD. COPY SPOUSE ID FROM ROSTER
WIFE 1	WIFE 2	WIFE 3	WIFE 4		ID CODE
1963				1	2

But, not all respondents should answer all the questions. For example, if person is not employed, he/she should not be asked about his/her job- such questions would be inappropriate. Besides, it would make interview longer and annoy the respondent. For

these reasons, the questionnaire includes clear skip patterns, which indicate to the interviewer, which person should not be asked which questions, depending on the answer to previous question.

There are numerous instructions for skipping questions and moving to another part of the questionnaire in the most efficient and logical way. Examples of such questions are given below: since they present key component of the questionnaire, their proper understanding would have significant impact on the quality of the answers and duration of the interview.

The following signs are used to identify skip patterns:

If there is no any sign, then all the respondents are asked the next question, irrespectively of their answer to the previous question.

Example: If there is no skip pattern, irrespectively of 'yes' or 'no' answer to this question, the respondent should be asked the following question 4.

3.
Do you have health insurance?
YES.....1
NO.....,2

If there is arrow ► followed by 'Q' and a number ► **Q18**, it means that the interviewer should move directly to the question with the number, in this particular case question number 18.

Example: If person answers question 8 that he/she has taken steps to find a job in the past 7 days the skip pattern indicates that he/she should not answer question 9, but instead should skip to and answer question 10. After posing question 10 to the respondent, s/he replies that they were available for work. This means the enumerator should skip to question 12. The enumerator then asks question 12 and records the month and year that the person did work for pay. If the worker has never done any work for pay, then the enumerator should skip to question 39. If the worker did not work in the past 12 months, then the enumerator should skip to question 50.

<p>8. Have you taken any steps within the past 7 days to look for work?</p> <p>YES..1 (▶ 10) NO...2</p>	<p>9. What is the main reason you did not look for a job in the past 7 days?</p> <p>MOST IMPORTANT REASON</p> <p>STUDENT.....1 HOUSEWIFE/CHILDCARE...2 TOO OLD/RETIRED.....3 SICKNESS/ILLNESS.....4 DISABILITY.....5 WAITING FOR REPLY FROM EMPLOYER.....6 WAITING FOR RECALL BY EMPLOYER.....7 ON LEAVE.....8 WAITING FOR BUSY SEASON.....9 OTHER {SPECIFY}10</p> <p>(▶ Q12)</p>	<p>10. Were you available for work during the last 7 days?</p> <p>YES..1 (▶ 12) NO...2</p>	<p>11. Why were you not available for work during the last 7 days?</p> <p>IN SCHOOL1 BUSY WITH HOUSEHOLD DUTIES2 TOO YOUNG TO WORK.....3 TOO OLD TO WORK.....4 TOO SICK TO WORK.....5 DISABLED.....6 OTHER {SPECIFY}7</p>	<p>12. When was the last time you did work for pay, profit or gain (if any)?</p> <p>IF NEVER, LEAVE BLANK (▶ Q37)</p> <p>IF YOU HAVE NOT WORKED IN THE LAST 12 MONTHS (▶ Q37)</p> <table border="1"> <tr> <td>MONTH</td> <td>YEAR</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> </table>		MONTH	YEAR						
MONTH	YEAR												

- Sometimes all persons asked certain question skip to another question, Section or Person. In that case instruction in the box is printed in capital letters.

Example: Question 22, everybody who answers this question has no further questions in this section and the interviewer goes to the next person irrespective of the answer.

22.

What is/was [NAME]'s biological mother's main industry of occupation?

AGRICULTURE.....1
 MINING.....2
 MANUFACTURING.....3
 PROFESSIONAL/
 SCIENTIFIC/TECHNICAL
 ACTIVITIES.....4
 ELECTRICITY.....5
 CONSTRUCTION.....6
 TRANSPORTATION.....7
 BUYING AND SELLING...8
 FINANCIAL SERVICES..9
 PERSONAL SERVICES..10
 EDUCATION.....11
 HEALTH.....12
 PUBLIC
 ADMINISTRATION....13
 OTHER, SPECIFY
 _____ .14

(▶ NEXT PERSON)

12. **Types of data to be entered:** There are two types of data to be recorded based on the information *direct and transcript*.

Direct: Direct one is when the interviewer needs to enter verbatim what the respondent says. It could be numerical data (quantity or price) or textual data (respondent's name, employment sector).

Transcript: It is when there are predetermined codes for expected different answers. The interviewer should identify corresponding code and enter it in the relevant box.

In order to avoid errors in transcription the interviewer must be particularly careful, taking due care to enter data in the box envisaged for the interviewed person. Since answer box envisaged for interviewed person is distant from individual's ID and distant from the place where question text and modality are loaded, the interviewer must take care to

1. Measurement Units

For all question when the respondent is asked to specify certain quantity, amount, frequency, different measure units are offered (e.g. kilogram-sack, month-year, meter-kilometer, etc.) among which the respondent can choose the most suitable measure unit to him/her, and which is easiest for him/her to give answer to required question. The respondent can choose, within the same section, to give answers for different items in different measure units (e.g. seed use for different crops could be expressed in different measure units).

After the interviewer asks, household or individual first chooses the unit of measure in which they want to answer, and then give answer on quantity, amount or frequency. The interviewer enters measure unit code in the corresponding column, and after that the amount, quantity or frequency.

The interviewer enters data on such measure unit as the respondent says and does not do any conversion. All necessary conversions would be done by computers during data entry or survey analysis process. Questions would be answered either by whole numbers or by decimal numbers. Decimal is to be separated from the whole number by comma (,).

14. Lack of Information

When the respondent, for any reason, gives no answer to the asked question, the interviewer should record 9999 if the respondent does not know or cannot remember the answer or refuses to answer in the relevant box.

15. Entering “0” as an Answer

If the question is about quantity (e.g. number of days, hectares, value, KM, etc.) zero is correct answer and should be always entered if the respondent gives such an answer.

If the question contains categories, rather than value, zero is not valid answer. The interviewer should enter number, or in case of no answer 9999.

In case there are more answers offered for asked question, and the respondent gives only one answer, the interweaver should enter hyphen (-) in the other columns, to indicate that only one answer was given.

16. Correcting Errors in the Questionnaire

The questionnaire is to be filled by pen. In case of error, the interviewer should strikethrough the data so that one is still able to see the original and enter correct answer in the same box.

The following Chapters provide instruction for filling-out the Questionnaires and their Sections.

Pre-filling Questionnaire

The role of an interviewer in completing questionnaires for post harvest panel survey is crucial. Some sections in the post harvest panel questionnaires should be pre-filled by the fieldstaff from the post planting questionnaires. The essence is to aid in the development of tracking policy which will:

Ensure that same households/respondents interviewed during Post- Planting (1st Visit) period responded during Post Harvesting (2nd Visit) period

- To explore relationship between Post-Planting and Post Harvesting in Panel Survey
- To confirm and validate the inconsistencies in the data collected

To track changes over time in behaviour and activities of households/individuals

To provide means to gather additional information on households including changes in household composition

General Households Questionnaire

The following sections should be pre-filled using the already completed HHs Post Planting questionnaires for individual HHs concerned:

- Household Identification Section (A-1)
- Roster-Panel Households (All household members) Section 1
- Non-Farm Enterprises and Income Generating Activities Section 7

Section A-1: Household Identification

The interviewer should pre-fill the HH identification section using the already filled or completed questionnaire from the Post planting (1st Visit) period. He/she should ensure that the information on the identification sections of both 1st and 2nd visits are the same for the households being interviewed. Both EA and RIC names/codes will be the same except otherwise The Name of Household Head will be the same.

Procedure for Pre-filling the Identification Section

Copy from the already completed Post Planting (1st Visit) questionnaire

- Name and code of the Zones
- Name and code of states
- EA name/code, RIC code, HH number and Name of the Household Head and all other information from the cover page of the questionnaire

For that particular HH and transfer them to the Post Harvest (2nd Visit) questionnaire of same HH

Procedure for Pre-filling Household Roster

- The interviewer should first copy out the names of all the members of the HH recorded during the 1st visit
- He/she should confirm and validate the roster-panel household members by using the already completed questionnaire from Post Planting Panel (1st Visit) and prefill questions 1 – 4 in Post Harvesting Questionnaire (2nd Visit) on Flap A.
- If any person(s) joined the HH, he/she should be regarded as new member(s) of the HH and will be entered or recorded below, the original members of the HH

Individual ID	Name	Sex of Name Male = 1 Female = 2	Relationship To the Head Household (With Codes)	Age in Completed Years
1	Olise Ofili	1	1	48
2	Regina	2	2	39
2	Harry	1	3	21
3	Appolo	2	3	19
4	Patrick	1	3	15
5	Jude Emeka	1	8	18 (New)

Procedure for Pre-filling Non-Farm Enterprises and Income Generating Activities

- First of all, list out all the non-farm enterprises and income generating activities from the post-planting questionnaire
- Any new enterprise should be recorded below as an addition

Agricultural Questionnaire

The following sections should be pre-filled using the already completed Agric Post-Planting questionnaires for individual HHs concerned

Household Identification Section (A-1)

Flap B (Plot)

Flap C (Crop)

Flaps B (Plots) and C (Crops)

- In pre-filling the flaps, the following steps should be taken
- In flap B, list all the plots recorded in the already completed post planting questionnaire for that household
- Any additional plot acquired but not recorded should be included and tagged 'new'
- Similarly, flap C will be treated as flap B but should be related to crops instead of plots

Chapter 4: Household Questionnaire

SECTION 1 – Roster

Main objective of this section is to identify all the persons who should be considered household members and collect general demographic information on them, such as age, gender, marital status, etc.

The first step in completing the Roster is to open FLAP A. FLAP A is on page 45 of the panel questionnaire and contains Question 1 to Question 5 and on Cross Section questionnaire page 36. This flap must be completely filled-out before answering any other question in the Roster.

Respondent: This person should preferably be the head of the household. If the head is absent, then a responsible and knowledgeable adult, preferably the spouse of the household head in the household should be interviewed. This person should be a member of the household and must be capable of providing all the necessary information on each household member. The interviewer may have to ask a few questions to be able to identify suitable respondent. Note that other members of the household can help by adding information or details in the questions concerning themselves.

Household: In this survey, a household will be defined as a person or group of people who usually sleep in the same dwelling and with a recognized head and who shares common eating arrangement for at least 6 to 12 months preceding the interview.

The following are examples of a household: -

- A household consisting of a man and his wife/wives and children, father/mother, nephew and other relatives.
- A household consisting of a single person
- A household consisting of a couple or several couples with or without their children.

All listed persons who have been away from the household for more than six months are not considered to be household members except:-

- Person identified as the head of household even if he or she has not been with the household for 6 months
- Newly born children (or newly adopted)
- Students and seasonal workers who have not been living in or as part of another household.

Head of household: Usually the head of the household is the person who provides most of the needs of the household and is familiar with all the activities and occupations of the household members. He/she will be the person named when you ask the question "Who is the head of this household?"

INSTRUCTIONS FOR FILLING-OUT THE ROSTER

The household roster must be filled out with the greatest care. The following steps must be followed:

Completion of FLAP A

1. Fill-in the name of the household head in the first row of Question 1. This should be done even if the household head is absent.
2. Next, enter the names of members of his/her immediate family (wife or wives/husband, and children) who sleep and also take their meals together in the

dwelling. If he has more than one wife record their names according to their ranks with their children, i.e. the most senior wife followed by her children, and then the next wife and her children all in that order.

3. Enter the names of other persons who are related to the head of household and his/her wife or husband who also sleep in the dwelling and take their meals with the household.
4. Other persons unrelated to the head of household or his/her wife (or wives)/husband who sleep in the dwelling and take their meals with the household, e.g. servants, etc.
5. Also list those people who have slept under the same roof as the household during the night preceding the interview even if they do not normally live with the household.
6. Lastly, list all the persons not present at the time of interview, but who normally live, sleep and eat together with the household who have re, i.e. those who are temporarily away for schooling, , vacation, seasonal work, illness, giving birth, etc.

Specifically:

QUESTION 1: The interviewer should make a complete list of all individuals that normally live and eat their meals together in the household, starting with the head of the household (see Figure XX below). The individual ID has already been filled for the interviewer at the left-hand side of the name. Provision is made for 12 household members. If there are more than 12 household members, a second household questionnaire should be used and the first person on that questionnaire should be number 13 and so on. **The interviewer should confirm that household head here is the same as household head listed on the Cover page.**

QUESTION 2: Against each of the names listed in Question 1 indicate the sex by putting the correct code. For instance, if you write Elizabeth as a wife and Helen, as daughter to the head of household, then you will write code "2" for her sex. The interviewer must also ask the sex of small children when in doubt. For example, in communities where some names are unisex such as Inobong, Iniobong, Toyin, Tayo, Ngozi, Ifeanyi and yemi.etc always ask for the sex of a child before recording it.

QUESTION 3: Against each of the names listed, indicate the relationship to the head of household by printing the appropriate code. For instance, Cletus and Helen are members of the household and they are children of the head of the household. In this case, the interviewer should write **code 3** in question 3 against the names of these two persons. Mabel is the sister of the head of household so **code 7** should be entered in her case; while Justina who is Lawrence's mother will have **code 10** as the entry for this question.

Definition of Relationships

1- Household head: The member who makes key decisions in the household and whose authority is acknowledged by other members. It should be borne in mind that the key decision maker may not necessarily be the oldest. Other factors within the household can determine who the head is such as what proportion of income is member's to total household income.

2 - Spouse is the married or partner by mutual consent of the head.

3 - Own Child refers to biological child.

4 - Stepchild: The biological child of a spouse in a previous union (marriage).

5 - Adopted child: A child acquired from orphanage

6 - Grandchildren Children from your son(s) or daughter(s)

7 - Brother/Sister: A male/Female children born of the same parent

8 - Niece/Nephew: The daughter/Son of the brother/sister of the head of the household.

10 - Brother/sister in -law: Brother/sister of the spouse of the household head.

11 - *Parent in-law*: Parent of the spouse of the household head.

12 - *Domestic help (resident)*: (servant, guard, cook, baby-sitter among others) refers to a person who lives with the household and who is paid for services rendered in the household either in cash or kind.

13 - *Domestic help (non-resident)*: (servant, guard, cook, baby-sitter among others) refers to a person who DOES NOT live with the household and who is paid for services rendered in the household either in cash or kind.

14 – *Other Relation*: Other relatives of the head of the household.

15 – *Other Non-Relation*: Other non-relatives.

QUESTION 6: The day, month and year the respondent was born is very necessary the Age of the person. WRITE “98” FOR MONTHS AND DAYS IF RESPONDENT DOES NOT KNOW. IF THE AGE IS GIVEN THE YEAR IS NOT KNOWN, THE SHOULD BE ESTIMATED FROM THE AGE IN QUESTION 4. CHECK THAT AGE IN QUESTION 4 AND YEAR OF BIRTH IN THIS QUESTION ARE CONSISTENT.

QUESTION 7: Present marital status refers to the respondent's marital status on the day of interview.

Definition of Marital Status

1 - Married (monogamy) includes all types of marriages e.g. civil, traditional and common law to only one woman. It is also a state of having only one sexual partner at any one time. The word monogamy comes from the Greek word called Mono which means one or alone and the Greek word Gamos which means marriage or union.

2 - Married (polygamy) includes all types of marriages e.g. civil, traditional and common law to more than one woman. It is also defined as having more than one wife or husband at the same time, usually a man with several wives.

3 - Informal/Loose Union refers to a relationship contracted by two adults living together without civil or traditional recognition. Such people may report that they are married, so probe carefully and sensitively to find out the actual marriage contract.

4 - Divorce: When a marriage is legally dissolved

5 - Separation: Living apart without legal backing

6 - Widowed: A situation where one of the couple is dead.

7 - Never Married: A situation where the respondent is single and has never been married before.

QUESTION 8: INTERVIEWER IS THIS PERSON A MALE IN POLYGAMOUS MARRIAGE? If the response is No the interviewer should skip to Question 11.

NOTE: if code 2 in Q7 married (polygamous) the interviewers should write 1 in Q8.

IF FEMALE IN POLYGAMOUS MARRIAGE WRITE 2 AND SKIP TO Q11

QUESTION 9: The objective of this question is to know how many wives are currently living with the respondent at the time of interview. E.g. if the respondent has one wife the interviewer will write 1 in the space provided and if more than wives the interviewer will write 2 or 3 in the space provided.

QUESTION 10: These are the years in which the marriage took place and they must all be living wives e.g. If the first marriage is 1964, the second is 1982 and while the third marriage was in 1999. If this question concerns a male respondent with multiple wives, the interviewer should record the year of marriage to the first wife and the other most recent wives the interviewer should record appropriately the year of marriage in the box provided. This is how to record it.

7.	8.	9.	10.				
What is [NAME]'s marital status? Married (monogamous)...1 Married (polygamous)...2 Informal Union.....3 Divorced.....4 (▶ Q13) Separated.....5 (▶ Q13) Widowed.....6 (▶ Q13) Never Married.....7 (▶ Q13)	INTERVIEWER: IS THIS PERSON A MALE IN A POLYGAMOUS MARRIAGE? YES.1 NO...2 (▶ Q11)	How many wives do you currently have?	In what year, did you get married to each of your wives respectively? LIST THE YEAR FOR YOUR FIRST WIFE AND THEN THE YEAR OF MARRIAGE FOR UP TO 3 OTHER MOST RECENT WIVES.				
			NUMBER	WIFE 1	WIFE 2	WIFE 3	WIFE 4
2	1	3	1964	1982	1999		

QUESTION 11: This question seeks to determine if the household member's spouse is currently a member of the household. In the case of a male in a polygamous relationship, the interviewer should enquire of the first wife only. If Yes write 1 and if No write 2 and Skip to Question 13

QUESTION 12: This is most senior wife in terms of marriage that lives in the Household. The interview should Copy the ID Code of the spouse from the Household Roster.

QUESTION 13: These questions seek to know if the respondent has been interviewed (or information has been collected on this individual) in the previous round of the survey (AUGUST – OCTOBER 2010). If Yes write (1) in the space provided and if No write (2) and Skip to Question20.

QUESTION 14: The interviewer will not read out the question to the respondent. He / she will only check the roster, is the Sex of this person correct? If Yes write 1 and skip to Q16 but if No continue.

QUESTION 15: Against each of the names listed in Question 1of the Household Roster indicates the sex by putting the correct code in the space provided. For instance, if you write Adebayo, Rosemary, Joe and Jane as Children to the head of household, the interviewer should write code "2" for Female and Code 1 for Male. The interviewer must also ask the sex of small children when in doubt. For example, in communities where

some names are unisex such as Enobong, Iniobong, Toyin, Tayo, Ngozi, Ifeanyi and yemi.etc always ask for the sex of a child before recording it.

QUESTION 16: The interviewer should confirm if the Age of the person in Question 4 of the last visit matched the information for this person. If Yes write 1 and Skip to Question 19 but if No write 2 and continue the interview.

QUESTION 17: Age is an important variable for most socio-economic analysis and must be established as accurately as possible. This refers to age as at last birthday. The age of each person will be recorded in completed years. This is the age of the person at their last birthday. If someone will be 25 years old in two weeks after the date of interview, the recorded age would be 24. Ages of nine years or less will be recorded with a leading zero for example '03'; infants less than one year old will be recorded '00'. For older individuals who may have problem determining their exact age, the interviewer will probe to obtain an estimate. Try to make the best possible estimate. Please make use of the national calendar of events to assist in determining the ages of such individuals. The Field Supervisor should also be of great help in determining the age of the elderly. Information supplied in QUESTION 4 above should be a guide here. Note also that for children aged 5 years and less, the age is very important in interpreting child malnutrition. The age of persons 100 years and older should be recorded as 98.

How to use the historical calendar:

- *Ask of any historical event (national or local) which occurred around the time of birth or childhood.*
- *Ask how old respondent was when that event occurred or how many years elapsed before his/her birth.*
- *Then use the information obtained to calculate the age. For example, if respondent was 15 when Nigeria obtained independence, this person should be 15 + 45 (i.e. 1st October 1960 to 23rd September 2005) = 60 years. If still this methodology fails try the next approach.*
- *Simply estimate how old the respondent may be based on some district historical events, some events which occurred.*

If the age in the first visit is different from what the respondent provides given, then the interviewer should use the information given by the respondent.

QUESTION 18: The interviewer should ask the household members the correct day, month, and year was the person born. Try as much as possible to establish the year the person was born by probing. The date of birth should match with the age that the respondent has stated in Question 16.

QUESTION 19: This question seeks to know if the respondent still lives in that household. If Yes Skip to (Next Person) but if No Skip to Q32.

QUESTION 20: This question is for people that have not been captured in the last time the interviewer visited the household, so we want to know when the respondent join the household. The interviewers should write only the code in the space provided.

QUESTION 21: This question seeks to know the reason why the respondents join this household. Write only the code that is applicable to the response.

QUESTION 22: This question should be answered by all persons in the household. The religion of the household member is required. As there are countless large and small religions, many of which cannot be verified to be real or legitimate, do not try and query what denomination as this creates friction and may result in non-response to the rest of the interview. Note that the religion of small children should also be recorded although this is normally the same as their parents.

QUESTION 23: Asks if the household member's biological father lives in the household. This information is useful for determining whether the child's (natural) father is alive and to measure the prevalence of orphan-hood and child fostering in the population. The response is either Yes or No, (and if No skip to question 25).

QUESTION 24: Copy the ID of the biological father from the household roster and skip to Question 28.

QUESTION 25: asks if the respondent's biological father is alive. Two options are provided i.e. Yes (1) or No (2). Print the appropriate code against the respondent.

QUESTION 26: Record the highest education level reached by the father of the respondent by printing the code for the response. You may need to probe for the type of school attended. Then ask, "*WHAT IS THE HIGHEST LEVEL (NAME)'S BIOLOGICAL FATHER COMPLETED?*"

The highest educational qualification achieved is that attained after completing an educational level or course by sitting for the qualifying examinations. A student who dropped out from school will not achieve the qualification for that level. For instance, if one dropped out in JSS 3 then one would probably have achieved the Primary 6.

None: The person went to school but never completed any level.

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

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

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

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

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

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

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

School of Nursing: This is a certificate obtained after spending three (3) years in the school of nursing.

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

Technical or Professional Diploma: It refers to a Diploma Certificate obtained from any Polytechnic or University.

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

Low Lower Six refers to the old education system and this is six years of Secondary education.

Upper Six refers to the old education system and this is seven years of secondary education, i.e. Three years of Junior secondary and three years of Senior secondary.

Modern schooling is six years in the primary school and three years secondary schooling after obtaining First School Leaving Certificate (FSLC).

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

QUESTION 27: Ask if the biological father of the respondent is engaged in economic activities; record the code corresponding to the industry of the occupation of the respondent's father. If the father is late or deceased or retired, we would like to know what employment they were engaged in when they were working.

QUESTION 28: Asks if the household member's biological mother lives in the household. This information is useful for determining whether the child's (natural) mother is alive and to measure the prevalence of orphan-hood and child fostering in the population. The response is either Yes or No, (and if No skip to question 30).

QUESTION 29: Copy the ID of the biological mother from the household roster and skip to Next Person.

QUESTION 30: Asks if the respondent's biological mother is alive. Two options are provided i.e. Yes (1) or No (2). Print the appropriate code against the respondent.

QUESTION 31: Record the highest education level reached by the mother of the respondent by printing the code for the response. You may need to probe for the type of school attended. Then ask, "*WHAT IS THE HIGHEST LEVEL (NAME)'S BIOLOGICAL MOTHER COMPLETED?*"

The highest educational qualification achieved is that attained after completing an educational level or course by sitting for the qualifying examinations. A student who dropped out from school will not achieve the qualification for that level. For instance, if one dropped out in JSS 3 then one would probably have achieved the Primary 6.

QUESTION 32: Ask if the biological mother of the respondent is engaged in economic activities; record the code corresponding to the industry of the occupation of the respondent's mother. If the mother is late or deceased or retired, we would like to know what employment they were engaged in when they were working. After writing the code the interviewer should go to Next Person.

QUESTION 33: This question seeks to know while the respondent leaves the household. We want to know while the respondent was not around during the first visit to the household. Whatever reasons the respondent gives please code the one that is applicable.

QUESTION 34: This question seeks to know the month the respondent left the household. The interviewers should write only the code in the space provided.

QUESTION 35: This question seeks to know if the respondent resides in Nigeria or outside Nigeria at the time of interview. If outside Nigeria the interviewer should skip to question 37.

QUESTION 36: The interviewer should write the name of the State, the Code as well as the name of the LGA and the Code the respondent move to. The list of the LGA Code and State Code will be given to each interviewer for proper coding and the supervisors will check what the interviewer has written.

QUESTION 37: This question seeks to know what Country the respondent reside in at present. The aim of this question is to know the number of people that are not Nigeria. Country Codes will be provided to all the interviewers.

QUESTION 38: This question is asking how many months has the respondent been out of Nigeria. The interviewer should record only in months. This is the number of months E.g. One month should be recorded **01** and Ten months should record in **10**. **The**

interviewer should know that the question asking from date of the last visit. If less than one month the interviewer should write 1.

QUESTION 39: This question is seeking what was the most important reason while the respondent migrated abroad. Migrated means living Nigeria to another country. Write the appropriate code for the respondent.

QUESTION 40: This question is asking why in abroad has the respondent started working or has he found work. If Yes **code 1** and continued but if it No or Don't know (code 2 or 3) the interviewer should (skip to question 43).

QUESTION 41: This question is asking of the occupation of the respondent in that household. The interviewer is going to describe what kind of work the person is doing and write down the code after the interview. If the respondent can not describe the occupation, the interviewer should put dash in the space provided.

QUESTION 42: This question seek to know the main economic activity of the enterprise the respondent is working or if the respondent is the owner of the business, we want to know the economic activity he or she belong .

QUESTION 43: These questions seek to know who provided respondent information on where to go and how he or she can find work. The (MAIN SOURCE) is what we need in this question.

QUESTION 44: The main objective of this question is to know from who did the respondent collect the money in order to migrate for this move. What we need is the (MAIN SOURCE).

QUESTION 45: The interviewer should ask why travelling or on getting to the final destination did anyone assisted him or her. If the response is Yes write 1, if No write 2 skip to (Next Person) and Don't know write 3 skip to (Next Person).

QUESTION 46: These questions want to know who helped the respondent. The MAIN SOURCE is needed here, after writing the code skip to Next Section.

SECTION 2A: EDUCATION FOR NEW MEMBERS IN THE HOUSEHOLD

Please note: There are two education parts in this questionnaire, one is education for new household member (2A) and the other one is for the previously interviewed panel household members (2B).

All information should be asked directly to respondents if possible for anyone 5 years and above.

The objective of this section is to measure the level of education or formal schooling of all household members. The key educational indicators that are of interest are enrolment rates and dropout rates. Dropouts are persons not currently attending school, were attending school the previous year, and have not completed their studies. Additional educational indicators include the highest grade completed and the type of school attended (private or public). The section also collects information on literacy levels and education expenditure. Print the individual number (INDIVIDUAL ID) of the person actually interviewed and responding on behalf of other household members.

There is flap attached to this section (FLAP A on page 45) and the interviewer should have this flap open for use with this section. See instructions above on how to fill the flap.

This part covers general information related to education in the past 12 months. Questions are asked on the highest grade and qualification attained, and the expenses incurred on education in the past 12 months.

Respondent: Information should be collected on all household members who are 5 years and above in the household. Proxy answers are allowed as parents/Guardians can answer for their children who are under 12years old.

QUESTION 1: It is very important to note if this respondent is Five (5) years old or older. If YES write (1) but if No write (2) and skip to Section 4

QUESTION 2: It is very important to note if this answers is being provided in proxy or not (i.e. Is the person answering for Him / Herself) if YES write (1) and skip to Question 4 but if NO indicate by writing (2) and continue to Q3.

QUESTION 3: The interviewer should write the individual ID number of the person from household roster that is answering this Question. (E.g. if Mrs Adebayo is answering for her husband and her individual I.D is 2 this 2 will be indicated in column 2).

QUESTION 4: It is the responsibility of the interviewer to know if this person was interviewed in the previous round. If the answer is Yes, the interviewer continues but if No skip to Section 2B. Interviewers see Question 5 on the Flap A.

QUESTION 5: This Question seek to know if the respondent is literate in any language, the interviewer should ask the respondent if He/she can read and write in any language, and record the response either Yes or No in the space provided. Any language here includes English language, local Nigerian language or other foreign languages.

QUESTION 6: This question is for every member of the household whose response is either Yes or No to Question 5, the interviewer should ask the respondent if He/She has ever attended school. If Yes skip to **Q8** and if **NO** the interviewer is to ask **Q7**.

QUESTION 7: What was the main reason you never attended school multiple responses is not required. You should probe further to know the main reason, after the response the interviewer is to skip to Question 28 for further interview.

The term 'school' includes primary, secondary and post-secondary schooling, as well as any other intermediate levels of schooling in the *formal school system*. It also includes technical or vocational training beyond the primary-school level, such as long-term courses in mechanics or secretarial work.

Schools that carry out non-formal education are also included here. Ensure that respondents understand what is meant by 'non-formal education'. A non-formal education includes religious schools, such as Quranic schools, that do not teach a full, standard school curriculum. If a school teaches religious courses but also includes the standard curriculum – such as many Catholic schools – it would be coded as a standard school.

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

QUESTION 8: The interviewer should ask the respondent at what age did him /her starts schooling. The interviewer is expected to probe further may be with stories, events and illustrations that happened for the elderly ones to assist them to recall from memory the age.

QUESTION 9 and 10: If the person has been to school, record the highest educational level completed. By printing the code for the response e.g. for person in JSS2, code 22 will be recorded for him/her. The interviewer is to probe further in QUESTION 10 to know *WHAT IS THE HIGHEST GRADE (NAME) ATTAINED?*

FROM THE EXAMPLE GIVEN EARLIER THE CODE FOR THIS QUESTION 8 WILL BE 2 THAT IS "FIRST SCHOOL LEAVING CERTIFICATE"

The highest educational qualification achieved is that attained after completing an educational level or course by sitting for the qualifying examinations. A student who dropped out from school will not achieve the qualification for that level. For instance, if one dropped out in JSS 3 then one would probably have achieved the Primary 6.

Enter the highest grade completed. If less than one grade, enter '00'. For instance, if a person has attended school but did not complete the first grade, then grade will be entered as '00'.

None: The person went to school but never completed any level

00- N1 and N2 refer to pre-school education level, i.e. before child beginning P1.

27- Lower Six refers to the old education system and this is six years of primary education.

28- Upper Six refers to the old education system and this is six years of secondary education, i.e. Three years of Junior secondary and three years of Senior secondary.

33- Modern schooling is six years in the primary school and three years secondary schooling after obtaining First School Leaving Certificate (FSLC).

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

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

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

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

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

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

34- NCE/OND: (NCE) National Certificate of Education is a certificate obtained after completion of three (3) years in college of education. (OND) Ordinary National Diploma is the certificate obtained after completion of first two (2) years in the Polytechnic.

School of Nursing: This is a certificate obtained after spending three (3) years in the school of nursing.

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

Technical or Professional Diploma: It refers to a Diploma Certificate obtained from any Polytechnic or University.

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

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

QUESTION 11: This is to ascertain respondent who were in school 2009-2010 school year. If the interview is carried out during the school year, then the question should be worded to refer to the current school year. If response is Yes indicate by writing (1) and if it is No write (2) and skip to QUESTION 13.

QUESTION 12: The interviewer should ask the respondent what type of school is household member attending. For those currently in schools, the interviewer will record what type of organization that runs the school. The field supervisor will be advised to educate him/herself regarding the types of schools in the area, as some respondents may have difficulty reporting this information. The supervisor can then assist in properly coding the type of organization from the name of the school.

Do not expend too much effort in determining exactly what type of school the individual attends. As noted earlier, unless there is obvious evidence to the contrary, one should take the respondent's answers as sufficiently accurate.

If the respondent does not understand the question, ask what the name of the school is and try to assist by probing. Typically the name of the school may/will give you enough information to determine what type of school it is. Otherwise the Supervisor will have to assist the interviewer in this response as it is expected that the Supervisor will more be conversant

11.5

QUESTION 13: The interviewer should ask the respondent if he / she are presently in school i.e. (2010/ 2011) school year. If Yes skip to Q15 but if No continue.

QUESTION 14: The interviewer should ask the respondent why He /She is not currently in school (Main Reason) only one response is required, after the response skip to Question 24.

QUESTION 15: The interviewer should ask the respondent what is the level of school he/she enrolled in this 2010 – 2011 school year.

QUESTION 16: The interviewer should ask what kind of organization runs the school he/ she are attending. Only one option is needed.

QUESTION 17: The interviewer should ask the respondent by what means does NAME go to school.

NOTE only one option is required (e.g. if a child always walks to school and just one day his friends parents drop him with a car the means of that boy is foot =code1).

QUESTION 18: The interviewer should ask the respondent how much time does it take him/her to get to school and the recording should be in minutes. If it took him between 16-30 minutes by foot the interviewer should use code 2).

QUESTION 19: the interviewer should ask the respondent if he/she received any scholarship during the 2010-2011 school years, a Yes or No response is required. If **No** skip to Question 23, but if yes continue the interview.

QUESTION 20: The interviewer should ask for an official document (if any) and copy out the amount, otherwise ask the respondents for the actual amount. The value of the scholarship for 2010 - 2011 may include one or two school years. However, the amount to be entered is the value for the year. If during the last academic year the student in question received a scholarship but is not receiving one for the current year, ask how much each term scholarship payments were, and the number of months in the past 12 months that the scholarship was received, and then calculate the total. If during the past 12 months the person had two scholarships of different amounts the total amount for each must be calculated taking into account the number of months in each case. For example, if the amount is N99, 000 then you enter it into the box provided as 99000.

QUESTIONS 21: This question seeks to know how many school years was the scholarship covers. Only academic years should be recorded not months of scholarship. If a student receives a partial scholarship for the academic year, it is counted as having some scholarship for that year. Bursary is included.

QUESTIONS 22: This question seeks to know the organisation that provides the respondent with the scholarship. Multiple responses is not allowed please probe further to get the main/major one.

QUESTION 23: These questions are intended to determine education expenses for all household members that were in school at any time during the 2010-2011 school year. These expenditures may be in cash or kind and include all amounts that falls within the last 12 months. When the respondent is unsure of the amount, you should probe and, if possible, ask for an approximate value and enter in appropriate COLUMN. In most cases, the authorities of

the school will send the parent/guardian a fee schedule, so you can ask for it and copy out the expenses under each category. But make sure that this fee schedule is for the whole academic session and not one school term. The amount should be recorded in absolute value. **IF THERE WAS NO EXPENDITURE, WRITE 0**

Note

Categories A-G: If expenditure is reported in some (but not all) of these categories then the amounts should be recorded in the appropriate column and 0 entered in the other categories where no expenditure is reported.

Category H: This category is used in order to report other education expenses that are not one of those identified in categories A-G. In entering values in columns A-G,

Category I: This category should be used when the respondent cannot individually identify the areas of education expenditure. If the amount is stated in category I, no amount should be placed in any of the other columns. The spaces of the other columns should be filled with a dash.

QUESTIONS 24- 27 SCHOOL REPETITION

QUESTION 24: The interviewer should ask if the respondent ever repeated any schooling. To repeat a class mean studying in the same grade/class for 2 or more academic session instead of promotion to a higher grade/class. If Yes primary school only use **code 1**, if Yes, secondary school only use **code 2** but if None skip to Question 27.

QUESTION 25: The interviewer should ask the respondent what was the last class He or She repeated? If the person repeats primary 6 use **code 16** and if it is JSS2 use **code 22**.

QUESTION 26: The interviewer should ask the respondent the main reason for repeating the grade specified in **Q.25**. Only one option is required.

QUESTION 27: Asks for the number of times the respondent repeated the class specify in **Q.25**.

QUESTION 28: The interviewer should ask the respondent if he/she has plans to go back to school in the next school year. The response is either Yes or if No skip to Section 3A.

SECTION 2B: EDUCATION ORIGINAL PANEL MEMBERS

This section follows up on the educational status of previously interviewed panel members. Because we have already asked them many of the questions in 2A, this section updates there schooling information. All information should be asked directly to respondents if possible for anyone 5 years and above.

QUESTION 1: The question is seeking if the respondent is presently in school. That is 2010-2011 school year. Yes or No response is required here and if Yes the interviewer should skip to **Question 3.**

QUESTION 2: The interviewer should ask the respondent why He /She is not currently in school (Main Reason) only one response is required after the response skip to Question 15

QUESTION 3: The interviewer should ask the respondent what is the level of school year did he/she enrolled in this 2010 – 2011 school year. Only one option is required.

QUESTION 4: The interviewer should ask the respondent if it is the same school he / she were attending during the 2009/2010 school year. Yes or No response is required; if Yes the interviewer should skip to Q9.

QUESTION 5: These questions seek to know while the changed is school. There are many reasons while people change school, so we want to know the reason. Only one option is required.

QUESTION 6: The interviewer should ask what kind of organization runs the school he/ she are attending. Only one option is needed.

QUESTION 7: The interviewer should ask the respondent by what means does he or she goes to school.

NOTE only one option is required (e.g. if a child always walks to school and just one day his friends parents drop him with a car the means of that boy is foot = code1).

QUESTION 8: The interviewer should ask the respondent how much time does it take him/her to get to school and the recording should be in minutes. If it took him 20minutes by foot the interviewer should use code 2 to indicate minutes.

QUESTION 9: The interviewer should ask the respondent if he/she received any scholarship during the 2010-2011 school years, a Yes or No response is required. If **No** skip to Question 14, but if yes continue the interview.

QUESTION 10: The interviewer should ask for an official document (if any) and copy out the amount, otherwise ask the respondents for the actual amount. The value of the scholarship for 2010 - 2011 may include one or two school years. However, the amount to be entered is the value for the year. If during the last academic year the student in question received a scholarship but is not receiving one for the current year, ask how much each term scholarship payments were, and the number of months in the past 12 months that the scholarship was received, and then calculate the total. If during the past 12 months the person had two scholarships of different amounts the total amount for each must be calculated taking into

account the number of months in each case. For example, if the amount is N99, 000 then you enter it into the box provided as 99000.

QUESTION 11: This question seeks to know how many school years was the scholarship covers. Only academic years should be recorded not months of scholarship. If a student receives a partial scholarship for the academic year, it is counted as having some scholarship for that year.

QUESTIONS 12: This question seeks to know the organisation that provides the respondent with the scholarship. Multiple responses is not allowed please probe further to get the main/major one.

QUESTION 13: These questions seek to know if it is same scholarship the respondent had during 2009/2010 school year. Only one option is required.

QUESTION 14: These questions are intended to determine education expenses for all household members that were in school at any time during the 2010-2011 school year. These expenditures may be in cash or kind and include all amounts that falls within the last 12 months. When the respondent is unsure of the amount, you should probe and, if possible, ask for an approximate value and enter in appropriate COLUMN. In most cases, the authorities of the school will send the parent/guardian a fee schedule, so you can ask for it and copy out the expenses under each category. But make sure that this fee schedule is for the whole academic session and not one school term. The amount should be recorded in absolute value. **IF THERE WAS NO EXPENDITURE, WRITE 0**

Note

Categories A-G: If expenditure is reported in some (but not all) of these categories then the amounts should be recorded in the appropriate column and 0 entered in the other categories where no expenditure is reported.

Category H: This category is used in order to report other education expenses that are not one of those identified in categories A-G. In entering values in columns A-G,

Category I: This category should be used when the respondent cannot individually identify the areas of education expenditure. If the amount is stated in category I, no amount should be placed in any of the other columns. The spaces of the other columns should be filled with a dash.

QUESTION 15: The interviewer should ask the respondent if he/she has plans to go back to school in the next school year. The response is either Yes or No, if No skip to Next Section

QUESTION 16: The interviewer should ask the respondent what level of school he/she would expect to complete when they completed their studies. Only one option is required.

SECTION 3A: LABOUR

Respondent: This section concerns all individual members of households who are 5 years and above. Parents or adult members of the household could answer on their behalf of children. Where some household members are absent, proceed with the interview for all those present but make the necessary arrangements to call back and continue the interview with absentee members after ascertaining the appropriate time that they would be available.

Terms and Definition

Some definitions and terminology used in the questionnaire include: -

Main occupation: This is the work to which most time is devoted when a respondent has more than one job. For instance, the main occupation for the past 7 days of a respondent who farms mostly and also goes fishing during the dry season is farming.

The last 12 months: This refers to the period of 12 consecutive months just before and including the interview day. During the interview, you should be specific. For example, if the interview takes place on March 10, 2011 then we refer to all the preceding months down to March 9, 2010.

Secondary occupation: This is the work to which much of the respondent's time is devoted after the main occupation. In the example given above, fishing would be the secondary occupation of the farmer in the 7 days. However a respondent may have more than one Secondary occupation.

QUESTIONS 1 - 3: These questions seek to capture information about the various types of work that each eligible member of household is engaged in, in the past 7 days. The respondent should answer each question. While Question 1 asks about being engaged in paid work, Question 2 seeks information about engagement in farming activity on owned or rented farm by the members of household and Question 3 ask if there is any engagement in own account work or business in enterprise belonging to him or someone in the household e.g. trader, carpenter, etc.

QUESTION 4: Interviewer should check if there is any "Yes" response in Questions 1 or 2 or 3. If there is a 'Yes' response in any of the Questions, the interviewer should skip to question 10. Otherwise, he should continue in Question 5.

QUESTION 5: Those who were not engaged in any economic activities in the past 7 days; i.e. those who answered "No" in Questions 1- 3; should indicate whether they took any step to look for job. And for those who did, the interviewer should skip to Q7.

QUESTIONS 6: The household members who did not look for work in the last 7 days should give the main reason why they did not look for job and the interviewer should thereafter skip to Q9.

QUESTIONS 7: Those who took steps to look for job should again indicate whether they were available for work in the last 7 days. For those members who were available for work, the interviewer should skip to Q9.

QUESTIONS 8: Those who were not available for work should indicate the main reason why they were not available.

QUESTIONS 9: Everybody who was not engaged in any economic activity in the last 7 days should say whether they have ever done any work for pay or profit or gain. The last time the work was done should be given and then skip to Q33. However, if no any work has ever been done, the interviewer should leave the space blank before obeying the skip to Q33.

QUESTIONS 10 - 20: Details about the status of the respondent's main occupation are asked in these questions.

For somebody who says yes in questions 1, 2 or 3, the interviewer should ask Question 10 for primary occupation in the main job. The actual description of the job the respondent is engaged in should be written, followed by the occupational code. Question 13 ask about how many months in the past 12 months did the respondent worked in the employment, question 14 ask for how many weeks in total did he/she worked in the employment and question 15 ask for how many hours he/she worked in the job in the past 7 days.

QUESTIONS 21-32: *Second Job*:

Details about the status of the respondent's second job are asked in these questions.

For somebody who says yes in questions 1, 2 or 3, the interviewer should ask Question 22 for main activity in the second job. The actual job the respondent is engaged in should be written followed by the occupational code. Question 25 ask about the number of months in the past 12 months that the respondent worked in the employment, question 26 ask for the number of weeks in total that he/she worked in the employment and question 27 ask for how many hours he/she worked in the job in the past 7 days.

QUESTION 33: The interviewer should check the addition of Question 15 and Question 27, main and second job respectively, to see if the number of work done in the last 7 days sum up to 40 hours or not.

QUESTION 34:

If the total hours worked by the respondent is less than 40 hours, the interviewer should ask whether the respondent would like to work extra hours.

QUESTION 35: This question seeks to know whether the respondent contributes to National Health Insurance Scheme (NHIS).

QUESTIONS 36 - 38: The Questions seek to know whether any household member was engaged in voluntary or social work, the area of social/voluntary work engaged in and the number of hours spent in the last 7 days on the social work.

QUESTIONS 39 - 40

These Questions seek to know the number of hours spent yesterday on domestic activities such as; collecting or chopping fire wood (or other fuel materials) as well as the hours spent yesterday collecting or fetching water for the household.

SECTION 3B: Labour Market Activity Table

Many people engage in many different jobs in a 6 month period, either at the same time (a day and a night job, or a week-day job that is different from a week-end job) or one after the other (farming during planting and harvesting, but then processing crops to make other foods or working for someone else in the off-season). The only Question seeks information on the three primary labour activities that the respondent's engaged in over the past six months (i.e. from September 2010 – February 2011). The code should be entered in order of priority for each month.

SECTION 4A HEALTH

A key aspect of household welfare is the ability to seek and have access to medical care when required. This section contains health condition (b) activities of daily living and pre-natal care immunization and nutrition.

Respondent: This part should be administered to each member of the household but parents or guardians can answer for young children. While respondent 12 years and older should respond for themselves.

QUESTIONS 1-14 REFERENCE PERIOD IS FOUR WEEKS AND QUESTION

QUESTIONS 15 – 21 REFERENCE PERIOD IS 12 MONTHS.

Several skip instructions were introduced and Interviewer should STRICTLY FOLLOWED THE SKIP INSTRUCTION

GENERAL HEALTH CONDITION

QUESTION 1: This question seeks to find out whether the respondent made a visit to a health practitioner to be examined for treatment. This question is asked for all household members, regardless of whether or not they were reported as being recently sick or not in the last 4 weeks. If a mother took her child for health consultation, the affirmative response will be recorded for the child, not the mother.

NOTE : If the response is NO the interviewer is expected to skip to Question 3, but if the response is YES Question 2 should be asked to know the reason(s) did he/she consult this person. Maximum of three responses is expected e.g. if the first reason is chronic illness (4) and second one is accident (5) and the third is new injury (7), the recording should be as follows under reason 1 you will record (4) reason 2 (5) and reason 3 (7). If the response is not up to 3 records whatever was mentioned by the respondent

QUESTION 3: This seeks to find if the household member was ill or injured in the last four weeks? If YES illness/injured the interviewer. e.g. if the respondent suffers both injury and illness within the reference period the interviewer should probe to get the most serious one from the respondent and record the appropriate code and proceed to Question 4. But if the response is NO (3) skip to Question 13.

QUESTION 4 and 5: Asks if illness/injury made household member stop or was unable to undertake his/her usual activities in question 4 (refer to the injury mentioned in Q.3). If YES ask how many days in QUESTION 5 and record e.g. if five days record (5). The usual activities include either work or school. If the response is NO skip to Question 6

NOTE: Usual activities refer to the activities or activity (or work) that the respondent spends most of his/ her time doing.

Here the interviewer will probe to get the number of work or school days missed by the sick or injured person, in the previous four weeks. If the illness/injury did not affect member (i.e. miss work or school) record ZERO (0).

QUESTION 6-8: These questions are for those persons who sought advice or treatment from a health provider. The questions seek to find out whom the respondent visited (health practitioner) during illness/injury in Question 7. If two or more consultations only two types is required in question 8 and the type of establishment must tally with Question 7.

The interviewer will need to determine from the respondent in what type of place the provider was located. For example, if the person consults a doctor in a hospital, the interviewer will need to determine whether it is a Federal, State, Local government. hospital etc The interviewer is expected to record the type of establishment for each place mention in Question 7. The visits must be linked to QUESTION 6 (i.e. health practitioner visited), mind you for somebody who visited a traditional healer you are not expected to record federal, state or local govt hospital.

Consult a health practitioner means to be examined by a Doctor, Medical Assistant, Nurse, Pharmacist, Midwife, Traditional healer or other health practitioners to discover what illness the person is suffering from in order to prescribe treatment. Consultation is the visit made for the purpose of being examined by a health practitioner

Traditional healer refers to one who uses medicinal herbs and plants to treat patients. Even defined further a traditional healer may also use signs, prayer or folk remedies. Traditional healers are concerned with treating the whole person, focusing on family and social relationships. The traditional healer's approach is a holistic one, with the mind, body and spirit being regarded as special elements in the healing process. This is in keeping with the World Health Organization's definition of health, which states that: "health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity. It is handed down verbally from generation to generation.

A doctor is physician who examines, diagnose, and treat patients.

A nurse can be synonymous to a physician assistant examine, diagnose, and treat patients under the supervision of a physician. A person educated and licensed to practice nursing and one who is concerned with the diagnosis and treatment of human responses to actual or potential health problems

Medical assistants are referred here are licensed health care workers who perform the administrative and clinical tasks that keep the offices of health practitioners running smoothly.

A midwife is a person; usually a woman but can be a man, is one who is trained to assist women in childbirth, i.e. the person serves as an attendant at childbirth but is not a physician.

A pharmacist is a person prepared to formulate and dispense drugs or medications. The pharmacist has formal training through completion of an accredited university program in pharmacy. Licensure is required upon completion of the program and prior to serving as a pharmacist.

Patent medicine vendor (PMV) supplies a large portion of the drugs used by the public in African countries to treat illnesses. But the formal health establishment often views their activities with alarm. One way to improve the quality of the PMVs' contribution to primary care is through training, since no formal course is required of them before they are issued a license by the government. They are similar to pharmacist but with no formal training and are more like salespeople selling medicine to people. They are in fact similar to kiosk medicine vendors.

A Traditional Birth Attendant (TBA) is one who assists the mother during childbirth. She may have acquired skills by delivering babies herself, or through apprenticeship from other TBAs.

Dispensary, health centre or health post is typically the lowest level of care, or first point of entry into the health system.

Pharmacy is a retail shop where the predominant product sold is mainly medicine but at times other articles are sold and a pharmacist is in sight. This does not include kiosks where a pharmacist is not available. One may have a prescription or ask the pharmacist to prescribe medication.

MCH post is a Maternal and Child Health post. Main function concerns health status of mother and children.

Consultant home refers to medical practitioner home.

Other refers any other classification not stated above and includes over-the-counter purchases in kiosks through self-prescription.

Federal Govt is a union comprising a number of partially self-governing states united by a central ("federal") government.

State Govt is the self-governing status of the state and is a component of the federal government. It is the second hierarchy of the government.

Local Govt is the political administration of the smallest subdivisions of a country's territory and population. It is the third level of the government.

Community based run health facility may be public or private as they are managed by the community. However, most community run facilities are public institutions.

Religious Body is a facility managed and supported by a church (religious) organisation. The question does not ask denomination or sect so interviewer must be very careful when probing for a response.

Corporate Organisation is an institution that owns and manages the health facility. Example is Central Bank Staff Clinic, Chevron clinic

Institutional are institutions that run health facilities. Examples are University of Abuja Staff Clinic. These institutions provide health care for their employees but may open up to the rest of the public by offering medical services.

Non-Governmental Organization (NGO) is said to include a wide range of local organizations that are recipients of both local and foreign assistance. It is a voluntary non-profit grouping of individuals with a purpose of enhancing the legitimate economic, social and/or cultural development organization e.g. Society for Family Health.

Private refers both to Group Partnership (group of people or entities that come together to open and manage a health facility jointly) and Individual (sole) is a health facility owned by one person.

Market refers to a place where buying and selling of goods happens.

PAYMENT FOR CONSULTATION

QUESTION 9-21: These questions are for those persons who sought advice or treatment from a health practitioner. These ask how member paid for most of individual's consultation. Only one response is required. Probe to get the accurate response

QUESTION 9: The amount in this question refers to only FIRST consultation fee,(i.e. the money paid before you see the doctor it includes payment made for card). This does not include money for drugs, or any medical text.

QUESTION 10: The amount in this question refers to only the FIRST consultation transportation costs two-way (going and returning to household).

QUESTION 11 and 12: Question 11 seek to know How long does it takes to travel to your first consultation, while Question 12 ask how long do you have to

wait to be attended to by your health provider (Question 11 does not include time you have to wait before you were been attended to while question 12 does not include travel time either.) this question refers to only the **FIRST** consultation

Example: -

- If time taken was is less than 60 minutes enter 0 in the HOURS column and 55 in the MINUTE column.
- If 1 hr 20 min, then enter 1 under the HOUR column and 20 under the MINUTE column.

NOTE : The amount should be written in absolute figure e.g. if the amount spent is five thousand the interviewer should record as 5000 also the respondent might have consulted more than one provider please endeavour to probe further to get the first health provider he/she had used. If the respondent cannot get his calculation right the interviewer should assist him/her to get the accurate time and amount spent.

QUESTIONS 13-14 COSTS OVER THE COUNTER.

QUESTION 13 and 14: This question asks if member purchased drug over the counter, kiosk or from Patent Medicine Vendors (PMV) while QUESTION 14 asks the total amount spent. the amount should be written in absolute figure

If NO in QUESTION 13, skip to QUESTION 15

QUESTIONS 15-21: REFERENCE PERIOD IS 12 MONTHS preceding date of interview.

QUESTION 15-16: Those admitted also refer to persons detained by medical practitioner, traditional or spiritual healers as long as they had spent at least one night there. if YES in Question 15 then ask Question 16 how many nights he/she stayed e.g. if five night it should e recorded as 5

To be *Admitted (hospitalised)* in a health facility means to stay in a health facility or centre (hospital, clinic, dispensary, or traditional healing canter etc.) for at least a period of one night on the recommendation of a consulted health practitioner for treatment. This does not include healthy people staying or sleeping in the hospital/ premises to attend to sick relatives or a woman who went to deliver a baby, but a pregnant woman that was admitted due to illness is included. If the response is NO skip to Question 18

QUESTION 17: This amount includes all costs accrued due to admission excluding consultation fees and cost of medicines. That is consultation cost and medicines are not included in the admission charges.

QUESTION 18: *Medicine and medical supplies* include tablets, capsules, syrups, bandages, plaster, cotton and any item used for the purpose of treatment in the last 12 months. If response to Question 18 is NO skip to Question 22A or else ask Question 19 to know the total cost.

QUESTION 20: Ask the respondent for the person who paid for most of the expenses incurred from the consultations, treatment, admission, and for the purchases of medicine and medical supplies in the last 12 months if any but if none that is you paid yourself then code appropriately.

QUESTION 21: Ask the respondent apart from what was paid from others how much did you pay out of your own pocket for medical expenses. Note this does not include any medicines or medical supplies or drug over the counter. Also if all expenses are paid by the respondent then the amount spends by him/her should be recorded OR ELSE LEAVE SPACE BLANK.

ACTIVITIES AND FUNCTIONING

Developmental disabilities are a diverse group of severe chronic conditions that are due to mental and/or physical impairments. This question includes both physical and mental disabilities and is meant to capture conditions, which are permanent. Physical and mental disabilities to be considered here are those which prevent the person from maintaining a significant activity or schooling. This may be some physical impairment of limbs, a physical disease, or mental illness, which renders the person incapable of pursuing a significant activity. Note: someone who is temporarily disabled due to a broken leg would not be considered disabled their impairment is temporary.

Respondent: This part should be administered to each member of the household but parents or guardians can answer for young children.

Some people have difficulty in doing certain activities. The term “difficulty” has broad applicability. This term may cover components of quality, quantity, time required and assistance required performing the tasks or actions mentioned. Persons with very mild limitations are sometimes unsure as to where to draw the line between a “real difficulty” and normal change associated with aging. However, as the severity of the difficulty increases, the uncertainty diminishes.

This asks general questions on daily activities. It asks if household member has difficulty in performing his day to day tasks. Probe and code appropriately.

QUESTIONS 22A-22E: is an affirmative question and interviewer is not expected to leave any of the question blank (i.e. No skip instruction to be observed) the response is either YES=1 or NO=2 and you are not expect to record both options

Autism Spectrum Disorders (ASD) is defined as a constellation of behaviors indicating social, communicative, and behavioral impairment or abnormalities. The essential features of ASD are (a) impaired reciprocal social interactions, (b) delayed or unusual communication styles, and (c) restricted or repetitive behavior patterns. A child is included as a confirmed case of ASD if he or she displays behaviors as described by a qualified professional. A qualified professional is defined as an educational, psychological or medical professional with specialized training in the observation of children with developmental disabilities (e.g., special education teacher, clinical/developmental/school psychologist, speech/language pathologist, learning specialist, social worker, developmental pediatrician, child psychiatrist, and pediatric neurologist).

Cerebral palsy refers to a group of disorders that affect a person's ability to move and to maintain balance and posture. It is due to a non-progressive brain abnormality, which means that it does not get worse over time, though the exact symptoms can change over a person's lifetime. The impairment of motor function may result in paresis, involuntary movement, or in coordination and does not include motor disorders that are transient, that result from progressive disease of the brain, or that are due to spinal cord abnormalities/injuries. Children with cerebral palsy are known by being (a) diagnosed as having cerebral palsy by a qualified physician or (b) identified by other qualified professionals as having this disability on the basis of physical findings noted in source records. A qualified professional is defined as a physician, physical therapist, occupational therapist, nurse practitioner, or physician's assistant who specializes in developmental disabilities, neurology, orthopedics or pediatrics. A determination is made by medical staff that the physical findings are consistent with a diagnosis of cerebral palsy.

Mental retardation is defined as a condition marked by an intelligence quotient (IQ) of ≤ 70 on the most recently administered psychometric test. In the absence of an IQ score, a written statement by a psychometrics that a child's intellectual functioning falls within the range for mental retardation is acceptable. The severity of mental retardation is defined according to some standards and this question does not ask or require the degree of retardation/illness.

Vision impairment means that a person's eyesight cannot be corrected to a "normal" level and is measured visual acuity of 20/70 or worse, with correction, in the better eye. Vision impairment may be caused by a loss of visual acuity, where the eye does not see objects as clearly as usual. It may also be caused by a loss of visual field, where the eye cannot see as wide an area as usual without moving the eyes or turning the head. In the absence of a measured visual acuity, a child is considered a case if a source record

includes (a) a functional description, by a qualified physician or vision professional, of visual acuity of 20/70 or worse (e.g., light perception only) or (b) a statement by a qualified physician or vision professional that the child has low vision or blindness.

Hearing loss is defined as a measured, bilateral, pure-tone hearing loss at frequencies of 500, 1000, and 2000 hertz averaging 40 decibels (dB) or more, unaided, in the better ear. In the absence of a measured, bilateral hearing loss, children meet the case definition if their source records include a description, by a licensed or certified audiologist or qualified physician, of a hearing loss of 40 dB or more in the better ear.

Intellectual disability is characterized both by a significantly below-average score on a test of mental ability or intelligence and by limitations in the ability to function in areas of daily life, such as communication, self-care, and getting along in social situations and school activities. Intellectual disability is sometimes referred to as a cognitive disability or mental retardation. Children with intellectual disability can and do learn new skills, but develop more slowly than children with average intelligence and adaptive skills. There are different degrees of intellectual disability, ranging from mild to profound and can be defined by their intelligence quotient (IQ), or by the types and amount of support they need.

QUESTIONS 23-33: Ask does the person have difficulty in doing certain activities. Such as, seeing even with glasses (Q.23), Hearing even when wearing hearing aids (Q.25), walking or climbing steps (Q.27), remembering or concentrating (Q.29), self care (Q.31) and communication in Q. 33. If any response to any of these questions is YES some, (2) a lot (3), or cannot do (4), the interviewer is to ask the next question (which says how old you are when the difficulty started).

NOTE: If the difficulty started from birth or not up to a year the interviewer should record (0).if it started when the respondent was two and half years the interviewer should considered the last birthday before the problem started the interviewer is to record (2) under age. But if the response to the questions is NO (1) the interviewer should follow the skip pattern.

QUESTION 35: interviewer should check columns 23, 25, 27, 29, 31, and 33 if respondent has no difficulties skip to Questions 37 but if respondent has some difficulties ask if the difficulty reduces the amount of work he/she can do at home, at work, or at school. E.g. if the respondent has difficulty in hearing and **sometimes (2)**, it reduce his/her work **in school** and **all the time (1) at home** the interviewer will record will record (2) under at school and (1) under at home but if the respondent is not going to school or work record (4) where we have such. if the disability is not affecting him/her record (3).

QUESTION 36: Ask this question from respondent who responded YES in Colum 23, 25, 27, 29, 31 (i.e. has difficulty)if and He/she has taken any measure to improve his/her performance

Brace an orthopedic appliance that holds or support part of the body.

CANE A walking stick, a stick that people use to help them walk.

FRACTURE A break in a bone

ABRASION Is the process of wearing away by friction or an area on the skin, or some other surface of the body that has been damage by scraping or rubbing.

BRUISE A tender area of skin discoloration caused by blood leaking from vessels damaged by pressure or impact.

LACERATE To cut or gash the skin so that the wound is deep with irregular edge

DISLOCATION Is the displacement of a body part especially of a bone from its usual fitting in a joint.

SEIZUREA sudden attack of an illness or condition, especially of the kind experienced by people with epilepsy.

AUTISM Is a condition disturbing perceptions and relationship. A disturbance in psychological development in reaction to stimuli and interpretation of world.

BRAILLE Is a writing system for vision- impaired or sightless people, consisting of pattern of raised dots that are read by touch.

TREATED BED NETS MODULE

It is recognized that consistent use of insecticide-treated mosquito nets (ITN) decreases the incidence of clinical malaria and malaria-related deaths, especially in very young children and pregnant women. Consequently, many countries are now instituting programmers that promote the use of ITNs. There are various types and brands of mosquito nets. Some require regular treatment with insecticide. Others are factory-treated and do not require re-treatment for 6 to 12 months (pre-treated) or 36 months (permanent type).

The information in column 37 requires the individual net information in the household. This seeks to find out the types of bed nets that household use to sleep yesterday if the response is NO=2 skip to Q.40 if the response is YES=2 you should proceed to the next Question and ask how the informant obtains the bed net if given for free the interviewer should skip to Question 40, but if the bed net was purchase the interviewer should ask in Q.39 to know the cost. The price should be written in absolute value

NOTE: If the respondent is not sure of the types of bed net the interviewer should probe to get the correct response, try to observe the net, if possible. All bed nets should be included including the ones used by the little babies

FAMILY PLANNING MODULE

QUESTION 40 AND 41 FAMILY PLANNING TO BE ADMINISTERED TO BOTH MALE AND FEMALE AGE 12 YEARS AND OVER

NOTE: if one of the spouses is using family planning with His/her spouse it is assumed that the family planning is for both spouse.

Other methods provide ongoing protection without daily or regular action by the woman. Contraceptive injections may be administered 2 to 6 months earlier and still provide protection. Implants provide protection for up to 5 years or until removed. An IUD protects against pregnancy until it is removed or expelled.



Female sterilization: Also known as tubal ligation or tubectomy. It involves a surgical operation that cuts and ties separately the fallopian tubes (i.e. the female ducts through which the female egg passes into the womb after being released from the ovaries) with the aim of preventing fertilization by the sperms.

Male sterilization: It is also known as Vasectomy. It involves a surgical operation to cut, and tie separately the vas deferens (i.e. the male ducts which conduct sperms) with the aim of preventing the sperms from entering the womb during sexual intercourse.



I.U.C.D: It is the abbreviated version of Intra Uterine Contraceptive Device. It is a special loop or coil which is inserted into the womb to prevent sperm from fertilizing the female egg after sexual intercourse.

Douche: It involves the use of syringe to wash the vagina with water or chemical solution immediately after intercourse with the aim of preventing the sperm from fertilizing the ovum.

Abstinence: It is a non-scientific method of birth control which involves staying away from sexual intercourse either permanently or for a period of time.

Withdrawal: It involves the man withdrawing before ejaculation during sexual intercourse.

Rhythm: It is a non-scientific method of birth control which involves deliberate avoidance of sexual intercourse during the "unsafe period" of a woman's menstrual cycle but indulging in the sex act during her "safe period". Safe period is that period outside the woman's ovulation period.

DIAPHRAGM: A dome-shaped rubber or plastic contraceptive device for women, placed inside the

Vagina over the entrance to the womb to prevent sperm from entering.

NORPLANT: Trademarks for a removable skin implant dispensing a long- term contraceptive drug.



Note that vasectomy and tubectomy are different from other surgical operations on the male or female organ for other purposes.

PRE-NATAL CARE MODULE

QUESTIONS 42 is for the interviewer consumption you I not expected to read to the respondent if the respondent is between age 12years and older record 1 , and 2 for age's 0-11years if the respondent is between the age 12years and above the interviewer is to proceed to next questions.

QUESTION 43-49: This is to be administered to only women age (12years and older)

QUESTION 43: Ask if the woman has ever been pregnant, even if the pregnancy does not result into birth (even if for one month)

QUESTION 44: This refers to sons and daughters who are alive but not living with the woman. For example, one or more of her children may be living with a relative, staying in a boarding school, been given up for adoption, or may be grown-up children who have left

home. Make sure the respondent is not reporting dead children in this question. If none record 0

QUESTION 45: This is a very sensitive question the interviewer should be VERY tactic and pray first before asking this question. If none record 0

QUESTION 46- 49 Ask if the woman is currently pregnant do not assume, if she says YES ask if she had register with any health clinic If she says YES then ask how many times she goes to clinic in a month e.g. if she said 3 times record 3 in the space provided.

NOTE:

The first day she went to register with a clinic counts so therefore (0) is not expected in Q.48.

QUESTION 50: REMEMBER THIS IS A SENSITIVE QUESTION.

The interviewer is to ask the respondent in the past 12 months did she give birth to a child even if the child is born dead. Still births, miscarriages are not to be included.

Live birth: It is one in which the new born baby or infant showed signs of life, by crying or breathing even if it died shortly afterwards.

Still birth: It is an infant which showed no sign of life when born.

Miscarriage: It is a spontaneous involuntary abortion during the first six months of pregnancy

ANTHROPOMETARY

QUESTION 51: this is for the interviewer check the age of the entire household member from the FLAP and record 1 for children 0-4 years and 2 for persons age 5years and above

ANTHROPOMETRY MODULE¹

weights and heights of all eligible children under five in the household will be measured after all the questionnaires for children under five are completed. however, if some respondents or children have to leave the household before all questionnaires in the household have been completed, or if a call-back has to be made to interview another respondent, it is best to complete the measurements on those children who are present.

¹For more details on anthropometric techniques, see *Assessing the Nutritional Status of Young Children*, DP/UN/INT-88-X01/8E, New York: UN National Household Survey Capability Programme, 1990; *Demographic and Health Surveys Interviewer's Manual*, DHS-II Basic Documentation-4, Colombia, Md: Institute for Resource Development, 1990; and *How to Weigh and Measure Children*, DP/UN/INT-81-041-6E, New York: UN National Household Survey Capability Programme, 1986, a summary of which is included in Appendix Five of this manual.

measurement of heights and weights will be the responsibility of supervisor to be assisted by the interviewer each team will have one set of measuring boards and weighing scales. therefore, once you have completed column 45 if you have a child between 0-59 months in the hh be ready to start anthropometric measurements, you should call upon supervisor to join you in the household, together with the equipment.

in some cases, the entrance of supervisor to the household may not be possible; in such cases supervisor is to measure the child outside, if allowed in interviewers may perform the measurements inside the household, with the assistance of the mother.

each child will be weighed and measured, and the results will be recorded in his/her column. be sure the weight for each child is recorded on the correct column.

Procedures for weight and height measurements and how to record

Weight Measurement Method

- *Always explain the weighing procedure to the mother. The child should be weighed completely nude. Ask for the mother's authorization and help to undress the child.*
- *Always set the scale on a flat solid surface. If the ground is sand or the scale is instable for other reasons, place the scale on a flat piece of wood to ensure proper function.*

The digital scale can be used to weigh children in two different ways:

1. Children who can stand on their own can be weighed by stepping on the scale and standing unsupported.
2. Babies and young children can be weighed in the arms of an assistant or of the mother. This second way is called "weighing with adjusted calibration".

Preparation for the use of the scale

1. Remove all packaging material from the underside of the scale.
2. Put the batteries in to the scale.
2. Place the scale on a hard and flat surface (board, concrete or solid ground). Soft or



irregular surfaces would cause errors in the weight measure.

3. The scale will not function if it is too hot. It is best to place it in the shade out of direct sunlight. If the scale becomes overheated, place it in a cooler space and wait for 15 minutes before reusing it.
4. Handle the scale carefully:
 - Do not drop or let the scale fall.
 - Do not weigh people over 150 kg.
 - Do not store the scale in a hot place or expose it to sun for long periods.
 - Protect the scale from excessive humidity.

The battery scale has an on/off button in the battery compartment under the machine. Turn it off when not in use. Remove the batteries from the scale if the scale will not be in use for a long time.

Cleaning

To clean the scale, wipe the surface with a wet cloth. Never immerse the scale in water.

Figure 2- Weighing with Adjusted Calibration

Double weighing also known as “weighing with adjusted calibration”

To weigh a young child, you must first weigh the mother or assistant, tare the scale to zero, and then weigh the adult and child. The scale will automatically calculate the weight of the child.

To weigh a child with this method you must use the Mother-and-Baby function.

- Ensure that the scale is on.
- Wait until the zeros in the screen stop flashing .



- Have the mother step on to the scale without the child to take her weight.
- Press the Mother-and-Baby key to activate the special tare function.

The display returns to zero and the scale is ready to take the weight of the child.

NOTE: THE PERSON MUST REMAIN STILL WHILE ON THE SCALE.

- Have the mother take the child into her arms. The accurate weight is shown when the numbers in the display stop blinking (after about three seconds).

The Mother-and-Baby function remains switched on until the Mother-and-Baby key is pressed again or the scale switches off.

The measurer reads the measure out loud, the assistant repeats the measure while it is recorded in the questionnaire. The assistant double checks the correct recording of the weight measure.

Weighing with calibration: important notes

- The weight of the person who will hold the baby has to be shown (and immediately calibrated) before they are given the child to be weighed.
- Only the person whose weight has been tarred can hold the baby to be weighed.

Problems with digital scales

What to do if ...

1. No weight is displayed when there is someone on the scale
 - Check if the scale is switched on?
 - Check if the batteries are still charged?
2. The scale keeps switching on during transport for example.
 - Ensure that the switch inside the battery compartment is set to OFF when the scale is not in use.
3. The scale displays a weight, not zero after transportation or installation of new batteries
 - Wait until the scale switches off automatically after 2 minutes. The scale then should work normally after.
4. The zeros do not appear on the screen before weighing.
 - Start the scale again after it switches off automatically. Ensure there is no weight on the scale.
5. ----- appears on the screen.
 - Start the scale again after it switches off automatically. Ensure there is no weight on the scale.
6. The screen shows a battery image.
 - Battery power is running low .Change the batteries in the coming days.
7. BATT appears in the screen.
 - The batteries are empty. Change the batteries.
8. STOP appears in the screen.
 - Maximum weight of 150kg has been exceeded.

9. TEMP appears in the screen.

- The temperature for use of the scale is too high or too low to ensure proper function. Allow 15 minutes for the scale to cool and try again.

10. The screen displays **E** and a **number**.

- Start the scale again after it switches off is no weight on the scale. If the scale change the scale out with the spare.



automatically. Ensure there continues to not work,

Height Measurement Methods

Always explain to the mother the height measurement procedure. **Note that you will need to remove shoes and any hair pieces or braids in order to accurately measure the child.**

HEIGHT OR LENGTH

Standing height

For children 24 months of age or older (see Figure 3 below).

1. Supervisor or interviewer: Place the board vertically and against a wall, table or other support. Ensure that the board does not wobble or feel unstable.

2. Supervisor or interviewer: Ask the mother to take the child's shoes off and to undo any braids or hair decorations that could interfere with the height measurement. Ask her to bring the child to the board and to kneel directly in front of the child in order to maintain eye contact.

3. Interviewer: Kneel on the right hand side of the child and ensure that the child is standing straight on the board.

4 supervisors: Kneels on the child's left (Arrow 3). This allows the measurer to be at the correct position to adjust and measure the child correctly. If either the assistant or measurer is standing they are NOT FOLLOWING the proper methods and will not make correct measures.

5. Interviewer: Put the child's feet flat and joined at the centre and against the back and base of the board. Put your right hand just over the child's ankles to ensure that the child does not stand on his/her toes (Arrow 4), and your left hand on the child's knees to ensure that the legs are held straight and the knees are not bent (Arrow 5) and to hold gently against the board. Verify that the child's legs are straight and that the heels and the calves are against the board. Inform the measurer when you have finished positioning the feet and legs and are ready for the measure.

6 supervisors: Tell the child to look straight ahead towards his/her mother, who should be in front of him/her. Ensure that the child's line of vision is parallel to the ground (Arrow 8). Put your open hand on the child's chin. Close your hand gradually (Arrow 9). Do not cover the child's mouth or ears. Ensure that his/her shoulders are at the same level (Arrow 10), hands on the side and not gripping to the height board (Arrow 11). Ensure the head, the shoulder blades and the buttocks are against the board (Arrows 12, 13 and 14). With your right hand, lower head piece to the child's head. Make sure you're pressing on the child's hair (Arrow 15).

SECTION 5 CHILD IMMUNIZATIONS

The mother / care taker is to respond for each child one year and under

COLUM 1 and 2 is for interviewer consumption do not read it out is just to guard the interviewer on what to do

QUESTION 3: ask if (NAME's) mother regularly go to a health clinic when she was pregnant with (NAME) if YES OR NO the interviewer will ask Q. 4 where she delivered and who assisted her during delivery in Q. 5

NOTE

QUESTION 5: if person who assisted during delivery is more than one the respondent should record the one with highest skill e.g. if she said nurse and auxiliary nurse the respondent is to record option 2 (trained nurse and midwife)

QUESTION 6: Ask if the child was weigh if she said yes probe to get the weight of the child, sometimes the weight is written on the card issued for the baby on the day of delivery, If she can't remember ask her for the card and record from the card e.g. if the weight is 3.7kg the interviewer should record it as 3.7 in the space provided. If the respondent don't know record 99

Birth weight is defined as the weight taken immediately after birth or within the first 24 hrs of life.

For example, where birth is at home and immediately after child is taken to hospital, then this is assumed to be birth weight. If mother takes child to hospital one day or week later, this is not weight at birth.

IMMUNIZATION

This module is used to obtain information for children one year and below who have/not received bcg, dpt3, opv3, measles and other immunizations.

Immunization is a way of protecting children against serious diseases. A child who is not vaccinated is more likely to suffer illness, become permanently disabled or become undernourished and die

Vaccination book or card" refers to any official document (usually a small booklet or folded card) which indicates among others the child's name, age and the type of vaccinations he or she has ever received. Inside this booklet or card you will see the number of times the child has

been vaccinated against the illness or disease listed with the dates he received the vaccinations. Sometimes a child needs more than one vaccination to acquire full immunity. For every disease A list of vaccines is listed. This can be from mother/caregiver memory. Be careful to probe, as respondent may not be familiar with the different types of vaccines.

Copy vaccine information from vaccination book or card if provided and record accordingly.

NOTE: only YES=1 OR NO=2 answered is required here the **day, month and year** must not be recorded in the space provided

For women who cannot provide their card the interviewer should take his/her time to explain each vaccine and how it is given

SEE THE TABLE BELOW

Approximate times when to immunize	Vaccine	How is it given
At birth	BCG	Upper left arm
	Hepatitis B	Thigh
	Oral polio OPV	In the mouth
6 weeks	Hepatitis B1	Thigh
	Oral polio OPV1	In the mouth
	DPT 1	Thigh
10 weeks	Hepatitis B2	Thigh
	Oral polio OPV2	In the mouth
	DPT 2	Thigh
14 weeks	Oral polio OPV3	In the mouth
	Hepatitis B3	Thigh
	DPT 3	Thigh
9 Months	Measles	Upper left arm
	Yellow fever	Upper right arm
9 – 15 Months	Vitamin A	In the mouth

DPT (DIPHTHERIA PERTUSSIS & TETANUS) and POLIO: The first dose of DPT and POLIO vaccination is given at 6 weeks, the second dose at 10 weeks and the third dose at 14 weeks. This means that those aged between 6 and 9 weeks should have received one DPT/Polio vaccination while those between the ages of 10 to 13 weeks should have received two such vaccinations. A child who is 14 weeks and above should have had 3 doses of DPT/Polio to complete this vaccine set. (Note that in some cases the first dose of this vaccination is given at birth).

MEASLES: The vaccination against measles is given only once at the age of 9 months although some children receive it at the age of 7 months.

BCG: Easy way to detect if BCG has been administered is a scar on the arm or shoulder, this Offers partial protection against some forms of tuberculosis and leprosy. BCG vaccine is also given to the child only once in the first week after birth. Interviewers must keep in mind the age of the child when recording the responses. E.g. a child that is 6 months and the woman said the baby has been immunize against measles this *is not correct*

BREASTFEEDING

QUESTION 20: If a child is currently breastfed the interviewer should skip to Question 22 but if the response is NO=2 then Q 21 must be asked

QUESTION 21: This question asks if the child has ever been breastfed. Being breastfed' is defined as putting the child to the breast at least once a day.

QUESTION 22: The interviewer is to describe first milk to the woman i.e. the yellow breast milk that comes out immediately after delivery. if the baby does not receive the breast milk i.e. NO =2 the interviewer is to record 2 and ask Q.23 the reason why the baby did not received it but if her response is YES =1 skip to Q. 24

QUESTION 24: Exclusive breastfeeding is given a child only breast milk for 6 months without water, herbal tea, or any liquid except vitamins, medicine or ORT if a child mother's response is 6 months or more skip to Q.26 or else continue

QUESTION 26: The purpose of these questions is to determine what liquids or foods the child was given. Make sure that the respondent understands the question, particularly what is meant by 'yesterday, during the day or night'.

If the mother/primary caregiver does not know the answer, repeat the question using other local words for the fluid or food. List all that is applicable by using comma to



differentiate. If the answer is 8 (i.e. only breast milk) skip to Q. 28.

QUESTION 27: complementary foods mean any other food apart from breast milk that was given to the child e.g. liquid food semi liquid or solid foods. The age should be recorded in months e.g. if the child started eating it at 7 months the interviewer is to record (7) DO NOT INCLUDE MONTHS

QUESTION 28: Ask the woman has the child been given anything to drink from bottle with a nipple or teat/ is either YES=1 or NO=2.

SECTION 5: INFORMATION AND COMMUNICATION TECHNOLOGY (ICT):

RESPONDENTS ARE 10 YEARS AND OLDER

Introduction:

Definition and Concepts:-

Information and Communication Technology (ICT) is an umbrella term that includes any communication device or application encompassing: radio, television, cellular phones, computer and network hardware and soft ware, satellite systems and so on as well as the various services and applications associated with them, such as video conferencing and distance learning. The importance of ICT lies less in the technology itself than in its ability to create greater access to information and communication in underserved populations.

Information and Communication Technology (ICT):

Some information and communication equipment have been listed. Ask whether any member of the household owns or has access to or does not have each of the equipment. No item should be left blank. It should be noted that the household information on ICT will be used to cross check the information that will be given on individual household member information on ICT. If a household owns particular equipment, then it automatically has access, but on the other hand, the household may have access without necessarily owning the equipment.

Columns 1 – 3 Ownership, Access and Number of Radio owned:

Find out if respondents personally owned and number owned. Note if not owned verify if respondents have access. (Print appropriate option i.e. 1 or 2)

Columns 4-7 Ownership, Access, Preferred Three (3) TV stations, and Number of

Television owned:

Find out if respondents personally owned and number owned. If not owned verify if respondents have access. Note if owned or have access ask for preferred 3 TV stations in order of preference. (Print appropriate option i.e. 1 or 2).

Columns 8 – 10 Ownership, Access and Number of Mobile Phone owned:

Find out if respondents personally owned and number owned. Note if not owned verify if respondents have access. (Print appropriate option i.e. 1 or 2).

Columns 11-13 Ownership, Access and Number of Personal Computer owned:

Find out if respondents personally owned and number owned. Note if not owned verify if respondents have access. (Print appropriate option i.e. 1 or 2).

Columns 14-38 Ownership, Access, Main Source of Access and use of Internet:

Find out if respondents personally owned or have access to internet, source of access and what he/she uses the internet for. (Print appropriate option i.e. 1 or 2).

NOTE: Ensure all skip instructions are strictly adhered to

SECTION 6: REMITTANCES

This section captures information on income of the household through remittance. A **remittance** is the transfer of money by a foreign worker to his or her home country. Remittances contribute to economic growth and to the livelihoods of people worldwide. Moreover, remittance transfers can also promote access to financial services for the sender and recipient, thereby increasing financial and social inclusion.

Respondent: The respondent are all household members 10 years and older currently living in the household.

Question 1: This question seeks to know whether any member of the household received any monetary gift or an-in-kind gift from abroad in the past year. If yes, you code 1 in the row against the item or otherwise code 2 and skip to Next person.

Question 2: You are to ask only those that answered Yes (1) in Question 1, and are for monetary gift only. If yes; you code 1 in the row against the item or otherwise code 2 and skip to question 6.

Question 3: You will write down here, the total value of the amount of monetary gift received and it should be in Naira.

Question 4: You will write down here, the total value of the amount of monetary gift received but this should be in Foreign Currency equivalent.

Question 5: You should write down the unit of the foreign currency by writing the code

Question 6: Apart from monetary gift, it may be possible respondent received a gift in kind, this is captured here. If yes, you code 1 or otherwise code 2 and go to next person.

Question 7: You will write down here, the type of gift that was received by selecting the code corresponding to the gift item.

Questions 8: The interviewer should record the estimated value of the gift in kind received by the respondent and this should be in Naira.

SECTION 7: HOUSEHOLD ASSET SALE AND ACQUISITION

This section captures information on the household assets sold, purchased, and received as a gift by any member of the household in the last 6 months. We want to study the changes that have taken place since the last interview. It is most likely that some households have acquired some new household assets, which did not exist during the first visit. Therefore, we want to have an update on household assets. Before embarking on the second visit, which is post harvest interview, there is need for interviews to study the same assets captured in a household during the first visit in this current questionnaire. Since the current questionnaire has been prefilled with some items. What interviewers should do is to mark out those items captured in a particular house during the first visit and go through with Questions 1- 8 in this current questionnaire. Any item found in the house but not listed in the questionnaire should be treated as other , specify and assign with code 332.

Respondent: The main respondent is the head of the household or an adult household member currently living in the household.

Question 1: This question seeks to know whether any member of the household has sold any of the household assets, they had during the first visit. If any asset belonging to the household was sold within the last 6 months, then, interviewer would code 1 in the row against the item or 2 and skip to Question 4.

Question 2: Interviewer should write down the number of the item sold in question 1

Question 3: Interviewer should write down here, the total amount of the item(s) recorded in question 2.

Question 4: In question 4, the interviewer should write down the ID code of the person, who owned the item that was sold.

Question 5 Apart from selling any of the household assets, it may be possible that any member of the household purchase any household assets or receive as a gift in the last 6 months.

Question 6 : If any item was purchased or received as a gift, we want the number of item of the purchased to be recorded here, e.g. 1 or 2, or 3 etc.

Question 7: In question 7, we want the cost of the item purchased to be recorded here. If it is more than one, sum the cost of each item together and record the total amount here. If the item was given as a gift, impute the cost and record it here.

Question 8: In question 8, the ID code of the person who owned the item should be recorded her.

Note: How to fill in information is demonstrated in the table below.

ITEM	ITEM CODE	INTERVIEWER MARK X IF HOUSEHOLD HAD THIS ITEM IN THE POST PLANTING INTERVIEW	1.	2.	3.	4	5	6	7	8
			In the previous 6 months, have you or any member of your household sold any [ITEM] owned by members of your household? YES...1 NO..2 (▶Q4)	How many of [ITEM] did you or anyone in your household sell?	How much did you receive from selling [ITEM]?	Who is the person whose item were sold? Write down the ID code of this person	In the previous 6 months, did you or anyone in your household purchase or receive as a gift any [ITEM]? YES.....1 NO.....2 (▶NEXT ITEM)	How many of [ITEM] did you or anyone in your household obtain?	What was the cost of [ITEM]? ASK HOUSEHOLD MEMBER TO ESTIMATE THE COST IF ITEM WAS RECEIVED AS A GIFT	Who is the person that owns this new item ? Write down the ID code of this person
				No. OF ITEMS	NAIRA	ID CODE		No. OF ITEMS	NAIRA	ID CODE

Furniture (3/4 piece sofa set)	301									
Furniture (chairs)	302	X	2					2		
Furniture (table)	303	X	2					2		
Mattress	304	X	2					2		
Bed	305	X	1	1	2,000	1		2		
Mat	306	X	2					1	3	1500
Sewing machine	307									
Gas cooker	308									
Stove (electric)	309									
Stove gas (table)	310									
Stove (kerosene)	311	X	2					2		
		X								
Fridge	312		1	2	8,000	1		1	1	50,000
Freezer	313	X	2					2		
Air conditioner	314									
Washing Machine	315									
Electric Clothes Dryer	316									
Bicycle	317	X	1	1	5,000	1		1	1	15,000
Motorbike	318	X	2					2		
Others (Hair Dryer Machine)	332	X	2					2		

Some definitions of some special terminology used in this section include:

Furniture (3/4 piece sofa set) is the three or four piece settee with or without coffee tables. This has the long arm chair and two single seats or a love seat.

Furniture (chairs) just regular chairs, not the sofa type.

Gas cooler is a combination of stove that has both burners and oven i.e. a range with gas rings/burner which can have 4 or 6 burners and a oven for cooking/baking with gas. It is also known as a gas range or gas stove.

Stove gas (table) is the stove that has the burners only. It is the tabletop kind of stove and has no oven.

Radio is the simple small transistor type as well as just a basic radio

Hi-Fi is the radio combination with cassette and/or CD player that possesses high fidelity

SECTION 8: HOUSING

This section aims at measuring the quality of housing occupied by the household. It seeks information on the ownership of the dwelling, rent expenditures, as well as the physical characteristics of the dwelling.

It also deals with the measure of the degree of access to a number of basic infrastructures believed to be particularly sensitive to economic conditions such as water, sanitation, fuel, etc.

Respondent: The main respondent is the head of the household/or an adult household member living in the household who have adequate knowledge about the household. It is a face to face interview.

QUESTION 1: It seeks information on the ownership of the dwelling and to determine whether the dwelling is owned by the household; provided by the employers; free authorized; free, not authorized or rented. The interviewer is expected to record only one option in the space provided. Only one option is expected. If code 1, i.e. **Owned**, then the interviewer should continue to Q2. **If it is code 2,3,Or 4, the interviewer skips to Q3, and if code 5, skip to Q4**

Definition

Dwelling: This includes all types of structures occupied by members of a household. It may consist of a room(s) inside a house, a group of houses, a multi-storeyed house, and a hut or group of huts.

Owned means that the dwelling/building is owned by the household, either built personally or purchased by the household.

Employer Provides: It means that the employer provided the dwelling for the household because he/she is the employee of the employer.

Free Authorized means that the household lives in the dwelling with full permission of the owner of the dwelling and the household is not paying for it.

Free, Not Authorized means that the household life in the dwelling without the permission of the owner of the dwelling and nothing is paid. The owner of the dwelling can eject the household any time without any legal implication.

Rented means that the household paying for the dwelling and he/she is paying an agreed amount to the owner regularly based on the term agreed on, either yearly, quarterly, or monthly.

QUESTION 2: This is to know the current estimate value of the dwelling if the household is the owner and he/she is willing to sell the dwelling now at current market value. The interviewer is to write the amount in absolute value nearest whole number in Naira.

QUESTION 3 helps to estimate the monthly rent the household is expected to be receiving if the dwelling is rented out. The amounts should be recorded in absolute naira. In addition, the time unit code must be indicated whether it is on monthly or yearly in the space provided.

QUESTION 4 seeks to know the amount the household is paying for the dwelling if the household rented the dwelling, i.e. if it is code 5 in question 1. The amounts should be recorded in absolute naira. In addition, the time unit code must be indicated whether it is on monthly or yearly in the place provided.

QUESTION 5 seeks to know the year the dwelling/house was built. The interviewer is expected to ask and write the year when the dwelling/house was built. If it is not known write '9999'.

QUESTIONS 6-8 deal with physical characteristics of the dwelling that are observable easily without posing the questions to the respondent. However, the interviewer is always encouraged to check from the respondent if in doubt or not sure.

QUESTION 6 deals with the **outer (exterior)** walls of the main dwelling of the household. It is to know the **main/predominantly** materials, the outer wall are composed of several materials, for instance, one part of the wall is of bamboo, another part of earth and yet another part of concrete, **choose the main/predominantly material and only one option is expected to choose.**

Mud includes all materials such as wet clay use to erect outer wall of a dwelling.

Compacted Earth is the type of outer wall made up of mixed with stone, bamboo, wood and other readily available materials to form walls.

Mud Brick (unfired) is the local mud bricks or blocks that is not smoked or fired.

Burnt Bricks is the block or mud that was smoked or fired.

Concrete is the block made of cement as well as wall made of pre-fabricated concrete panel.

Wood includes timber, wood, cardboard and plank wall.

Iron sheets are processed or galvanized iron or steel sheets.

Note: If there is more than one type of material used for walls, the interviewer will record the **main/predominantly one**.

QUESTIONS 7: Type of the roofing material: The interviewer will record the **main/predominantly** roofing material.

Grass includes thatch or any form of natural vegetation for roofing.

Iron sheets are processed or galvanized iron or steel sheets or aluminium sheets.

Clay tiles are the type of roofing using wood/bamboo first before covered it with blocks.

Concrete roofing is the type of roofing with cement and stone.

Plastic Sheeting is the type of modern day roofing that is transparent in nature.

Asbestos sheets/tiles are roofing sheets that are made from a soft Grey mineral that are used as a building material. When made into solid sheets, they become good protection or insulation against fire and heat. They are also used for industrial purposes as protection against perishable things.

Other includes tin from cans, cardboard among others.

Note: If there is more than one type of material used for roofing, the interviewer will record the **main predominantly one**.

QUESTIONS 8: Type of the floor material: The interviewer will record the **main predominantly** floor material. Interviewer can easily observe it, but for clarity, it could be confirmed from the respondent if in doubt.

Sand/Dirt/Straw is a type of floor made of different type of straw, palm front leaves mixed together with sand to smooth it, commonly found among nomadic or interior north.

Smoothed Mud is a mud floor smoothed very well without concrete on top.

Smoothed Cement is a floor with cement on top of it.

Tiles are the types of floor using different colour of tiles or ceramic on the floor.

Note: If there is more than one type of material used for floor, the interviewer will record the **main predominantly** one.

QUESTION 9 is about the number of living rooms that the household's members used for living. These exclude bath-rooms, toilets, store-rooms or garage. Interviewer should record the number of rooms in the space provided.

QUESTIONS 10 – 11 deal with main source of fuel for lighting and cooking that the household used in their dwelling.

QUESTION 10 asks for the **main source** of lighting fuel the household used and the interviewer should ask for only **main source** of lighting fuel and record in the space provided.

Only one option is required

QUESTION 11 deals with the **main source** of cooking fuel and only one option is required. Interviewer should record the answer in the space provided.

QUESTION 12 is to find out whether the household ever collects firewood. If the answer is No, then the interviewer will skip to Q15, if yes, continue.

QUESTION 13 asks where the household goes to collect firewood. Only one option is expected here.

QUESTION 14 asks how long it takes the respondent to walk from the dwelling to where he/she usually goes to collect firewood, **just one way**. The time taken to go and

collect firewood just one way is required and should be recorded in the space provided with the unit must be recorded either in minute=1 or hour =2, in the space provided.

QUESTION 15 is about the quantity of firewood purchased out of the quantity of firewood used by the household in the past week. Interviewer should ask only the quantity of firewood purchased in the past week and record it in the space provided. If it is code 1, i.e. Did not use firewood, interviewer should skip to Q17

QUESTION 16 is about the total value of the firewood the household used in the past week, whether gathered or purchased (Estimate the total cost of gathered firewood and add it to the total cost of firewood purchased and record the amount in naira in the space provided).

QUESTION 17 seeks to find out if the household have electricity working in his/her dwelling. The interviewer should ask the functionality of the electricity, not the one that is connected but not working. If the response is **No**, the interviewer skips to Q25 but if yes, he continues to Q18.

QUESTION 18 seeks to know the source of energy use by the household for lighting and cooking whenever there is a **blackout**. The interviewer should record the main source of energy the household used for lighting and cooking in the space provided .lighting and cooking.

Blackout means without electricity light for some periods of time.

QUESTION 19 asks about the source of Electricity Supply to the household. Only one option is expected here. If the response is 6, the interviewer should skip to Q24.

QUESTION 20 seeks to know whether the household have to apply to get electricity connection in the household. The response is either Yes or No. If No, skip to Q23.

QUESTION 21 seeks to know how many weeks the household had to wait for a technician to come to connect the house following his/her application to PHCN

QUESTION 22 is seeking information whether the household have to pay an unofficial fee to get a connection. The response is either yes or no.

An unofficial fee means a tip, kickback, or bribe before you get your right.

QUESTION 23 seeks to know how frequently the household experience blackouts in their area. Only one option is expected here. The interviewer should record the answer in the space provided.

QUESTION 24 seeks to know how many hours of electricity supply the household had electricity from the main public system during the last 7 days. It should be recorded in hours in the space provided.

QUESTION 25 is about the electricity being paid by the household. The interviewer should try to ask for the bill or evidence, if the respondent does not remember the amount. Also the time period must be indicated, either pay daily, weekly, monthly or yearly. The response must be recorded in the space provided. After answered the question, the interviewer should skip to Q29.

QUESTION 26 is directly to the household that do not have electricity in the dwelling, yet the interviewer should ask the respondent whether the village/neighbour have access to electricity. If the response is No, then the interviewer skips to Q29, if yes the interviewer continues to Q29.

QUESTION 27 seeks the reasons why the household does not have electricity. The interviewer is to list up to **two reasons** and record it in the space provided.

QUESTION 28 wants to know how many weeks the household has been waiting for the connection to public electricity supply. The interviewer is to record the response in weeks in the space provided.

QUESTION 29 is only interested in the landline telephone that is in working condition. The interviewer should ask the respondent if there is one in the dwelling. If the response is no, skip to Q31.

QUESTION 30 seeks to know the total cost for using landline telephone in the household and the period the cost is referring to, whether daily, weekly, monthly or yearly. Interviewer should record the answer in absolute naira and the time unit in the space provided.

QUESTION 31 seeks to know if there is any member of the household that owns a GSM phone (Cell Phone) that is **in working condition**. If No, interviewer skips to Q33, if Yes, continue.

QUESTION 32 seeks to know the estimate total cost for cell phone services for all household members last month. The interviewer should try as much as possible to collect the total cost of cell phone services of all members of household last month from the respondent, add them together and record it in naira in the space provided.

QUESTION 33 seeks to know the main source of drinking water for the household during dry season and wet season. If more than one source is used, **only the main one should be recorded in the space provided.**

Wet season means raining season.

QUESTION 34 wants to know how long it will take to walk to the source of water (ONE WAY) from the dwelling. Interviewer should record the response in the space provided.

IF WATER IS IN HOUSE OR IN YARD, WRITE '0' IN TIME AMOUNT AND LEAVE TIME UNIT BLANK.

QUESTION 35 deals with total cost of **drinking water** for the household last month. The total cost must be estimated and recorded in naira in the space provided . The interviewer should enter '0' zero if there is none i.e. if the household did not spent money on drinking water last month.

QUESTION 36 is to determine the type of toilet facility used in the household and record the **main one in the space provided.**

Flush toilet: A flush toilet or Water Closet (WC) is a toilet that disposes of human waste by using water to flush it through a drainpipe to another location. It uses a cistern or holding tank for flushing water. The concept of FLUSHING is the criteria and the forms are: -

- **A sewer system** is an artificial conduit (or pipe) or system of conduits used to remove sewage (human liquid waste) and to provide drainage.
- **A septic tank** is a single-story, watertight, on-site treatment system for domestic sewage, consisting of one or more compartments, in which sanitary flow is detained. Septic tanks have limited use in urban areas where sewers and municipal treatment plants exist.
- *Flush to pit latrine* is where sewer is flushed straight to a pit latrine via pipe connection.
- *Flush to somewhere* else exists where sewer is flushed to a river, hanging toilet or some place.
- *Pour flush toilet:* uses a water seal, but unlike a flush toilet, it uses water

poured by hand for flushing (no cistern is used)

Ventilated Improved Pit latrine (VIP): The primary features of VIP latrines consist of an enclosed structure (roof and walls) with a large diameter (110mm), PVC vertical ventilation pipe running outside the structure from the pit of the latrine to vent above the roof. They often will have concrete slabs containing the latrine hole.

Pail/ Bucket: This is a bucket in a residential area and is emptied or drained by pouring water to flush out contents or by disposing the contents somewhere else.

If the respondent answers that they use the bush, the fields, or a cleared corner of the compound, the interviewer will record ***none and skip to Q37***

QUESTION 37 wants to know from the respondent if the toilet facility is for the HH members only=1, or for other households, which is code 2.

QUESTION 38 deals with the kind or type of refuse disposal facilities the household use. Interviewer will ask the kind of refuse disposal and record the appropriate answer given by respondent. If answer is none, skips to next section.

A household may have several methods of disposal. Ask the main commonly method of rubbish/refuse disposal.

Collected by Government: Refers to collection services provided by the Government i.e. local Council and Government.

Government bin refers to the provision of a bin by the government.

Disposal within compound: Pit dug for holding rubbish. The rubbish may be treated chemically to decompose it.

QUESTION 39 is about the amount spent on refuse disposal in the last month. The interviewer should ask the respondent and record the answer in the space provided in naira.

SECTION 9: NON-FARM ENTERPRISES

This section contains some follow-up questions to information obtained from income generating activity of the household, and in particular from the Non-Farm Enterprises (NFE) during the first visit. It is also aimed at identifying changes that have taken place since the last visit. For example, is there any enterprise that has stopped functioning, since the last visit? Or is there a new enterprise in the household after the first visit interview? To accomplish these aims, it is important to pre-fill all the non farm enterprises existing during the first visit into this current post harvest questionnaire with their industry code and the original enterprise ID code. There is also needs to add up the new enterprises that are not existing before with their industry code and ID code number accordingly.

In the context of this survey, enterprise refers to any trade (in food, clothes or various articles) or professional activity (like that of a private lawyer, doctor, a carpenter, mason, etc) offering services for payment in cash or in kind. This refers to an economic unit producing goods or providing services. Characteristics of defining a household enterprise are:

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

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

However, post-harvest processing and trading of agricultural crops should be listed here.

Enterprises might include, for example, making mats, bricks, or charcoal; working as a carpenter; firewood selling; shoe shining; metalwork; tailoring; repair work; food processing, fish marketing, petty trading, and so on.

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

QUESTION 1: In question 1, the interviewer is expected to pre-fill the roster of enterprises covered during the last interview or visit with their industry code and ID code here. For each pre-filled enterprise continue the interview from question 2. In addition, the interviewer is also expected to list in, the new enterprise that is likely to be found in the household, since the last visit and continue with question 2.

QUESTION 2: The interviewer should also find out from the respondent, whether this is a new enterprise or not. If yes, skip to Question 5.

QUESTION 3: Asks to know whether this enterprise is currently operating or it has closed down. Therefore, there should be yes or no response in question 3 for each non-farm enterprise in the household.

QUESTION 4: If the enterprise has stopped operating, the interviewer should find out why the enterprise is not operating now. There are 8 options listed from which to pick one.

QUESTION 5: The interviewer should find out who in the household owns the enterprise. There is provision for a maximum of two persons in case more than one person owns the enterprise. Interviewer should not enter more two persons ID in Question 5.

QUESTION 6: The interviewer should find out who manages the enterprise, because the owner may leave the enterprise to another person to manage it for him or her. Like in Question 5, there is a provision of space for a maximum of two persons.

QUESTION 7: The interviewer should find out, if the current manager of the enterprise is the same person who was managing the business during the first visit interview.

QUESTION 8: If the ownership of the enterprise has changed between the first visit and now, the interviewer should find out, why the former owner or manager of the enterprise was not in charge now.

QUESTION 9: The interviewer is required to record the ID of the respondent that is providing the information about this enterprise in this Question 9.

QUESTION 10: The interviewer should find out how many months the enterprise operated since last interview. The response must be in month; therefore, if the response is given in year, please, this should be converted to months.

QUESTION 11: asks about the location of the enterprise from the options provided record one option.

QUESTION 12: asks if the enterprise is registered with any government agency. Government Agency here includes the Internal Revenue, Registrar General, or any Union or Association acting on behalf of the government.

QUESTION 13 asks to know the household members engaged in the enterprise. The interviewer is required to find out the number of workers, who are under Paid and Unpaid categories . If more than one household member, pull all ID codes separated by comma eg. 1,2 in the appropriate column.

QUESTION 14: The interviewer should record the number of employees who are not household members engaged in the enterprise, male and female..

QUESTION 15: asks for the main source of start-up capital available for the commencement of the enterprise. There are 14 options to choose one from the list. .

QUESTION 16: Seeks to know if the owner of the business try to get loans on the enterprise since the last visit.. If 'no' skip to Q18.

QUESTION 17: Seeks to if the enterprise eventually got the credit sought for; either from a bank or other financial agencies. We expect a Yes or No response here.

QUESTION 18: Seeks to know if in the last 12 months this enterprise used credit to operate. We expect a yes or no response here.

QUESTION 19: Seeks to know the source of credit that was used in operating the enterprise in the last 12 months. We are expected to pick two options only from the list provided

QUESTION 20: Interviewer should find out how much money borrowed to finance this enterprise since the last interview e.g. #35,000.

QUESTION 21: Is asking to know if the enterprise has any loan that it is being repaid either in cash or kind, since the last interview. Therefore, there should be a Yes or No response.

QUESTION 22: The interviewer should write down the amount of loan that has been repaid (include loans in kind) e.g. #12,000.

QUESTIONS 23: Seeks to know who are the buyers of the products or services. You are choose two different buyers in order of importance.

QUESTIONS 24: Requires information on the value of physical capital stock, including all tools, equipment, buildings, land, vehicles for the business. Calculate and record in the space provided e.g. #250,000

QUESTIONS 25: Record the total value of your current stock of inputs or supplies in the space provided e.g. #1,000,000 .

QUESTIONS 26: Requires to know the total value of current asset stock of finished merchandise (goods for sales). e.g. #1,000,000.

QUESTION 27: Record the total sales of the enterprise during the last month e.g. #500,000..

QUESTION 28: You are to record the business costs last month in the following categories; wages and salaries: #15,000, transport #2,900, and rent #1,000 etc.

SECTION 10A: MEALS AWAY FROM HOME EXPENDITURES

This section is designed to capture information on the food that any household member bought that was prepared outside of the household. ***If the food was prepared outside the household, whether it was consumed outside the home or inside the home, it is considered as a meal taken outside the home.*** For example, food bought from Mama put, Bukatarian, Canteen or any other eatery. This will include all that was purchased in the joint, when relaxing e.g having drinks, pepper soup, isiewu and nkwobi, etc. Note that it is those food items bought outside and consumed within the last seven (7) days that are to be recorded here.

NOTE:

Reference period: Past seven (7) days

Respondent: Most knowledgeable adult member of the household.

The interviewer should endeavor to allow the respondent sufficient time to think (recall) what has been spent on the items.

The prepared meals have been listed with their codes (1 - 9). The interviewer should allow the respondent to differentiate the time that the meals are consumed so that it can be categorized as follows:

Breakfast this is food taken in the morning

Lunch food consumed in the afternoon

Dinner is food eaten in the night

Other items are listed that are not dependent on the time of day.

Question 1: This question captures all items that are purchased and consumed outside the home by all household members during the past 7 days. Items that were purchased and consumed outside the home should be indicated using the code "1". If the item was not purchased and consumed outside the home by any household member then enter code "2" and continue down the list. There should be a response for all the items before moving to question 2.

Question 2: Give the value of each item that was purchased by the household. The value of the purchase for each item should be the total that was spent by all household members on that item. If the food was given for free, the estimated value of the food should be entered.

Example:

Mr. and Mrs. Ike live with their three children. Mr. Ike ate lunch at his office on Monday. This lunch cost N350. On Wednesday Mr. Ike left his office very late and on his way home decided to buy some snacks and drink at Mr. Bigg's. The cost of the snacks and drink was N200.

Mr. Ike eldest son went out on Thursday evening and decided to buy drink to cool himself. He bought a bottle of 1759 (big stout) and after that he bought pepper soup both of these amount to N1,500. Friday morning Mrs. Ike decided to buy Akara (beans cake) and bread for breakfast for the family this cost N700. Note that this breakfast was consumed at home.

EXAMPLE ON HOW TO FILL SECTION 10A

	I T E M C O D E	1 In the <u>past 7 days</u> , did members of this household consume any of the following meals or drinks away from home? YES....1 NO....2(▶ NEXT ITEM)	2. How much did you or other household members pay, in total in the last 7 days for [MEAL]? If free, please estimate what it would have cost if you had to pay. NAIRA	
MEALS PREPARED AND CONSUMED OUTSIDE THE HOME				
Full meals (e.g rice and stew, pounded yam and egusi, etc)	Breakfast	1	1	700
	Lunch	2	1	1000
	Dinner	3	1	2000
Side dishes like pepper soup, nkwoji, suya etc.	4		2	▶
Snacks such as sandwiches, biscuits, meatpies, donuts, pofpof, etc	5		2	
Dairy based beverages such as milk, yoghurt etc.	6		1	500
Vegetables and roasted such as(carrot, pears, roasted corn and plantain, sugar cane)	7		1	200
Non alcoholic drinks	8		2	
Alcoholic drinks	9		2	

SECTION 10B: FOOD EXPENDITURES

This section covers expenditure of the household on various food items purchased and/or consumed in the past 7 days. A complete list of food item has been given in the section and the household must provide a response about all items on this list.

Respondent: This is the female in the household responsible for food preparations and food purchases made by the household in the past 7 days.

QUESTION 1: Ask for each item if the household purchased, consumed, receive as gift or produced at home during the past 7 days. If the respondent answer is “YES” about any item then code “1” is response for the item. Otherwise code “2” should be inserted as the response. AND NO OTHER QUESTION SHOULD BE ANSWER FOR THIS ITEM Ask about all items before moving to Question 2.

QUESTION 2: Write the quantity of item consumed and the unit code. For example, if 10 kilograms of guinea corn was consumed by the household within the past 7 days, write 10 under the Quantity column and code 1 in Unit column.

QUESTION 3- 4: This question seeks to know the quantity of listed items purchased within the past 7 days. Write the quantity and enter the unit code as appropriate. e.g. if the household purchased a 4 litter keg of palm oil during the past seven days and this cost 3,000 naira, the interviewer must record 4 under Quantity and code 3 under unit, while the price will be recorded under **QUESTION.4** as 3,000. If none of

the items was purchased in the past 7 days write 0 under quantity and leave unit blank

QUESTION 5: This seeks to know out of the items consumed how much of it came from own production (own production is where the household has planted and reap crop and raise animal their own consumption). Write the quantity and code the unit of the items where applicable, but if NONE record 0 in the quantity and leave unit blank

QUESTION 6: Enter the quantity and unit of items that were received as a gift from other sources and which were consumed during the past 7 days. If none of the item consumed fall within this category write 0 for quantity and leave unit blank.

Example

A family bought 50kg of guinea corn at the cost of 10,000 Naira, and the household consumed 12kg before the mother-in-law came visiting and brought 3kg of guinea corn for the family. The household now stored the remainder of the guinea corn that was purchased and used the mother-in-law's own. In total, the family consumed 15kg of guinea corn. Also this HOUSEHOLD consumed local rice (5kg) but did not buy nor receive any as gift. All of this took place during the 7 day reference period.

EXAMPLE ON HOW TO FILL SECTION 10B

I T E M C O D E	1 Within the <u>past 7 days</u> , did the members of this household eat/drink any of this [ITEM] within the household? PLEASE ONLY LIST ITEMS CONSUMED WITHIN THE HOUSEHOLD AND EXCLUDE FOOD CONSUMED OUTSIDE THE HOUSEHOLD. ASK THIS QUESTION FOR ALL ITEMS, BEFORE MOVING ON TO THE NEXT QUESTION S FOR ITEMS WITH YES YES...1 NO...2 (▶ NEXT ITEM)	2 How much in total did your household consume of this [ITEM] in the <u>past 7 days</u> ? KILOGRAMS1 GRAMS2 LITRE3 MILLILITRE4	3 How much did the household purchase of this [ITEM] during the <u>past 7 days</u> ? IF NONE WRITE 0 FOR QUANTITY AND LEAVE UNIT BLANK ▶ Q5 KILOGRAMS1 GRAMS2 LITRE3 MILLILITRE4		4 How much did your household spend on this [ITEM] during the <u>past 7 days</u> ? THIS QUESTION REFERS TO THE QUANTITY IN QUESTION 3		5 How much of consumption of this [ITEM] came from own-production during the <u>past 7 days</u> ? IF NONE WRITE 0 FOR QUANTITY AND LEAVE UNIT BLANK KILOGRAMS1 GRAMS2 LITRE3 MILLILITRE4		6 How much of consumption of this [ITEM] came from gifts and other sources during the <u>past 7 days</u> ? EXCLUDE FOOD TAKEN OUTSIDE THE HOUSEHOLD IF NONE WRITE 0 FOR QUANTITY AND LEAVE UNIT BLANK KILOGRAMS1 GRAMS2 LITRE3 MILLILITRE4	
			QUANTITY	UNIT	QUANTITY	UNIT	NAIRA	QUANTITY	UNIT	QUANTITY
GRAINS AND FLOURS										
Guinea corn/sorghum	10	2								
Millet	11	2								
Maize	12	1	15.0	1	15.0	1	800	0		0
Rice - local	13	1	5.0	1	5.0	1	720	0		0
Rice- imported	14	2								
Bread	15	1	1.0	1	1.0	1	240	0		0
Maize flour	16	2								
Yam flour	17	2								
Cassava flour	18	2								
Wheat flour	19	2								
Other grains and flour	20	2								
STARCHY ROOTS, TUBERS & PLANTAIN										
Cassava - roots	30	2								
Yam - roots	31	1	6.0	1	4.0	1	650	0		0
Gari - white	32	1	2.5	1	1.3	1	110	0		0
Gari - yellow	33	2								
Cocoyam	34	2								
Plantains	35	1								
Sweet potatoes	36									
Potatoes	37									
Other roots and tuber	38									

SECTION 10C: AGGREGATE FOOD CONSUMPTION

This section is divided into two parts:

The first part is on food consumption of household members only, which intends to ask how many days, in the past 7 days, that the different groups of food items were consumed. This should include consumption both inside and outside the home.

The second part of the module asks about sharing of meals with persons that are not household members. The information is collected by age groups (i.e. children between 0 – 5 years, 6 – 15 years and adult between age of 16 – 65 years and people over 65 years old) and covers:-

- The total number of days in the past 7 days that food is shared with persons that are not household members
- The total number of meals that were shared with these non-household members in the past 7 days

Question 7: This question captures the number days of all items that were consumed by both inside and outside the home by all household members during the past 7 days.

You are to record zero if none of food items consumed.

Question 8: Is a leading question that seeks to know if over the past one week (7 days), if there were people not listed as household members (READ LIST FROM HH ROSTER) eat any meals in the household. If the respondent answer is “YES” then code “1”, and proceed to questions 9 and 10, otherwise code “2” and proceed to next section.

Question 9: Seek to know the total number of days in which any meal was shared with people, while

Question 10 seek t know the total number of meals that were shared over the past 7 days within specified age range of people, (such as Children 0- 5 years, 6 – 15 years, adults 16 – 65 years and people over 65 years old.

EXAMPLE ON HOW TO FILL SECTION 10C

Section 10C: AGGREGATE FOOD CONSUMPTION OVER PAST ONE WEEK

		7. Over the past 7 days, how many days did you or others in your household consume any [...] ? IF NOT CONSUMED, RECORD ZERO.
		NUMBER OF DAYS
A	Grains and Flours (Maize Grain/Flour; Yam flour; Cassava flour; Rice; Millet ; Guinea corn/Sorghum; Wheat Flour; Bread; Other grains and flour)	3
B	Starchy Roots, Tubers, and Plantains (Cassava Tuber; Garl; Sweet Potato; Irish Potato; Other Roots and Tubers)	5
C	Pulses, Nuts and Seeds (Soya Bean; Brown beans; White beans; Groundnuts; Other Nut/Seeds/Pulse)	0
D	Vegetables (Onion; Garden egg/egg plant; Ole a fresh and dried; Pepper; Tomato fresh and canned; Leaves/cocoyam and spinach; Other Vegetables/Leaves)	2
E	Meat, Fish and Animal Products Eggs; Dried/Fresh/Smoked Fish (Excluding Fish Sauce/Powder); Beef; Goat Meat; Pork; Mutton; Wild game; Chicken; Duck; Other Meat	4
F	Meat, Fish and Animal Products used as condiments Fish Sauce/Powder; Meat Sauce / Powder, etc. used in small amounts on top of meals as flavour	0
G	Fruits (Mango; Banana; Orange/tangerine; Pineapple; Avocado; Canned fruit; Other Fruit)	0
H	Milk/Milk Products (Fresh/Powdered/Tinned Milk; Yogurt; Other Milk Product - Excluding Margarine/Butter or Small Amounts of Milk for Tea/Coffee)	2
I	Oil and Fats (Palm Oil; Butter; Margarine; Groundnut oil; Other oil and fat)	6
J	Sugar/Sugar Products/Honey (Sugar; Sugar Cane; Honey; Jam; Other Sweets and Confectionary)	3
L	Spices/Condiments (Tea; Coffee/Chocolate drink/Milo; Salt; Spices; Pepper; Tomato Sauce; Fish Powder/Sauce; Other Condiment - Including Small Amounts of Milk for Tea/Coffee)	3

8. Over the past 7 days, did you share any meals with any person(s) that you did not list as household members? [READ LIST FROM HH ROSTER] Yes...1 No....2 [▶ Next Section]

		9.	10.
		What was the total number of days in which any meal was shared with people [...]?	What was the total number of meals that were shared over past 7 days with [...]?
		NUMBER OF DAYS	NUMBER OF MEALS
For 9-10: IF NOT SHARED, RECORD ZERO.			
		3	6
A	Children 0-5 years	4	3
B	Children 6-15 years	2	4
C	Adults 16-65 years	0	0
D	People over 65 years old		

SECTION 11: NON-FOOD EXPENDITURES

This section relates to general expenditure of the household on non-food items. The section is sub-divided into four modules. The grouping is done on the basis of items purchased in the past 7 days, one month, 6 months and 12 months. Generally the household reports on the items purchased and the amount that was paid.

Respondent: *These are persons mainly responsible for household purchases. It might not necessarily be the person who goes to the market but the one who controls the purchases.*

Recall Period: *The recall period differs from one module to another*

*The first module with item code 101-104 uses a **7 days recall period.***

The following instructions pertain to the question pairs: 1 and 2, 3 and 4, 5 and 6, and 7 and 8.

*The interviewer should ask the respondent if the household has purchased any of these items during the reference period (i.e. the last 7 days, one month etc.). If Yes, "1" should be record as the response to this question and the total amount spent on this item written in the **Second Question** under NAIRA. If No ("2") i.e. the household did not spend anything on the particular item during the reference period, skip to the next item. If there is a response of "1" to the first question, then the amount spent must be stated in the second question. The first question should be asked for all items in the module before moving to the second question.*

Question 9, 10 and 11 seeks to determine the value of a special group of items that may either have been purchased or acquired without cost. Question 9 asks if these

items were consumed in the past 12 months. If the item was consumed, the respondent will be asked (in Question 10) to provide a value of the items consumed during the reference period. Question 11, enquires as to the amount spent during the reference period in cases where the item was purchased.

NOTE

The amount of items should be recorded in absolute value e.g. if it is one thousand five hundred. It should be written as 1500. if there is no purchase the interviewer should record 0 under item and leave the amount space blank. Let us consider, this example, if an item cost 1500.40 naira, then round down to 1500 naira.

SECTION 11: Non-food Expenditures

This section relates to general expenditure of the household on non-food items. The section is sub-divided into four modules. The grouping is done on the basis of items purchased in the past 7 days, one month, 6 months and 12 months. Generally the household reports on the items purchased and the amount that was paid.

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NOTE

The amount of items should be recorded in absolute value e.g. if it is one thousand five hundred. It should be written as 1500. if there is no purchase the interviewer

should record 0 under item and leave the amount space blank. Let us consider, this example, if an item cost 1500.40 naira, then round down to 1500 naira.

SECTION 12 – Food Security

Food security refers to the availability of food and one's access to it in the right quantity and time one wants it. A household is considered food secured when its occupants do not live in hunger or fear of starvation.

Respondent: Female in the household responsible for food preparation and/or food purchases

Question 1 The question stretched from (a) to (i) and the interviewer is to enter in each of the cases the number of days as answered by the respondent and if none you enter zero. Example if one has to rely on less preferred food for three days out of the last seven days you enter (3).

Question 2 The interviewer has to find out how many meals including breakfast are taken by: (a) adults members; (b) by children aged (6-59months) per day. Example if the adults eat three meals you enter (3) under adults and if the children aged (6-59 months) eat five times you enter (5) under (6-59 months).

Question 3 In this question if every member of the household eats roughly the same diet the interviewer should enter (1) for yes and skip to question 5 but if no you enter 2 and continue.

Question 4 The interviewer is to find out from the respondent who in the household eats a more diverse variety of foods among the three classes; men, women and children aged(6-59 months). The responses are ranked: 1- more diverse; 2- between more and less diverse; 3- less diverse. For instance, if it is the children that eat more diverse variety of foods you enter 1 under 'c' and if the women are next you enter 2 under 'b', finally you enter 3 for men.

Question 5 The interviewer is to find out if the household has had a situation where there was no enough food for members to eat within the past 12 months. If the response to this question is yes you enter (1) and continue but if it is no you enter (2) and end the interview.

Question 6 The months of the year is coded from January (1) to December (12). The interviewer is to enter in the column provided for 2010 and 2011 with the appropriate responses. If it occurred more than once in a year, you enter the codes for the months and separate them with comas.

Question7 The possible causes are coded from (1) to (10). You are to list up to 3 according to their order of importance; 1st, 2nd, and 3rd in spaces (a), (b), (c) accordingly. For example, if floods/water logging is the 1st most possible cause, you enter '8' under (a); and if 'inadequate household food stocks due to lack of farm

input' is the 2nd responsible cause, you enter '4' under (b) and if there is a 3rd cause, you enter the appropriate code under (c).

SECTION 13 – Other Income

Other income refers to incomes earned by individuals in a household outside agricultural practice. In this section the questions should be asked for all individuals aged fifteen years and above.

Respondent: Household head or any other adult who is most knowledgeable about other income sources for household members.

Question1: The interviewer has to find out if any member of the household has received any regular income from savings interests or other investment income since the last interview in August, 2010. If yes, you enter (1) and continue; if no, you enter (2) and go to question three.

Question 2: The household is to say how much in Naira they have earned in savings interest and other investment income since the last interview. Record the response in absolute figure under Naira.

Question 3: The interviewer is to find out if any member of the household has received any regular income from rental of property and if the response is yes record (1) and if no record (2) and skip to question 6.

Question 4: The respondent is to mention the name of the investment property from which the regular income is earned by members of the household. Enter the appropriate code for the type of investment property.

Question 5: The interviewer is to find out the total earning of the household from rental of property since the last interview in August, 2010. Add up all the individual members' earnings from rental of property and enter the figure under Naira.

Question 6: This question has yes or no responses. If yes, you enter (1) and continue the interview and if no, enter (2) and skip to the next section.

Question 7: The respondent is to specify the type of income if he had answered yes in Q6.

Question 8: In this column, you are to enter the sum total of all the individual members' earnings from these other income since the last interview.

SECTION 14- Social Safety Nets

Social Safety Nets, or "socioeconomic safety nets", are non-contributory transfer programs that seek to prevent the poor or those vulnerable to shocks and poverty from falling below a certain poverty level. Safety net programs can be provided by

the public sector (State and aid donors) or by the private sector (NGOs, private firms, charities, and informal household transfers). Safety net transfers include:

- *Cash transfers*

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

- *Food-based programs such as supplementary feeding programs and food stamps, vouchers, and coupons*

Food-based safety net programs support adequate consumption and contribute to improving nutrition and securing livelihoods. They are different from other safety net programs in that they are tied to the provision of food, either directly or through cash-like instruments (food stamps, coupons) that may be used to purchase food.

- *In-kind transfers such as school supplies and uniforms*

This refers to allowances that paid to families with children under a certain age. Transfers can be in form of subsidies on school uniform or school supplies or children's goods.

- *Conditional cash transfers*

Conditional cash transfers (CCT) programs provide cash payments to poor households that meet certain behavioral requirements, generally related to children's health care and education.

- *Price subsidies for food, electricity, or public transport*

Subsidies guarantee access to essential commodities at prices that consumers can afford.

- *Public works*

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

- *Fee waivers and exemptions for health care, schooling and utilities*

The main objective of fee waivers, exemptions and scholarships is to provide the poor with financial resources to use public services such as education and health facilities. The program enables the poor access to free health services.

Safety nets are part of a broader poverty reduction strategy interacting with and working alongside of social insurance; health, education, and financial services; the provision of utilities and roads; and other policies aimed at reducing poverty and managing risk.

The safety net as a whole should provide coverage to three rather different groups:-

The chronic poor

Even in "good times" these households are poor. They have limited access to income and the instruments to manage risk, and even small reductions in income can have dire consequences for them.

The Transient Poor

This group lives near the poverty line, and may fall into poverty when an individual household or the economy as a whole faces hard times

Those with special circumstances

Sub-groups of the population for whom general stability and prosperity alone will not be sufficient. Their vulnerability may stem from disability, discrimination due to ethnicity, displacement due to conflict, "social pathologies" of drug and alcohol abuse, domestic violence, or crime. These groups may need special programs to help them attain a sufficient standard of well-being.

The main objectives of this section are to identify the various safety net programs available.

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

Some Definitions:

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

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

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

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

Food stamps, vouchers, and coupons are near-cash paper tokens targeted to poor households that they can use to purchase food at authorized retail locations. Some

instruments restrict households to buying only a few specific foods, while others allow them to purchase any food.

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

Other members of the household can help by adding information or details in the questions concerning themselves.

Question 1

This question seeks to find out if the household or any member of the household has been part of any programs in the past 12 months. The interviewer should ask this question for all the programs listed before proceeding to ask questions 2-5. The response here is either 1 for yes or 2 for no.

Question 2

The total value of the assistance received from the program is what this question seeks to find out. There are three forms of assistance listed: cash assistance, food assistance and other/in-kind assistance. In the food assistance, the amount of food (e.g. 50kg of rice) will be captured thus: 50 will come under amount and kg will come under unit.

The equivalent amount in cash (Naira) will come under cash value. In other/in-kind assistance, the equivalent in cash of this assistance is what is captured under cash value.

These are the codes for unit for food assistance:

Kilogram.....1

Litre.....2

Question 3

Who received this assistance? Is it the entire household or an individual in the household?

The response here is either 1 for entire household or 2 for specific household members.

Question 4

This question identifies the household member(s) that received the assistance. The roster ID of member is recorded. Provision has been made for up to five household members to be recorded where applicable.

Question 5

The respondent is asked the last time the household received the assistance. The month and the year (in four digits) are recorded.

SECTION 15A: Shocks

Typically, the word shock is used to describe a surprisingly intense emotional or psychological reaction to information or an occurrence which may take its toll on the individual or household. Shock may be an event or happening or a factor that affect the individual or the entire household negatively economically. The death of the bread winner in a household may have a negative impact economically on the

household. Thus this section seeks to capture events that may have affected the household over the last five years.

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

Question 1

This question seeks to capture whether the household has been affected by shocks in the past five years. All the shock options in this question are asked and responses taken before going to answer questions 2-5 for each yes response. The response here is either 1 for yes or 2 for no.

Question 2

This question is to capture the number of times the particular shock occurred in the past five years.

Question 3

Captures the years the event occurred. The appropriate year(s) is ticked.

Question 4

The most important consequence of the most recent shock event is recorded here. There is provision for four of such consequences to be recorded for each shock. The consequences are coded from 1-22:

<i>Sale of livestock.....</i>	<i>1</i>
<i>Sale of land.....</i>	<i>2</i>
<i>Sale of other property.....</i>	<i>3</i>
<i>Sent children to live with friends.....</i>	<i>4</i>
<i>Withdrew children from school.....</i>	<i>5</i>
<i>Engaged in additional income generating activities.....</i>	<i>6</i>
<i>Received assistance from friends and family.....</i>	<i>7</i>
<i>Borrowed from friends and family.....</i>	<i>8</i>
<i>Took a loan from a financial institution.....</i>	<i>9</i>
<i>Members of the household migrated for work.....</i>	<i>10</i>
<i>Credited purchases.....</i>	<i>11</i>
<i>Delayed payment obligations.....</i>	<i>12</i>
<i>Sold harvest in advance.....</i>	<i>13</i>
<i>Reduced food consumption.....</i>	<i>14</i>
<i>Reduced non-food consumption.....</i>	<i>15</i>
<i>Relied on savings.....</i>	<i>16</i>
<i>Received assistance from NGO.....</i>	<i>17</i>

<i>Took advance payment from employer.....</i>	<i>18</i>
<i>Received assistance from government.....</i>	<i>19</i>
<i>Was covered by insurance policy.....</i>	<i>20</i>
<i>Did nothing.....</i>	<i>21</i>
<i>Other(specify).....</i>	<i>22</i>

Question 5

Who in the household was most affected by these shocks? The person’s roster ID is captured. Where it is the entire household “98” is recorded.

Section 15b- Deaths

Death is the termination of the biological functions that sustain a living person. The word refers to the cessation of life of person or persons in the household. Phenomena which commonly bring about death include, malnutrition, accidents resulting in terminal injury, and disease.

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

Other members of the household can help by adding information or details in the questions concerning themselves.

Question 1

This question seeks to find out if any member of the household died in the last 12 months. The response expected here is 1 for yes or 2 for no. If the response is 2, the interview for this section ends.

Question 2

The name of the deceased is requested for here if the response in question one is yes.

Question 3

What is the sex of the deceased? 1 for male and 2 for female.

Question 4

What was age of person when he/she died? E.g. 50

Question 5

The date of death is asked in this question. This date is captured in double digits for day, month, and year e.g. 020810.

Question 6

This question seeks to know the cause of death? There are five options to pick from. Only one option is allowed.

SECTION 16 : CONTACT INFORMATION

This section of the Household questionnaire is very important to the Panel Survey. By virtue of the Panel Survey, it is required that any respondent that has moved away from the former residence, must be tracked or followed up as a matter of necessity. Therefore, the interviewers should obtain the Head of household contact information as requested in this section 14 as follows:

The contact information must not be blank. If the household does not have any member with telephone number, then the interviewer must collect the correct address of the head of household. Note that PMB and P. Box addresses should not be accepted. Any interviewer that fails to collect this information in each of the panel household should be forced to go back to the household and collect the contact information appropriately.

Supervisor must ensure that section 14 is properly filled before he can finally collect the questionnaire from the interviewer. The same condition applied to two other reference persons, the head of household would recommend to you. If the head of household does not have their telephone number, he should be able to give you the correct residential address of those two reference persons. There is enough space in this section 14 to write down the residential address of the head of household, including the two reference persons. There is no excuse for not filling this section 14, if telephone number is not given, please, collect the correct address of the head of household, the telephone number and the address of the Community head if he can provide information on the whereabouts of the head of household.

Question 1: the interviewer should obtain from the head of household, his or her mobile phone number, or landline/cell phone or both. This would be useful to track him if there is need to do so in subsequent years.

Questions 2A-2C: the interviewer should go a step further, to obtain the same information as above from at most three members of the household. Other information needed are the person's name, ID from the household roster, telephone number as requested in the questionnaire. Having collected contact information on the household members, the interviewer would ask the head of household to provide two reference persons who can help to trace him (Head of household) if the need arises.

Questions 3A1-3A5: we need the following contact information about the two reference persons: name, relationship to the head of household, telephone number and contact address. Note that one of the two reference persons must be living in

the same village or town with the Head of the household as requested in the questionnaire. The second of the two reference persons must be a contact that lives outside the village or town of the head of household. The essence of the reference person's information is that this can be used to track the Head of household, if he moves away in the near future to another place, unknown to the interviewers. These reference persons should know the household and its members very well to be able to provide information about the household in future surveys. How to fill in information is shown in the table below.

Illustrations ----- Example 1

Phone Number for Household Head:	Landline	Cell phone
1A Name: Mr John Opara	Phone 01-2647288	0802 4441613

Phone Numbers for other household members

2A Name: Mrs Mary Opara	ID (From Roster) 2,	Phone 080 2555556
2B Name: Mr Peter Opara	ID (From Roster) 4,	Phone 080 37779010
2C Name: Miss Rita Opara	ID (From Roster) 6,	Phone 070 3555553

Example 2

Phone Number for Household Head:	Landline	Cell phone
1A Name: Mr John Opara	Phone -	-

Phone Numbers for other household members

2A Name: Mrs Mary Opara	ID (From Roster) 2,	Phone -
2B Name: Mr Peter Opara	ID (From Roster) 4,	Phone -
2C Name: Miss Rita Opara	ID (From Roster) 6,	Phone -

Head of Household Address:

Plot 340 , Independence Avenue Central Business District, Garki, Abuja.

This address is compulsory because neither the head of household nor any member of his household has a Mobile or Landline telephone. The only alternative available is to collect the correct address of the head of the household.

HOUSEHOLD TRACKING FORM

The tracking form (**see Appendix 2**) for the post-harvest round of the General Household Survey should be used anytime an interviewer finds that the household which he/she is supposed to interview from the post-planting round has completely moved with all of its members to a new or several new locations **OR** that *any* household members have moved to a new or several new locations. We are interested in collecting information on any household members who have moved so that we will understand what happens to them over time. This is one of the central objectives of the panel component of the General Household Survey: to observe changes over time in households. One significant household change that this tracking module addresses are changes that occur to the geographical location of a household or the household composition of households that remain in one location, but split apart.

Respondents: The respondents for the tracking form are the most knowledgeable individuals who have information on the location or locations of household members who have left their household from the post-planting round. We will collect information on these respondents in Section 3 of the questionnaire.

Section 1

This section collects information on the household from which members should be tracked. The section collects information on their post-planting location. In question 9, we collect information on the tracking status of the household. We have two types of household which we will track. They are:

A household which has completely moved with all of its members to a new or several new locations.

Any household members who have moved to a new or several new locations.

Section 2

In this section, we identify when the household moved (Q1), whether the household plans to return (Q2 and Q3), and the new locations where the households have moved (Q4-6). We are only interested in collecting information for tracking purposes on households or individuals who have moved within Nigeria.

In Q7-15, we collect information on the location to where individuals from the household moved and the household members who moved there (whether or not the whole household moved or several household members moved). Question 11 asks how many household members from the post-planting round moved to the new location. Then in Q12, we ask the id code of that person from the post-planting round of the survey. This information will have been prefilled in your post-harvest questionnaire. In Q13-15, we record the person's name and up to two telephone numbers with which we might be able to contact them.

We repeat these questions for a second known location in Nigeria (Q16-24) and a third known location in Nigeria (Q25-Q33). If the household has moved to more than three known locations in Nigeria, use an additional tracking form.

Section 3

This section collects information on the respondent's characteristics. When possible, the respondent's should come from a knowledgeable household member. This may not

always be possible if all household have moved away from their previous location. In these cases, you may ask these questions to knowledgeable respondents from the household's village or neighborhood. These people may include the head of the village, friends or neighbors of the household, or relatives of the household members. Up to three respondents are possible to give this information. If more are used, then complete an additional tracking form.

Chapter 5: The Agricultural Questionnaire

Section A – Agriculture Cover

INTRODUCTION:

The purpose of this section is to collect data on the household's agricultural activities to link with non agricultural activities for household welfare. Agriculture is the system of cultivating soil for production of crops, horticulture, livestock/poultry, fishing, forestry and in varying degrees. The agricultural outputs and marketing of the agricultural products are also covered in this survey. Agriculture plays a vital role in many developing countries like Nigeria and therefore it is very important that this section is to be accurately administered.

Respondent: Respondent is the head of the household or the person best informed about the agricultural activities of the household. In some parts the individual holders identified in the household can be invited to give the answers.

Spanner Head: Contains a statement of intention to be communicated to the respondent by the Interviewer. This is to assist the Interviewer to follow the sequence of the interview and to get his or her mind prepared on the next issue to be addressed. Note that it is important for every interviewer to take note of the content of all spanner heads in this questionnaire.

COVER PAGE: SECTION A-1: HOUSEHOLD IDENTIFICATION is the cover page of the Questionnaire. This **cover page** contains the same identification which corresponds to Household Questionnaire cover page. Copy to the Post – Harvest questionnaire cover page accordingly.

QUESTIONNAIRE _ OF _ TOTAL: This is to give the total number of Questionnaires used per household in serial arrangement when it is more than one. For example, if three Questionnaires were used in a farming household, the Interviewer must complete **QUESTIONNAIRE _ OF _ TOTAL** as **QUESTIONNAIRE 1_ OF 3 _ TOTAL**, **QUESTIONNAIRE 2_ OF 3_ TOTAL** & **QUESTIONNAIRE 3_ OF 3_ TOTAL**.

SECTION A1: Land and Dry Season Planting

RESPONDENT: Farmer, owner or manager of plot

FLAP B ROSTER: This is a thin flat piece of paper that is fixed by one edge of this questionnaire which can be lifted up easily to get a comprehensive list of all **PLOTS (or Land)** cultivated in the household with names and description of such listed PLOTS.

To start the interview using the agricultural questionnaire, you must open the FLAP-B Roster.

This is a thin flat piece of paper that opens up to the left of the questionnaire. This is where you will list all of the plots of this household and ensure that the pre-printed list of Farm Plots is attached here. This flap is used in the same way that the household roster flap was used: all information about plot one is entered in row one. Then all information on plot 2 is entered in row two, etc. The Interviewer must open it before the commencement of interview.

QUESTION 1: Ask for all plots operated since the last interview and add the new farm plots at the end of the printed list. The interviewer should pay special attention to the instruction (**in capital letter**) before writing the response.

QUESTION 2: Ask for the person who managed each plot in the household. The manager ID must be copied from HOUSEHOLD ROSTER to the column provided. The interviewer should pay special attention to the instruction (**in capital letter**) before writing the response.

QUESTION 3: Ensure that each new plot is identified by recording 1 for Yes and skip to question 8. Otherwise, put 2 for No.

QUESTION 4: Ask whether any household member still own or use each listed plot. If the response is yes record 1, otherwise put 2 for No.

QUESTION 5: The most appropriate option must be selected from the listed options. If option 5 is taken then skip to question 7. Otherwise, continue the interview.

QUESTION 6: Ask for the total amount of money received on this plot including estimated value from in-kind payments. Record the total value in Naira and skip to Question 26. The interviewer should pay special attention to the instruction (**in capital letter**) before writing the response.

QUESTION 7: For taking option 5 in Question 5, ask for the major reason for getting rid of this plot. The most appropriate option must be selected from the listed options. Then, skip to Question 26.

QUESTION 8: Record the person ID in the household roster for the respondent. The interviewer should pay special attention to the instruction (**in capital letter**) before writing the response.

QUESTION 9: Ask for the cultivated area of PLOT in local unit of measurement and record the appropriate unit code among the list. For example a farmer can give **586 stands** of Maize; the interviewer should record **586** under **Number** and **3** under **Unit**. Visit the farm plot and use the GPS to take the measurement of the PLOT in SQUARE METER (M²). The interviewer should pay special attention to the instruction (**in capital letter**) before writing the response.

QUESTION 10: The Interviewer must be able to get the Coordinates for the center point of the PLOT by using GPS. **PLOT LABEL** is given to such a located PLOT in a combination of **Household Number** on cover page with the **PLOT ID** from FLAP B (PLOT ROSTER). The

interviewer should pay special attention to the instruction (**in capital letter**) before writing the response.

Reading and recording from the GPS: first column writes **Latitude (North)** and second column records **Longitude (East)**. For instance, GPS coordinates are **N 07⁰ 25.567; E004⁰ 12.294** while PLOT LABEL is **00501** which is a combination of Household Number (**005**) and PLOT ID (**01**).

The recording is as follows:

LATITUDE (North)	LONGITUDE (East)	PLOT LABEL
N 07 ⁰ 25.567	E 004 ⁰ 12.294	00501

QUESTION 11: The interviewer must ask for the person that manages each PLOT. Such a PLOT manager ID must be from HOUSEHOLD ROSTER and copied to the column provided. The interviewer should pay special attention to the instruction (**in capital letter**) before writing the response.

QUESTION 12: The most appropriate option must be selected from the listed options. If option 2 is taken then skip to question 17. If any of the options 3, 4 or 5 is taken then skip to question 15. Otherwise, continue the interview.

QUESTION 13: If the option selected from the listed options in Question 12 is 1. Then, give the total amount paid for the plot.

QUESTION 14: Ask for the person who owned each plot in the household. The owner ID must be copied from HOUSEHOLD ROSTER to the column provided.

QUESTION 15: Apart from PLOT owner ID given in Question 14, the Interviewer must record 1 (Yes) for other decision maker on each Plot. Otherwise write 2 (No) in the provided column and skip to Question 19.

QUESTION 16: Other decision maker on each PLOT is expected to be identified. The Interviewer must copy maximum of four (4) persons' ID from HOUSEHOLD ROSTER to the columns provided and skip to Question 19.

QUESTION 17: Ask for the total amount paid for renting this plot since the beginning of the planting season. Record the amount in Naira.

QUESTION 18: Ask for the total value of in-kind payments made for renting this plot since the beginning of the planting season. Estimate the in-kind payment in Naira only.

QUESTION 19: Ask the respondent whether he/she has the right to sell the Land (PLOT) as collateral. If the response is yes, record 1 where the individual has the right, otherwise 2 (No) where he/she does not.

QUESTION 20: If it is true that the respondent has the right to use the PLOT as collateral, the response should be coded 1 (Yes). Otherwise, record 2 for No.

QUESTION 21: If it is true that other household member has the right to sell or use the PLOT as collateral, the response should be coded 1 (Yes). Otherwise, record 2 for No and skip to Question 26.

QUESTION 22: other persons in the household that have right to sell or use this PLOT as collateral are expected to be identified. The Interviewer must copy maximum of three (3) persons' ID from HOUSEHOLD ROSTER to the columns provided.

QUESTION 23: Ask whether the manager of this PLOT had been changed since the last interview. If the response is yes, record 1 otherwise write 2 for No and skip to Question 26.

QUESTION 24: If the response is yes, ask for the current manager of this PLOT. Copy maximum of three (3) persons' ID from HOUSEHOLD ROSTER to the columns provided.

The interviewer should pay special attention to the instruction (**in capital letter**) before writing the response.

QUESTION 25: Ask respondent the main reason for changing the management of this PLOT. Select the best option from the given list. If option 6 is taken, write the response clearly.

QUESTION 26: Ask the respondent, if any crops were planted on the PLOT during the dry season after the last interview. Record 1 for yes, otherwise record 2 for No and skip to SECTION 3.

QUESTION 27: If response in Question 26 is yes, give the crop code of the mainly planted crop on the PLOT during this dry season.

QUESTION 28: If response in Question 26 is yes, ask for the total area planted on the PLOT with the CROP during this dry season after the last interview. Ask for the cultivated area of PLOT in local unit of measurement and record the appropriate unit code among the list accordingly.

QUESTION 29: Ask for the method used in cropping. Record the response from the list of units provided. If the response is unit code 7, write the response clearly.

Note: *MONO-CROPPING:* *is the agricultural practice of growing the same crop year after year on the same land, without crop rotation through other crops which allow specialization in equipment and crop production e.g. a Maize farm.*

MIXED CROPPING: *as the name implies is the most basic form in which the component crops are totally mixed in the available space. This pattern can be in form of two or more crops i.e. a PLOT has Maize, Yam and Melon grow together.*

INTER-CROPPING: *is the practice of sowing a fast growing crop with a slow growing crop so that the fast growing crop is harvested before the slow growing crop starts to mature e.g. Yam and Plantain.*

RELAY CROPPING: *refer to the agricultural practice of cultivating two crops where the second crop is planted following harvest of the first crop to get more benefits i.e. having harvested Melon, Yam was planted.*

ALLEY CROPPING: *also known as row cropping involves the crops arranged in alternate rows e.g. in a ridge where Groundnut is planted in alternate rows with Melon.*

STRIP CROPPING: *A variation of row cropping is strip cropping. Where multiple rows (or a strip) of one crop are alternated with multiple rows of another crop. This design can provide shade (reducing water loss from evaporation), ensures retention of soil moisture, and can also produce fruit, fuel wood, fodder, or trimmings to be made into mulch e.g. a Yam farm having tree crops.*

QUESTION 30: Ask the respondent when the seeds of the CROP were planted on the PLOT during the dry season after the last interview. Record the response from the list of options provided.

QUESTION 31: Ask for the quantity of [CROP] expected to be harvested from each PLOT during the dry season after the last interview. Record the response in QUANTITY with corresponding UNIT code among the listed options. The interview should be done for each PLOT ID.

QUESTION 32: Ask whether any other crops were planted on this PLOT since the last interview (during the dry season) or not. If the response is yes, record 1 otherwise write 2 for No and skip to SECTION 3.

QUESTION 33: If response in Question 32 is yes, give the crop code of the secondary planted crop on the PLOT during this dry season.

QUESTION 34: If response in Question 32 is yes, ask for the total area planted on the PLOT with the secondary CROP during this dry season after the last interview. Ask for the cultivated area of PLOT in local unit of measurement and record the appropriate unit code among the list accordingly. The interviewer should pay special attention to the instruction (**in capital letter**) before writing the response.

QUESTION 35: Ask for the method used in cropping. Record the response from the list of units provided. If the response is unit code 7, write the response clearly.

QUESTION 36: Ask the respondent when the seeds of the secondary CROP were planted on the PLOT during the dry season after the last interview. Record the response from the list of options provided.

QUESTION 37: Ask for the quantity of secondary [CROP] expected to be harvested from each PLOT during the dry season after the last interview. Record the response in QUANTITY with corresponding UNIT code among the listed options. The interview should be done for each PLOT ID.

QUESTION 38: Ask whether any other crops were planted on this PLOT apart from secondary crop since the last interview (during the dry season) or not. If the response is yes, record maximum of five (5) Crop Codes in the provided columns otherwise write 2 for No and leave the columns blank.

SECTION A2: Harvest Labour

QUESTION 1: Ask the respondent to enumerate all house members that worked on each PLOT during the last rainy season harvest excluding the dry season harvest. Copy the persons' ID from household Roster. If they were more than four family workers attached any extra sheet used. The respondent must be able to provide information on number of weeks, day per week and hours per day that each person did the harvest. The interviewer should pay special attention to the instruction (**in capital letter**) before writing the response.

QUESTION 2: Ask the respondent the total number of hired men that harvested crop on each PLOT during the last harvest season.

QUESTION 3: Ask the respondent the number of days hired men harvested crop on each PLOT during the last harvest season.

QUESTION 4: Ask for the average daily paid to men hired for harvesting in Naira.

QUESTION 5: Ask the respondent the total number of hired women that harvested crop on each PLOT during the last harvest season.

QUESTION 6: Ask the respondent the number of days hired women harvested crop on each PLOT during the last harvest season.

QUESTION 7: Ask for the average daily paid to women hired for harvesting in Naira.

QUESTION 8: Ask the respondent the total number of hired children that harvested crop on each PLOT during the last harvest season.

QUESTION 9: Ask the respondent the number of days hired children (<15 years) harvested crop on each PLOT during the last harvest season.

QUESTION 10: Ask for the average daily paid to children (<15 years) hired for harvesting in Naira.

QUESTION 11: Ask respondent the total quantity of harvested crop(s) given out as payment to all hired workers for harvesting on this PLOT. Write the crop code and also selected the most appropriate unit code. Please, follow the questionnaire instructions strictly.

QUESTION 12: Ask for other household members (men, women and children less than 15 years old) harvested crop on each PLOT during the last harvest season for free of charge as exchange labourers or to assist for nothing in return. If none, record zero in all columns and skip to next plot. The interviewer should pay special attention to the instruction (**in capital letter**) before writing the response.

QUESTION 13: Ask the respondent to give the sources of other household members that harvested crop on each PLOT during the last harvest season for free of charge or to assist for nothing in return. Maximum of three Network Roster ID code were needed to complete the provided columns. The interviewer should pay special attention to the instruction (**in capital letter**) before writing the response.

SECTION A3: Agricultural Production – Harvest of Field and Tree Crops

FLAP C_ PLOT-CROP ROSTER: Open FLAP C_PLOT-CROP ROSTER before the commencement of interview for this **Section**.

QUESTION 1: Ask for each crop grown in each PLOT operated during the last interview which had been harvested in the provided column. The interviewer must attach the list of all crops planted in all Plots both new ones and the ones planted during the post-planting visit.

QUESTION 2: Give crop code to each crop listed in Question 1.

QUESTION 3: Ask for the crops that were harvested on the PLOT since the last interview. Record 1 for yes, otherwise record 2 for No and skip to NEXT CROP.

QUESTION 4: Ask respondent the main season when the crops were harvested. The interviewer was to select the most appropriate options from the list provided.

QUESTION 5: Ask for the land area of crop harvested on the PLOT since the last interview in local unit of measurement and record the appropriate unit code among the list accordingly.

QUESTION 6: Ask for the Quantity of crop harvested on the PLOT since the last interview in local production unit of measurement and record the most appropriate unit code among the list.

QUESTION 7: If it is true that the land of harvested crop was acquired in form of share cropping, the response should be coded 1 (Yes). Otherwise, record 2 for No and skip to Question 9.

QUESTION 8: If response in question 7 is yes. Ask for the quantity of harvested crop that was given to landowner and write the most appropriate production unit code from the listed options.

QUESTION 9: If it is true that unprocessed crop from harvest was sold, the response should be coded 1 (Yes). Otherwise, record 2 for No and skip to Question 14.

QUESTION 10: Ask the respondent the main source of selling the harvested crop. Record the Network Roster ID code in the provided column.

QUESTION 11: Ask for the quantity of harvested crop that was sold to this [BUYER] and write the most appropriate unit code from the listed options.

QUESTION 12: Ask for the value of sales through this [BUYER] in Naira.

QUESTION 13: Ask for the period of payment and select the most appropriate option from the list.

QUESTION 14: If there is other source that unprocessed crop from harvest was sold, the response should be coded 1 (Yes). Otherwise, record 2 for No and skip to Question 18.

QUESTION 15: Ask the respondent the other sources of selling the harvested crop. Record maximum of three Network Rosters' ID codes in the provided columns.

QUESTION 16: Ask for the total quantity of harvested crop that was sold to other buyers and write the most appropriate unit code from the listed options.

QUESTION 17: Ask for the total value of sales through these other buyers in Naira.

QUESTION 18: Ask for the total value of sales assumed that each harvested crop were sold in Naira.

QUESTION 19: Ask for the quantity of harvested crop that was processed by the household since the harvest and write the most appropriate unit code from the listed options.

QUESTION 20: Ask for the quantity of harvested crop that was stored as seed for the next planting season and write the most appropriate unit code from the listed options.

QUESTION 21: Ask for the quantity of harvested crop that was given as payment for labour (in kind) and write the most appropriate unit code from the listed options.

QUESTION 22: Ask for the quantity of harvested crop that was given as gifts and write the most appropriate unit code from the listed options.

QUESTION 23: Ask for the quantity of harvested crop that was post harvest loss and write the most appropriate unit code from the listed options.

SECTION A4: Agricultural Capital

This section captures information on the agricultural capital possessed by the farming household. The possession include Tractor, Plough, Planter, Boat, Fishing net, etc. are important in measuring farming household welfare and standards of living. The item may be owned by any member of the household and must be in good working condition.

Respondent: The main respondent is the head of the household and/or an adult household member currently living the household.

Question 1: This question seeks to determine the number of the listed items that are owned by the farming household. The item must be in good working condition. The number of items owned should be entered in the row corresponding to that item. If there is more than one item then each one should be listed in the columns to the right: under Description and Code. For example if the household has two tractors: Then the descriptions must be placed in the description column (see Figure) and the code written beside the descriptions in both cases. If there was just one of the items, then just the code needs to be written. If the household owns none of these items, then write "0" in Question 1 and move to the next item. Obtain a response on ALL items before moving to Question 2.

1.												
How many of the following items does your household own? WRITE THE TOTAL NUMBER OF ITEMS THAT THE HOUSEHOLD POSSESSES. IF NONE PUT '0'			I T E M M	LIST ALL THE ITEMS IN QUESTION 1. IF MORE THAN ONE ITEM, WRITE A DESCRIPTION OF THE ITEM BELOW. OTHERWISE WRITE ONLY THE CODE OF THE ITEM. THEN ANSWER QUESTION 2 - 8 FOR EACH ITEM.		2. Who is the person that owns this item? WRITE THE ID OF THE PERSON WHO OWNS THE ITEM. IF OWNED BY MORE THAN ONE PERSON, WRITE ID CODES SEPARATED BY ','. OR IF OWNED BY HOUSEHOLD WRITE "98".	3. How long ago was [ITEM] acquired? (IF LESS THAN ONE YEAR ENTER 0)	4. If you wanted to sell one of this [ITEM] today, how much would you receive?	5. Which other persons in the household use this equipment? LIST THE ID OF EACH PERSON IN ORDER OF FREQUENCY OF USE	6. Was [ITEM] rented out in the last 12 months? Yes.....1 No.....2 (► NEXT ITEM)	7. What was the total value in Naira of all rentals?	8. How many days was [ITEM] rented out?
ITEM	ITEM CODE	# OF ITEMS		DESCRIPTION	CODE	ID CODE	YEARS	NAIRA	ID 1	ID 2		NAIRA
Tractor	301		1									
Plough	302		2									
Trailer/Cart	303		3									
Ridger	304		4									
Planter	305		5									
Pickup	306		6									
Harvester	307		7									
Water pump	308		8									
Sprinkler	309		9									
Other animal drawn equipment	310		10									
Other tractor drawn equipment	311		11									
Sprayer	312		12									
Outboard motor	313		13									

Question 2: write the Individual ID of the person who owns the Agricultural capital. If the item is owned by more than one person in the household, then enter “98”

Question 3: this question seeks to determine the age of the item. This will have bearing on its current value. If the item was purchased within the past 12 months, then the interviewer must write “0”.

Question 4: is aimed at coming to some reasonable current value of the item. The question is asked to obtain a reasonable current market value for the item by posing the questions in terms of selling the item. That is, if the item was put up for sale, what reasonable amount would be received?

Question 5: write the Individual ID of the person who used any of this equipment. List the ID of at most three persons in the household.

Question 6: Either the response is Yes (1) or NO (2) continue the interview on each item. Complete all listed items before moving to question 7.

Question 7: If response in question 6 is Yes (1), ask for number of days when the [ITEM] was rented out.

Question 8: If response in question 6 is Yes (1), ask for the total value in naira of all rentals.

SECTION A5a – Extension Services

Note: Agricultural Extension Service: *a technical assistance/advice (or a demonstration of new agriculture techniques) given to a farmer or group of farmers to improve productivity.*

RESPONDENT: Farmer, owner or manager of plot

Topic Code: *unique serial number assigned to each listed TOPIC in question 1. This code will enable the interview to continue smoothly and orderly.*

QUESTION 1: Ask respondent whether anyone in the household receive any advice on [TOPIC]. Record 1 for “Yes” or 2 for “No” as may be applicable to each topic. Make sure that all topics were completed before continuing from Question 2. If response to the entire list is **NO**, move to NEXT SECTION.

QUESTION 2: If Question 1 is 1 (Yes) for any of the listed topics, ask the respondent the main source of advice on [TOPIC]. Record the code from available options. If the response is not among the list, record unit code 14 and write the response.

SECTION A5b – Extension Services

Note: Source Code: *a serial number assigned to each listed SOURCE in question 1. This code will enable the interview to continue smoothly and orderly.*

PEER FARMER: *A group of farmers who grow the same type of crop in a single community.*

LEAD FARMER: *A farmer who is the most active in growing certain crop or who has the largest PLOT of a certain crop or an outstanding farmer in a community.*

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

QUESTION 1: Mark “X” to each identified source against each topic that has “Yes” response in the previous page. Make sure that all topics were completed by marking “X” against any identified source before continuing from Question 2.

QUESTION 2: For each source marked “X”, ask if any of the household member received advice/information through [SOURCE]. The interviewer is required to list maximum of **FOUR**

persons from HOUSEHOLD ROSTER and then copy the **persons' ID** to Question 2 against each identified source accordingly.

QUESTION 3: Having completed Question 2, ask respondent total number of times someone from identified [SOURCE] visited any household member's farm since the New Year. Record the **NUMBER of VISITS** per source accordingly. If there is no visit made, record Zero (0) and skip to Question 5.

Do not complete the block cells. The interviewer should pay special attention to the instruction (**in capital letter**) before writing the response.

QUESTION 4: Ask respondent the number of visits solicited for. Record the **NUMBER of SOLICITED VISITS** per source accordingly. If there is no solicited visit made, record Zero (0). If the response is not among the list, record unit code 14 and write the response. **Do not complete the block cells.** The interviewer should pay special attention to the instruction (**in capital letter**) before writing the response.

QUESTION 5: Ask respondent if any member of the household met or visited the identified SOURCE elsewhere other than their dwelling place or on their plots since the New Year. Record the **number** for the entire household per **SOURCE** accordingly. If there is no visit/meeting made, record Zero (0). If the response is not among the list, record unit code 14 and write the response. **Do not complete the block cells.** The interviewer should pay special attention to the instruction (**in capital letter**) before writing the response.

QUESTION 6: Ask respondent for the number of times any members of the household attend meeting with [SOURCE] after the last interview. Record the **TOTAL NUMBER for the entire household** per source accordingly. If there is no visit made, record Zero (0). If the response is not among the list, record unit code 14 and write the response. **Do not complete the block cells.** The interviewer should pay special attention to the instruction (**in capital letter**) before writing the response.

QUESTION 7: Ask respondent if any of the household members spent anything for receiving any advice or information from [SOURCE] since the last interview. Record 1 for "Yes" or 2 for "No" as may be applicable to each source. **Do not complete the block cells.** If No (2) is response to any of the listed sources, make sure that all sources were completed before continuing from Question 8. If response to the entire list is **NO**, skip to **Question 9**.

QUESTION 8: If Question 7 is yes for any of the listed sources, ask respondent the total amount paid by the household for receiving advice or information from [SOURCE]. Enter the total amount in NAIRA for the entire household including the estimation from in-kind. The interviewer should pay special attention to the instruction (**in capital letter**) before writing the response.

QUESTION 9: Ask respondent at which level the advice or information received from [SOURCE] was useful to the household. Enter the appropriate code from the option provided that best described the response.

SECTION A6 – Animal Holdings

RESPONDENT: Owner or caretaker of animals

Note: Interviewer must ensure that the answer to a particular question is appropriately recorded before acting on the skip instruction.

FLAP D ROSTER: Open FLAP-D Roster before the commencement of the interview in this SECTION. This is where the list of all common animals in the household is given. This flap is used in the same way like the Plot roster (flap B).

ANIMAL HOLDING: Animal owned by a person or a joint holder

Note: CALF: This is a baby of a cow.

HEIFER: This is a young cow that has not yet given birth to a calf.

COW: This is adult female cattle for producing milk, meat and calf.

STEER: This is a young male cow whose sex organs have been removed.

BULL: This is adult male cattle.

QUESTION 1: Ask respondent if any member of the household raised or owned any of the listed animals. Record the response as 1 for “Yes” or 2 for “No” as appropriate. The interviewer should pay special attention to the instruction (**in capital letter**) before writing the response. If response to the entire list is **NO**, skip to **SECTION 9**.

QUESTION 2: If response to any of the listed animals in Question 1 is ‘Yes’, ask respondent the number of [ANIMALS] owned by the household now either at farm or away. Record the number of each animal accordingly.

QUESTION 3: Having completed Question 2, ask respondent the amount of money to be received from selling one of the [ANIMALS] today. Record the amount in NAIRA.

QUESTION 4: Ask for the person(s) in the household that own(s) [ANIMAL]. The interviewer is required to list maximum of **TWO** persons from HOUSEHOLD ROSTER and then copy the **persons’ ID** into Question 4 against each animal accordingly.

QUESTION 5: Ask for the person (s) in the household that was responsible for keeping [ANIMAL]. The interviewer is required to list maximum of **TWO** persons from HOUSEHOLD ROSTER and then copy the **persons’ ID** into Question 5 against each animal accordingly.

QUESTION 6: Ask whether someone else keep your [ANIMAL] for you during any part of the year or not. Record the response as 1 for “Yes” or 2 for “No” as appropriate.

QUESTION 7: If response is ‘Yes’ in Question 6, ask respondent the number of the months out of the year that the person kept the [ANIMAL].

QUESTION 8: Ask for the place where these [ANIMALS] were kept. From the listed options, select the most appropriate option. If option 6 is taken, write the response clearly.

QUESTION 9: Ask for the number of [ANIMALS] born in the household since the last interview. Record the number for each animal identified. The interviewer should pay special attention to the instruction (**in capital letter**) before writing the response.

QUESTION 10: Ask for the number of [ANIMALS] received as gifts since the last interview. Record the number for each animal identified. If none, record zero (0). The interviewer should pay special attention to the instruction (**in capital letter**) before writing the response.

QUESTION 11: Ask for the number of [ANIMALS] received as payment for rendered since the last interview. Record the number for each animal identified. If none, record zero (0). The interviewer should pay special attention to the instruction (**in capital letter**) before writing the response.

QUESTION 12: Ask for the number of [ANIMALS] bought to be raised since the last interview. Record the number for each animal identified. If none, record zero (0). The interviewer should pay special attention to the instruction (**in capital letter**) before writing the response.

QUESTION 13: Ask respondent the total amount of money spent for purchasing ANIMALS. Record the total amount (NAIRA) make sure in-kind payment is estimated against each of the identified animals. The interviewer should pay special attention to the instruction (**in capital letter**) before writing the response.

QUESTION 14: Ask for the place where most of the animals were purchased. The interviewer is to complete the network roster and enter the network code for **two** sources to the provided cells.

QUESTION 15: Ask for the number of [ANIMALS] given as gifts since the last interview. Record the number for each animal identified. If none, record zero (0). The interviewer should pay special attention to the instruction (**in capital letter**) before writing the response.

QUESTION 16: Ask for the number of [ANIMALS] given out as payment for services rendered since the last interview. Record the number for each animal identified. If none, record zero (0). The interviewer should pay special attention to the instruction (**in capital letter**) before writing the response.

QUESTION 17: Ask for the number of [ANIMALS] got lost or stolen since the last interview. Record the number for each animal identified. If none, record zero (0). The interviewer should pay special attention to the instruction (**in capital letter**) before writing the response.

QUESTION 18: Ask for the number of [ANIMALS] sold alive since the last interview. Record the number for each animal identified. If none, record zero (0). The interviewer should pay special attention to the instruction (**in capital letter**) before writing the response. If NONE for all animals, skip to **Question 19**. Otherwise, continue the interview.

QUESTION 19: Ask respondent the total amount of sales. Record the total amount (NAIRA) make sure in-kind payment is estimated against each of the identified animals. The interviewer should pay special attention to the instruction (**in capital letter**) before writing the response.

QUESTION 20: Ask for the place where the [ANIMALS] sold alive. The interviewer is to complete the network roster and enter the network code for **two sources** in the provided cells.

QUESTION 21: Ask for the number of animals slaughtered FOR SALE since the last interview. Record the number of any identified animals slaughtered. If none, record zero (0). The interviewer should pay special attention to the instruction (**in capital letter**) before writing the response.

QUESTION 22: Ask for the number of animal slaughtered household FOR CONSUMPTION since the last interview. Record the number of any identified animals slaughtered. If none, record zero (0). The interviewer should pay special attention to the instruction (**in capital letter**) before writing the response.

QUESTION 23: Ask if any of the identified animals suffer from any disease since the last interview. If the response is “Yes” record 1 or 2 for “No” as appropriate. Make sure that all animals were completed before continuing from Question 24. If response to the entire listed animal is **NO**, continue the interview in **Question 25**.

QUESTION 24: If response is yes in Question 23, ask for the kind of diseases the identified animals suffer most. Record the number of animals lost to two identified diseases separately using the Disease code after Question 28. The interviewer should pay special attention to the instruction (**in capital letter**) before writing the response.

QUESTION 25: If response is yes in Question 23, ask for the number of animal loss from any of the diseases since the last interview. Record the number of animal loss to two identified diseases separately using the Disease code after Question 28. The interviewer should pay special attention to the instruction (**in capital letter**) before writing the response.

QUESTION 26: Ask for the number of animal currently vaccinated. Record the number against each of the listed animals. If none, record zero (0). Make sure that all animals were completed before continuing from Question 22. The interviewer should pay special attention to the instruction (**in capital letter**) before writing the response. If NONE for all animals, skip to next **SECTION**.

QUESTION 27: Ask for the main provider of the vaccination services. The interviewer is to complete the network roster and enter the network codes for maximum of **two sources** per identified animal in the provided cells.

QUESTION 28: Ask for the diseases of each identified animal vaccinated. Record maximum of **three types** of disease codes to the space provided. Use the disease code shown by the side of Question 28.

SECTION A7 – Animal Costs

Note: Interviewer must ensure that the answer to a particular question is appropriately recorded before acting on the skip instruction.

RESPONDENT: Owner or caretaker of animals

QUESTION 1: Ask respondent if anything was spent on the items listed since the last interview. If the response is “Yes” record 1 or 2 for “No” against each item. Make sure that all items were completed before continuing from Question 2. If response to the entire list is **NO**, skip to next **SECTION**.

QUESTION 2: If Question 1 is 1 (Yes) for any of the listed items, ask for the amount spent since the last interview. Record the amount in NAIRA.

QUESTION 3: If Question 1 is 1 (Yes) for any of the listed items, ask for in-kind payment since the last interview. Record the amount in NAIRA by estimating for in-kind payment of each identified item.

QUESTION 4: Ask for the sources of the identified item. The interviewer is to complete the network roster and enter the network codes for maximum of **two sources** per item in the provided cells.

QUESTION 5: Ask if there was anytime since the last interview that the item was not available for the household need. If the response is “Yes” record 1 or 2 for “No” against each item. Make sure that all items were completed before continuing from next **SECTION**.

SECTION A8 – Other Agricultural Income

ITEM CODE: is the *unique serial number assigned to each listed ITEM in Question 1. This will enable the interviewer to continue the interview on each ITEM in orderly manner.*

QUESTION 1: Ask respondent if any of the household members produced any [ITEM] since the last interview. If the response is “Yes” record 1 or 2 for “No” against each item. Make sure that all items were completed before continuing from Question 2. If response to the entire list is **NO**, skip to next **SECTION**.

QUESTION 2: If Question 1 is 1 (Yes) for any of the listed items, ask for the number of months the household produced any of the [ITEM]. Record the number of the months. For instance, if the response is three (3) months: record 3 under **NUMBER**.

QUESTION 3: Ask for the average quantity of [ITEM] produced per month. Record the number of QUANTITY with corresponding units. If the response is not among the list, record unit code 6 and write the response.

QUESTION 4: Ask if any of the [ITEM] produced since the last interview was sold. If the response is “Yes” record 1 or 2 for “No” against each item. Make sure that all items were completed before continuing from Question 5.

QUESTION 5: If Question 4 is 1 (Yes) for any of the listed items, ask for **the quantity of [ITEM]** sold since the last interview. Record the number of quantity with corresponding to any of the units listed appropriately.

QUESTION 6: Ask for the **total value of sales** of [ITEM] since the last interview. Record the value in Naira including the estimation of payments in-kind. The interviewer should pay special attention.

Chapter 6: Use of GPS

THE SURVEY EQUIPMENT GLOBAL POSITIONING SYSTEM (GPS)

etrex

LEGEND

QUICK START GUIDE



GARMIN
Step-by-Step Instructions
to Get You Started

(Turn this page and begin with Step 1) →

INTRODUCTION

The Global Positioning System (GPS) is a piece of technology equipment used for variety of activities (navigating, mapping, etc). The advantage of this technology over the old method of farm survey (i.e compass, pole and tape) is enormous. It is more accurate in measurement, faster, easier and requires less number of people to use.

THE USE OF GPS TO MEASURE PLOT (FARM) AREA

First walk round the farm boundary to observe the farm shape and possible obstacles on the farm

Step 1: Switch on the GPS by pressing the **POWER BUTTON** for 1-2 seconds.

Step 2: Wait for at least two (2) minutes for allowing the GPS to initialize and locate satellites just like when you wait for your computer to boot.

Step 3: Make sure that the satellites are good i.e. a minimum of four satellites are received and scattered on the screen.

Step 4: The GPS will indicate **READY** before you can start navigating or using.

Step 5: Move to the **main menu** (page) by pressing PAGE BUTTON key repeatedly.

Step 6: On the main menu select **TRACK**.

Step 7: On the **TRACK**, press **Thumb Stick** to enter track menu.

Step 8: On the **TRACK menu**, by using Thumb Stick moves the cursor to **OFF/ON** corner to click **OFF**. The cursor will move to **ON** then click it again. **ON** will look dull indicating it is ready for survey work and cursor will stay on OFF.

Step 9: Mark your starting point before you begin to walk round the farm boundary and make sure you return to your starting point.

Step 10: Stop and save, by moving the cursor to save mode and press, it will save by the current date.

Step 11: After saving, a **sketch map of the movement** round the PLOT will be shown on the screen. Then, move the cursor to the area of the surveyed PLOT shown on the screen and record the area in square metre (m²).

Step 12: Before surveying another farm, move the cursor to **CLEAR** and press to rob off the previous PLOT. Otherwise there will be an overlapping.

Step 13: Repeat the same procedures to survey other Plots (Farms). Please, note that you are to save the last ten farms you surveyed.

THE USE OF GPS TO GET THE COORDINATES OF A LOCATION

Walk into the centre of a PLOT (a farm) or a point to read the coordinates from the GPS.

Step 1: Switch on the GPS by pressing the **POWER BUTTON** for 1-2 seconds.

Step 2: Wait for at least two (2) minutes for allowing the GPS to initialize and locate satellites just like when you wait for your computer to boot.

Step 3: Make sure that the satellites are good i.e. a minimum of four satellites are received **and scattered** on the screen.

Step 4: The GPS will indicate **READY** before you can start navigating or using.

Step 5: When **READY** is seen on the screen, the coordinates will be displayed on the screen as well. Make sure that you are **at the point** where you need to locate or track before recording the coordinates.

Step 6: Repeat the same procedures for other targeted locations (Points). Please, note that you must be at the point where you need to locate or track before recording the coordinates.

Appendix

List of Occupations and Codes

S/N	International Standard Classification of Occupations	Code
1	Legislators	1110
2	Senior Government Officials	1120
3	Traditional Chiefs & Head of Villages	1130
4	Senior Officials of Political Party Organisation	1141
5	Senior Official of Employers, workers and other Economic interest Organisations	1142
6	Senior Officials of Humanitarian and other Special-Interest Organisations	1143
7	Directors & Chief Executives	1210
8	Production & Operations Managers	1221
9	Finance and Administration Managers	1222
10	Personel and Industrial Relations Managers	1223
11	Sales and Marketing Managers	1224
12	Advertising and Public Relations Managers	1225
13	Supply and distribution Managers	1226
14	Computing Services Managers	1227
15	Research and Development Managers	1228
16	Other Specialized Managers	1229
17	General Managers in Agriculture	1311
18	General Managers in Manufacturing	1312
19	General Managers in Construction	1313
20	General Managers in Retail & Wholesale Trade	1314
21	General Managers in Resturants and Hotels	1315
22	General Managers in Transportation	1316
23	General Managers in Business Services Firms	1317
24	General Managers in Personnel Care, Cleaning Repairs and Related Services	1318
25	Physicists and Astronomers	2111
26	Meteorologists	2112
27	Chemists	2113
28	Geologists and Geophysicists	2114
29	Mathematicians and Related Professionals	2121
30	Statisticians	2122
31	System Designers and Analysts	2131
32	Computer Programmers	2133
33	Other Computing Professionals	2139
34	Architects, Town and Traffic Planners	2141
35	Civil Engineers	2142
36	Electrical Engineers	2143
37	Electronic and Telecommunications Engineers	2144
38	Mechanical Engineers	2145
39	Chemical Engineers	2146
40	Mining Engineers, Metallurgists and Related Professionals	2147
41	Cartographers and Surveyors	2148
42	Other Architects, Engineers and Related Professionals	2149
43	Biologists, Botanists, Zoologists & Related Professionals	2211
44	Bacteriologists, Pharmacologists & Related Professionals	2212
45	Agronomists and Related Professionals	2213
46	Medical Doctors	2221
47	Dentists	2222
48	Veterinarians	2223
49	Pharmacists	2224

S/N	International Standard Classification of Occupations	Code
50	Other Health Professionals (Except Nursing)	2229
51	Nursing and Midwifery Professionals	2230
52	Colleges, University & Higher Education Teaching Professional	2310
53	Secondary Education Teaching Professionals	2320
54	Primary Education Teaching Professionals	2331
55	Pre-primary Education Teaching Professionals	2332
56	Special Education Teaching Professionals	2340
57	Education Methods Specialists	2351
58	School Inspectors	2352
59	Other Teaching Professionals not Elsewhere Classified	2359
60	Accountants	2411
61	Personnel and Careers Professionals	2412
62	Other Business Professionals	2419
63	Lawyers	2421
64	Judges	2422
65	Other Legal Professionals	2429
66	Archivists and Curators	2431
67	Librarians and Related Professionals	2432
68	Economists	2441
69	Sociologists, Anthropologist & Related Professionals	2442
70	Psychologist	2445
71	Social Work Professionals	2446
72	Authors, Journalist & Other Writers	2451
73	Sculptors, Painters & Related Artists	2452
74	Composers, Musicians & Singers	2453
75	Choreographers and Dancers	2454
76	Film, Stage and Related Actors and Directors	2455
77	Religion Professionals	2460
78	Chemical & Physical Science Technicians	3111
79	Civil Engineering Technicians	3112
80	Electrical Engineering Technicians	3113
81	Mechanical Engineering Technicians	3114
82	Chemical Engineering Technicians	3116
83	Mining and Metallurgical Technicians	3117
84	Other Physical Science & Engineering Technicians	3118
85	Computer Assistants	3121
86	Computer Equipment Controllers	3122
87	Photographers & Image & Sound-Recording Equipment Controllers	3131
88	Broadcasting and Telecommunications-Equipment Controllers	3132
89	Medical Equipment Controllers	3133
90	Other Optical & Electronics Equipment Controllers not elsewhere classified	3139
91	Ships' Engineers	3141
92	Ships' Deck Officers & Pilots	3142
93	Aircraft Pilot & Related Workers	3143
94	Air Traffic Controllers	3144
95	Air Traffic Safety Technicians	3145
96	Building & Fire Inspectors	3151
97	Safety, Health & Quality Inspectors (Vehicles, Processes & Products)	3152
98	Life Science Technicians	3211
99	Agronomy & Forestry Technicians	3212
100	Farming & Forestry Advisers	3213
101	Medical Assistants	3221

S/N	International Standard Classification of Occupations	Code
102	Sanitarian	3222
103	Dieticians and Nutritionists	3223
104	Optometrists & Opticians	3224
105	Dental Assistants	3225
106	Physiotherapists and Related Workers	3226
107	Veterinary Assistants	3227
108	Pharmaceutical Assistants	3228
109	Other Health Associate Professionals (Except Nursing)	3229
110	Primary Education Teaching Associate Professionals	3310
111	Pre-Primary Education Teaching Associate Professionals	3320
112	Special Education Teaching Associate Professionals	3330
113	Other Teaching Associate Professionals	3340
114	Securities, Finance Dealers & Brokers	3411
115	Insurance Representatives	3412
116	Estate Agents	3413
117	Travel Consultants Organisers	3414
118	Technical & Commercial Sales Representatives	3415
119	Buyers	3416
120	Appraisers & Values	3417
121	Auctioneers	3418
122	Other Finance & Sales Associate Professionals	3419
123	Trade Brokers	3421
124	Clearing & Forwarding Agents	3422
125	Labour Contractors & Equipment Agents	3423
126	Other Business Services Agent & Trade Brokers	3429
127	Administrative & Related Associate Professionals	3431
128	Legal & Related Business Associate Professionals	3432
129	Other Administrative Associate Professionals	3439
130	Custom & Border Professionals	3441
131	Government Tax & Excise Officials	3442
132	Government Welfare & Pension Officials	3443
133	Government Licensing Officials	3444
134	Commissioned Police Officers & Detectives	3445
135	Other Government Associate Professionals	3449
136	Social Work Associate Professionals	3450
137	Decorators & Commercial Designers	3461
138	Radio, Television & Other Announcers	3462
139	Street, NightClub & Related Musicians, Singers & Dancers	3463
140	Clowns, Magicians, Acrobats & Related Workers	3464
141	Athletes & Related Workers	3465
142	Non-Ordained Religion Associate Professionals	3470
143	Statistical & Finance Clerks	4122
144	Stock Clerks	4131
145	Production Clerks	4132
146	Transport Clerks	4133
147	Library & Filing Clerks	4141
148	Mail Carriers & Sorting Clerks	4142
149	Coding, Proof-Reading & Related Clerks	4143
150	Scribes	4144
151	Flight Attendants & Travel Stewards	5111
152	Transport Conductors	5112
153	Travel Guides and Ground Hosts	5113

S/N	International Standard Classification of Occupations	Code
154	House Stewards and House Keepers	5121
155	Waiters and Banenders	5122
156	Institution-based Personal Care Workers	5131
157	Home-Based Personal Care Workers	5133
158	Other Personal Care Workers	5139
159	Hairdressers, Barbers, Beauticians & Related Workers	5141
160	Companions and Valets	5142
161	Undertakers and Embalmers	5143
162	Other Personal Services Workers not Elsewhere Classified	5149
163	Fashion and Other Models	5210
164	Shop Sales Persons & Demonstrators	5220
165	Stall and Market Salespersons	5230
166	Field Crops & Vegetable Growers	6111
167	Tree Shrub Crop Growers	6112
168	Gardeners, Horticultural; Nursery Growers	6113
169	Mixed Crop Growers	6114
170	Dairy & Livestock Producers	6121
171	Poultry Products	6122
172	Mixed Animal Producers	6123
173	Market Oriented Crop & Animal Producers	6130
174	Forestry Worker and Loggers	6141
175	Charcoal Burners & Related Workers	6142
176	Aquatic Liege Cultivation Workers	6151
177	Inland & Coastal Waters Fishery Workers	6152
178	Deep-Sea Fishery Workers	6153
179	Hunters and Trappers	6154
180	Subsistence Agricultural and Fishery Workers	6210
181	Miners & Quarry Workers	7111
182	Short Fires and Blasters	7112
183	Stone-Splitters, Cutters and Carvers	7113
184	Builders Traditional Materials	7121
185	Bricklayers, Stonemason & Tile Setters	7122
186	Concrete Placers, Concrete Finishers and Terrazzo-Workers	7123
187	Carpenter and Jointers	7124
188	Other Building Frames and Related Workers	7129
189	Roofers	7131
190	Plasterers	7132
191	Insulators	7133
192	Glaziers	7134
193	Plumbers and Pipe Fitters	7135
194	Building and Related Electricians	7136
195	Painters and Paperhangers	7141
196	Metal Moulds and Core Makers	7211
197	Welders and Flame-Cutters	7212
198	Sheet-Metal Workers	7213
199	Structural Metal Prepares and Erector	7214
200	Riggers and Cable Splices	7215
201	Under-Water Workers	7216
202	Blacksmiths, Hammersmith's, Forging-Press Workers	7221
203	Tool Maker, Metal Patter Makers and Metal Makers	7222
204	Machine Tool Setter Operators	7223
205	Metal Grinder, Polishers and Tool Sharpeners	7224

S/N	International Standard Classification of Occupations	Code
206	Motor Vehicle Mechanics and Filters	7231
207	Air Craft Engine Mechanics and Fitters	7232
208	Electrical Mechanics and Fitters	7241
209	Electronic Fitters and Services	7242
210	Radio and Television Service	7243
211	Telegraph and Telephone Installers	7244
212	Electrical Line Installers Repairs & Cable Jointers	7245
213	Precision Instrument Makers Repairs	7311
214	Acoustical Musical Instrument	7312
215	Jewelry and Precious metal Trade Workers	7313
216	Potters and Related Clay and Abrasive Formers	7321
217	Glass Formers, Cutters Grinder and Finishers	7322
218	Glass Engrave and Etchers	7323
219	Glass and Ceramic Painters and Decorators	7324
220	Handicraft Workers in Wood and Related Materials	7331
221	Handicraft Workers in Textile, Leather and Related Materials	7332
222	Compositors and Type Setters	7341
223	Stereotypes and Electrotypers	7342
224	Bookbinders and Related Workers	7344
225	Silk Screen, Block and Textile Printers	7345
226	Meat and Fish Butchers and Preparers	7411
227	Bakers, Pastry Cooks and Confectionery Makers	7412
228	Food Beverage Testers and Graders	7413
229	Tobacco Preparers and Tobacco Products Markers	7414
230	Wood Treaters	7421
231	Cabinet Makers & Related Workers	7422
232	Wood Working Machine Setter Operators	7423
233	Basketry Weavers, Brush Markers and Related Workers	7424
234	Fibre Preparers	7431
235	Weavers, Knitters and Other Hand Textile Products Makers	7432
236	Tailors, Dress Makers and Hatters	7433
237	Fur Tailor and Related Workers	7434
238	Textile Patternmakers and Cutters	7435
239	Sewers, Embroiderers and Related Workers	7436
240	Upholsterers and Related Workers	7437
241	Pelt Dressers, Tanners and Fell mongers	7441
242	Shoe Makers and Related Good Workers	7442
243	Mining plant Operators	8111
244	Mineral Ore and Stone-Treating Plant Operators	8112
245	Well Drillers and Borers and Related Workers	8113
246	Ore Smelting Metal Converting and Refining Furnace Operators	8121
247	Metal Melters, Casters and Rolling-mill Operators	8122
248	Metal Heat - Treating Plant Operators	8123
249	Metal Drawers and Extruders	8124
250	Glass and Ceramic Kiln Operators	8131
251	Other Glass & Ceramic Plant Operators	8132
252	Sawmill, Wood Panel and Related Wood-Processing Plant Operators	8141
253	Paper Pulp Preparation Plant Operators	8142
254	Paper Making Plant Operators	8143
255	Crushing Mixing & Grinding Equipment Operators	8151
256	Cooking, Roosting & Related Heat - Treating Plant Operators	8152
257	Filtering and Separating Equipment Operators	8153

S/N	International Standard Classification of Occupations	Code
258	Still Reactor Operators	8154
259	Petroleum Refining Plant Operators	8155
260	Other Chemical-Processing Plant Operators	8159
261	Power-Generating Plant Operators	8161
262	Steam Turbine, Boiler & Engine Operators	8162
263	Other Power Generating & Related Operators	8169
264	Automated Assembly-Line Operators	8171
265	Industrial Robot Operators	8172
266	Cement and Other Mineral Processing Machine Operators	812
267	Pharmaceutical & Toiletry Products Machine Operators	8221
268	Ammunition and Explosive Products Machine Operators	8222
269	Metal Finishers, Plasters and Coaters	8223
270	Photographic Products Machine Operators	8224
271	Other Chemical Products Machine Operators	8229
272	Type Making & Vulcanizing Machine Operators	8231
273	Other Rubber and Plastics Machine Operators	8239
274	Wood Products Machine Operators	8240
275	Printing Machine Operators	8251
276	Binding Machine Operators	8252
277	Paper and Paperboard Product Machine Operators	8253
278	Spinning and Winding Machine Operators	8261
279	Weaving and Knitting Machine Operators	8262
280	Sewing and Knitting Machine Operators	8263
281	Textile Bleaching, Dyeing & Cleaning Machine Operators	8264
282	Other Textile Product Machine Operators	8269
283	Meat & Fish Processing Machine Operators	8271
284	Dairy Products Machine Operators	8272
285	Baked Goods Producing & Cereals Processing Machine Operators	8275
286	Sugar Processing and Refining Machine Operators	8276
287	Tea Coffee Cocoa & Chocolate Preparing & Producing machine Operators	8277
288	Tobacco Products Processing Machine Operators	8278
289	Brewers, Wine & Other Beverage Machine Operators	8279
290	Electrical Machinery Assemblers	8282
291	Metal, Rubber & Plastic Products Assemblers	8284
292	Wood Related Materials Products Assemblers	8285
293	Other Stationery Machine Operators & Assemblers	8290
294	Railway Engine Driver	8311
295	Railway Barkers, Signalers & Shutters	8312
296	Motorcycle Drivers	8321
297	Cart, Taxi & Light Van Drivers	8322
298	Bus & Train Drivers	8323
299	Heavy Truck Drivr	8324
300	Motorized Farm & Forestry Machinery Operators	8331
301	Earth-Moving & Related Machinery Operators	8332
302	Crane, Hoist & Related Material Moving Equipment Operators	8333
303	Lifting -Truck Operators	8334
304	Ship's Deck Crews & Related Workers	8340
305	Street Foods Vendors	9111
306	Street Vendors, Other Products	9112
307	Door-to-Door & Telephone Sales Persons	9113
308	Shoe Cleaning & Other Street Services	9120
309	Domestic helpers and Cleaners	9131

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

TRACKING FORM T1

Federal Republic of Nigeria
National Bureau of Statistics Abuja, Nigeria
GENERAL HOUSEHOLD SURVEY
Tracking Form (T1) for Panel Households

INSTRUCTIONS

1. Fill-out this form if:
 - a. The household has moved from the address where it was found during the previous visit
 - b. One or more household members have moved-out of the household since the previous visit
2. Section 1 must be completed. Information should be obtained from the questionnaire used in the last visit
3. Place an "X" in the box to select a response in the case of selection type questions.
4. This form should be submitted to the State Officer, through the field supervisor.

SECTION 1: HOUSEHOLD IDENTIFICATION

1. ZONE: <input style="width: 30px; height: 15px;" type="text"/> <input style="width: 30px; height: 15px;" type="text"/>	2. STATE <input style="width: 30px; height: 15px;" type="text"/> <input style="width: 30px; height: 15px;" type="text"/>
3. LGA: <input style="width: 30px; height: 15px;" type="text"/> <input style="width: 30px; height: 15px;" type="text"/>	_____
4. SECTOR: <input style="width: 30px; height: 15px;" type="text"/>	_____
5. EA: <input style="width: 30px; height: 15px;" type="text"/> <input style="width: 30px; height: 15px;" type="text"/> <input style="width: 30px; height: 15px;" type="text"/> <input style="width: 30px; height: 15px;" type="text"/>	_____
6. RIC CODE: <input style="width: 30px; height: 15px;" type="text"/> <input style="width: 30px; height: 15px;" type="text"/> <input style="width: 30px; height: 15px;" type="text"/> <input style="width: 30px; height: 15px;" type="text"/>	_____
7. HH NO. <input style="width: 30px; height: 15px;" type="text"/> <input style="width: 30px; height: 15px;" type="text"/> <input style="width: 30px; height: 15px;" type="text"/>	_____
8. NAME OF HOUSEHOLD HEAD:	_____
9. HOUSEHOLD RELOCATION STATUS	<input type="checkbox"/> ENTIRE HOUSEHOLD HAS MOVED <input type="checkbox"/> MEMBERS HAVE LEFT HH

FOR STATE OFFICE USE ONLY

FORM STATUS <input type="checkbox"/> Complete <input type="checkbox"/> Incomplete	DESTINATION STATES: _____	Code <input style="width: 20px; height: 15px;" type="text"/> <input style="width: 20px; height: 15px;" type="text"/> <input style="width: 20px; height: 15px;" type="text"/> <input style="width: 20px; height: 15px;" type="text"/> <input style="width: 20px; height: 15px;" type="text"/> <input style="width: 20px; height: 15px;" type="text"/> <input style="width: 20px; height: 15px;" type="text"/> <input style="width: 20px; height: 15px;" type="text"/>
TRACKING TYPE <input type="checkbox"/> Household <input type="checkbox"/> Individuals		

FORM T1

SECTION 2: RELOCATED HOUSEHOLD INFORMATION

1. When did this household move? dd/mm/yy
/ /
WRITE 99/99/99 IF NOT KNOWN

2. Is this a permanent move?
(i.e. the household will not be coming back)? YES (▶ Q4)
 NO
 DON'T KNOW

3. When do you expect the household (members) to return? dd/mm/yy
/ /
WRITE 99/99/99 IF NOT KNOWN

4. Have all household members moved to the same new location? YES (▶ Q6)
 NO
 DON'T KNOW

5. How many new locations have they moved to?
WRITE 99 IF NOT KNOWN

6. Is this (are any of these) new location(s) in Nigeria? YES
 NO (▶ SECTION 3)
 DON'T KNOW

FOR EACH KNOWN LOCATION IN NIGERIA TO WHICH HOUSEHOLD MEMBERS MOVED, PLEASE COLLECT INFORMATION ON THE LOCATION AND MEMBERS WHO MOVED TO THIS NEW LOCATION IN NIGERIA.

- FIRST KNOWN LOCATION**
7. DISTRICT: _____
 8. PLACE/VILLAGE: _____
 9. STATE: _____
 10. LGA: _____
 11. How many of the household members moved to this first new location?
(GIVE HOUSEHOLD MEMBERS INFORMATION IN QUESTIONS 12 TO 15)

THIRD KNOWN LOCATION

25. DISTRICT: _____

26. PLACE/VILLAGE: _____

27. STATE: _____

28. LGA: _____

29. How many of the household members moved to this third new location?

IF NO MEMBERS MOVED TO A THIRD LOCATION, RECORD "0" AND SKIP TO NEXT SECTION.

(GIVE HOUSEHOLD MEMBERS INFORMATION IN QUESTIONS 12 TO 15)

IF THERE ARE MORE THAN THREE NEW LOCATIONS, USE AN ADDITIONAL TRACKING FORM.

30.	31.	32.	33.
WHAT IS THE ID CODE OF THE PERSON THAT MOVED?	What is the name of the household member that moved to this first location?	What is a phone number through which the person can be reached?	What is a second phone number through which the person can be reached?

SECTION 3: INFORMANT IDENTIFICATION

Record details of persons providing information. Give individual code if the informant is a household member.

1.	FULL NAME OF FIRST INFORMANT/HH MEMBER:	_____	ID Code	<table border="1"><tr><td> </td><td> </td></tr></table>		
2.	PHONE NUMBER	FIRST: _____ SECOND: _____				
3.	DISTRICT:	_____				
4.	PLACE/VILLAGE:	_____				
5.	STATE:	_____		<table border="1"><tr><td> </td><td> </td></tr></table>		
6.	LGA:	_____		<table border="1"><tr><td> </td><td> </td></tr></table>		
7.	FULL NAME OF SECOND INFORMANT/HH MEMBER:	_____	ID Code	<table border="1"><tr><td> </td><td> </td></tr></table>		
8.	PHONE NUMBER	FIRST: _____ SECOND: _____				
9.	DISTRICT:	_____				
10.	PLACE/VILLAGE:	_____				
11.	STATE:	_____		<table border="1"><tr><td> </td><td> </td></tr></table>		
12.	LGA:	_____		<table border="1"><tr><td> </td><td> </td></tr></table>		
13.	FULL NAME OF THIRD INFORMANT/HH MEMBER:	_____	ID Code	<table border="1"><tr><td> </td><td> </td></tr></table>		
14.	PHONE NUMBER	FIRST: _____ SECOND: _____				
15.	DISTRICT:	_____				
16.	PLACE/VILLAGE:	_____				
17.	STATE:	_____		<table border="1"><tr><td> </td><td> </td></tr></table>		
18.	LGA:	_____		<table border="1"><tr><td> </td><td> </td></tr></table>		

Field Work Form

General Household Panel Survey
Field Report Form

Date: _____ INTERVIEWER: _____

STATE: _____ LGA: _____

EA Code	HH NO.	Total Number of Questionnaires	Questionnaire Number in HH	Questionnaire	Status	Explanation and Comments
				<input type="checkbox"/> Household <input type="checkbox"/> Agriculture	<input type="checkbox"/> Complete <input type="checkbox"/> Incomplete <input type="checkbox"/> HH Refused <input type="checkbox"/> Not Located <input type="checkbox"/> HH Replaced <input type="checkbox"/> Vacant	
				<input type="checkbox"/> Household <input type="checkbox"/> Agriculture	<input type="checkbox"/> Complete <input type="checkbox"/> Incomplete <input type="checkbox"/> HH Refused <input type="checkbox"/> Not Located <input type="checkbox"/> HH Replaced <input type="checkbox"/> Vacant	
				<input type="checkbox"/> Household <input type="checkbox"/> Agriculture	<input type="checkbox"/> Complete <input type="checkbox"/> Incomplete <input type="checkbox"/> HH Refused <input type="checkbox"/> Not Located <input type="checkbox"/> HH Replaced <input type="checkbox"/> Vacant	

