

4.2 HOUSEHOLD DATA COLLECTION

4.2.1 Introduction

Developing questionnaires is a central component of the survey design and implementation process. The quality of any analysis depends on asking the right types of questions and getting reliable answers. At the same time, questionnaires are directly linked to data management and storage. The form a questionnaire takes has direct implications on how the resulting data will be organized for use by an analyst.

While VAM staff may be responsible for different types of assessments with varying objectives, food security remains the central theme. In this context, it is important to ensure that appropriate guidance is available for VAM staff on how best to develop the tools that capture the right information needed for food security analysis.

WFP/VAM surveys use both a quantitative and a qualitative approach in obtaining data. Hence the data collection tools necessarily incorporate components of both approaches.

These guidelines focus on the household questionnaire, as it is the most commonly used data collection tool in a CFSVA survey.

4.2.2 Objective of household data collection

The objective of a household survey is to gather quality indicators, in a standardized way, which after analysis will provide the useful statistics required to fulfil the objectives of a CFSVA, EFSA, or FSMS.

A good-quality questionnaire is a necessary, but not sufficient, tool for obtaining primary data reflecting the real situation. Other necessary tools are: enumerator training, an unbiased sample, and the collaboration of respondents.

The starting point for designing a questionnaire is the list of indicators we want to collect through the survey. The CFSVA guidelines give definitions of standardized indicators collected at the household level. The indicators should be, as much as possible, compatible with generally accepted indicators from other surveys (DHS, MICS, etc.) and other organizations.

4.2.3 Conducting household data collection⁴⁹

Preparing the ground

Pre-survey publicity is essential. Enumerators should not show up unannounced to demand information, as that approach is unlikely to be successful. Letters of introduction should be sent to the appropriate officials, community leaders, etc. These should contain an explanation of the purpose of the research, the procedure for selection, the subject matter to be covered, and an assurance of confidentiality and anonymity.

49. This material is partly extracted from Devereux and Hoddinott, 1992, *Fieldwork in developing countries*.

The first step to a successful interview is properly introducing oneself to the respondent and obtaining informed consent.⁵⁰ Enumerators must briefly explain to those being interviewed the purpose of their study, who has funded and supported it, how the data will be collected, the expected duration of the interview, and how the results may be used. If a respondent does not understand the purpose of the interview or does not wish to participate, the survey may end up with inaccurate or misleading answers. The respondents should be aware that they will not receive payment or any other form of compensation, but that their participation is voluntary and that they may refuse to participate in the interview or stop it at any time. Consent must be derived from the actual people involved, not just officials or leaders.

Equally important is talking with an appropriate respondent. The respondent should be an adult member of the household – not a guest – and preferably the household head or her/his spouse. If nobody suitable is available, skip this household and move to the next on the list, returning later to interview the household, if possible.⁵¹

Interacting with respondents

An essential qualification for successful fieldworkers is a demonstrable and genuine interest in other people. The ideal interview is a friendly conversation between enumerator and respondent. The posing of questions and the noting of replies should have the flow and pattern of a dialogue.⁵² This is not accomplished if enumerators are impolite or brusque; nor is it possible if poorly trained enumerators fumble their way through the questionnaire.

A common pitfall is the mechanical recitation of questions without thinking about the responses being given; often this leads to extensive work for those cleaning data during analysis. Time must be taken during the interview. Questions must be asked carefully, making sure that respondents have understood them correctly. It may be necessary to repeat questions and probe to be sure the answer recorded is the one intended.

The interview setting

Interviews are usually one-on-one encounters. When the research deals with personally sensitive matters, the presence of outsiders, or even other family members, may inhibit respondents, embarrassing them into evasion or silence. Onlookers may encourage respondents to answer untruthfully. For example, working during food crises is problematic because respondents have an incentive to understate their stocks of grain and their general wealth, with the expectation that food aid will be brought into the community. This tendency will be exacerbated during a public interview, since a respondent who admits to being wealthy may face demands for help from poorer neighbours or relatives. In general, the more sensitive the topic, the stronger the case for conducting the interview in private.

50. Wilson, 1992.

51. WFP. EFSA Handbook 2009.

52. Casley and Lury (1987:111)

It is critical to be mindful of when the interview is conducted, as the process can be an imposition on respondents' time. Day of the week and time of day are important in both rural and urban settings. Attempt to meet on days and at times convenient to respondents. For example, in urban settings, interviews outside of regular work week hours may be necessary. In rural settings, women may be busy on market days and when preparing meals; men may be busy working in the field at a particular time of day. One way of ensuring that interviews are not an imposition is to make appointments to see people. An interview should never last more than 90 minutes and should be held in a place convenient for the respondent. Urban teams and respondents should be protected from violence and crime by interviewing only at "safe times."

4.2.4 Modules of questions

The questions used to construct single indicators, or different indicators related to similar topics, are usually organized in modules, which should be ordered logically in a questionnaire. Within a module, questions follow a logical flow, and should not be redundant.

Types of modules in a food security household questionnaire

Based on an extensive review of household questionnaires, commonly used modules have been divided into four broad categories:

1. **Core modules with standard, non-changeable, questions.** These modules have been tested and used in several CFSVAs, EFSAs, and FSMS and must be used in all food security assessment questionnaires. They contain standard questions (formulated in a standardized way but with country-specific adaptations, e.g. food items, expenditure items) that have proven to be useful for data analysis and answering the five VAM questions. The modules were identified as:
 - Food consumption patterns (including sources of foods consumed)
 - Expenditures
 - Household assets
 - Sources of water
 - Access to sanitation

2. **Core modules with questions that are flexible (i.e. changeable) depending on specific contexts and survey objectives.** Some standards have been developed for these modules – but there are slight variations from country to country. These modules are central to WFP food security assessments and essential to answering the five VAM questions. Specifically, the modules containing flexible questions are:
 - Household composition/demography and education
 - Housing materials (walls, floors)
 - Access to credit, indebtedness
 - Livelihoods/sources of income
 - Agriculture
 - Livestock
 - External assistance (food and non-food)
 - Shocks, coping, and/or coping strategies index

3. **Non-core modules with non-changeable questions.** These modules are sometimes, but not always included in CFSVAs, EFSAs and FSMS. Global standards have been established for these modules, and therefore the questions should not be adapted or changed. The data are very relevant in terms of answering the five VAM questions. Specifically, this type of module includes:
 - Maternal health and nutrition
 - Child health and nutrition
4. **Non-core modules with changeable/flexible questions.** This type of module is sometimes, but not always included in WFP food security assessments. These modules are quite flexible in terms of structure and the types of questions posed. The main modules that fall within this category are:
 - Migration/movement, displacement status
 - Remittances
5. For each one of the four categories and modules contained therein, a series of guidance notes have been written that include the following information:
 - Main purpose of the module
 - Current limitations of the module
 - Creation of the module (i.e., how-to)
 - Modifications that can be made to the module
 - Links to other modules

Each category and associated modules are detailed in section 4.2.4.1.

4.2.4.1 Core modules with standard, non-changeable questions

Module Title: Food Consumption Patterns (including sources of food)

Main purpose of the module: This module allows the analyst to calculate the food consumption score (FCS) for each household and to investigate current food consumption patterns.

Limitations of the module

- The module cannot provide the caloric value or nutritional adequacy of the household diet.
- The module cannot measure the quantity of the food consumed.
- The module does not look at the intra-household differences in consumption.

Creation of the Food Consumption Patterns module

Before recording the dietary diversity and frequency of the household diet, ask the following questions as to the number of meals consumed:

- i) Yesterday, how many times did adults eat?
- ii) Yesterday, how many times did children 6 to 12 years of age eat (should link with demographic section)?

List the food items belonging to food groups typically eaten in a specific context. The list (which is country specific) should contain: (a) staples and food eaten commonly throughout the study area; and (b) preferred items (e.g. maize versus millet, cassava versus Irish potatoes). The list of food items is country specific and should reflect what is typically consumed in the country. However, food items should be listed in such a way that allows their aggregation into the food groups used for computation of the FCS.

- The list should include between 15 and 20 food items. The list is not meant to be comprehensive of all food items found in the country. Instead, it should reflect the basic items found in a general diet (e.g. oil, salt, meat, dairy products). Use of the word “other” can make the list comprehensive enough.
- Corn-soya blend (CSB) should be considered a separate food item.
- If particular condiments are consumed with staples, it is important to identify them as such and not group them with that food item (e.g. fish powder with fresh fish, milk in tea and glass of milk). Training should be given on whether to include condiments in the analysis.⁵³
- It is important to ask about combination food items. For example, when a household indicates that maize and sauce were eaten, and the sauce is prepared with oil, vegetables, salt, and chicken, these items should be indicated as consumed, with the amounts of oil, salt, vegetables, and chicken regarded as more than mere condiments.
- If one member of a household consumes food away from the household, the items eaten should not be recorded. If the entire household ate outside of the household, then the items consumed should be recorded.⁵⁴
- For all food items, the recall period is set at the previous seven days. The purpose is to capture the number of days out of seven that a particular food item was consumed.
- Aside from the food items it is important to identify the primary sources from which the food was acquired (this can be either the primary source or the two primary sources). Generally these sources are: own production; hunting, fishing and gathering;⁵⁵ exchange; borrowed; purchased; gift; food aid; and credit.
- All items should have a numeric value. There should be no empty cells. If no consumption is reported, then the source and number of days is recorded as zero.

53. This issue needs further discussion and consensus.

54. This is particularly acute in urban and peri-urban areas.

55. If any of these food sources is a specific and important activity, then hunting, fishing, and gathering can be split up.

Table 4.4: Example of a Food Consumption Patterns module

Yesterday, how many meals did the _____ in this house eat?

Adults		Children (< 6 yrs)	
Food Item	No. of days eaten over last 7 days	Food source (main and secondary)	Food Source Codes
Maize	<input type="checkbox"/>	<input type="checkbox"/> , <input type="checkbox"/>	1 = Own production (crops, animals) 2 = Hunting, fishing 3 = Gathering 4 = Borrowed 5 = Purchased with wages 6 = Exchanged labour for food 7 = Exchanged items for food 8 = Gift (food) from relatives 9 = Food aid (NGOs, etc.) 10 = Other (Specify: _____)
Rice/paddy	<input type="checkbox"/>	<input type="checkbox"/> , <input type="checkbox"/>	
Millet	<input type="checkbox"/>	<input type="checkbox"/> , <input type="checkbox"/>	
Wheat/Barley and other cereal products	<input type="checkbox"/>	<input type="checkbox"/> , <input type="checkbox"/>	
Roots and tubers (potatoes, yam)	<input type="checkbox"/>	<input type="checkbox"/> , <input type="checkbox"/>	
Pulses/lentils	<input type="checkbox"/>	<input type="checkbox"/> , <input type="checkbox"/>	
Fish	<input type="checkbox"/>	<input type="checkbox"/> , <input type="checkbox"/>	
White meat (poultry)	<input type="checkbox"/>	<input type="checkbox"/> , <input type="checkbox"/>	
Pork	<input type="checkbox"/>	<input type="checkbox"/> , <input type="checkbox"/>	
Red meat (goat, sheep)	<input type="checkbox"/>	<input type="checkbox"/> , <input type="checkbox"/>	
Red meat (buffalo)	<input type="checkbox"/>	<input type="checkbox"/> , <input type="checkbox"/>	
Eggs	<input type="checkbox"/>	<input type="checkbox"/> , <input type="checkbox"/>	
Milk/curd/other dairy products	<input type="checkbox"/>	<input type="checkbox"/> , <input type="checkbox"/>	
Vegetables	<input type="checkbox"/>	<input type="checkbox"/> , <input type="checkbox"/>	
Fresh fruits	<input type="checkbox"/>	<input type="checkbox"/> , <input type="checkbox"/>	
Oil/fats/ghee/butter	<input type="checkbox"/>	<input type="checkbox"/> , <input type="checkbox"/>	
Sugar/sweets	<input type="checkbox"/>	<input type="checkbox"/> , <input type="checkbox"/>	
Salt/spices/condiments	<input type="checkbox"/>	<input type="checkbox"/> , <input type="checkbox"/>	

- The main indicators emanating from the analysis of these data are: (a) number of days out of seven that items and food groups are consumed; (b) household FCS; and (c) percentage contribution of the sources to the household food basket over the previous seven days.
- This module has to be adapted to the context. The food items can be changed, but the exact same eight food groups (staple food, pulses, vegetables, fruits, meat and fish, milk, sugar, oil, condiments) should always be used.⁵⁶

Modifications to the module

- A separate column can be added to the table if an item was consumed in the previous 24 hours. This would be a way to incorporate the Household Dietary Diversity Score (HDDS) indicator in the module. However, the HDDS uses a different data collection methodology and a different questionnaire.⁵⁷
- The number of meals people consumed in the previous 24 hours by age cohort groups in the household (e.g. children under 6, children 6 to 12, and children 13 to 18) can be modified when specific information on child food consumption (or other age cohorts) is needed (e.g. in order to programme a school-age child or MCH food aid intervention).
- Contribution of sources in the previous year and quarters, which can provide information about seasonality for food security analysis, can be modified. Information for a few key staple food groups or for general food consumption may suffice. The source categories should be the same as those used for the food sources. See the following table for an example:

56. See WFP guidelines: *Food Consumption Analysis*, at http://vam.wfp.org/MATERIAL/FCS_Guidance.

57. See FAO, 2007, *Guidelines for measuring household and individual dietary diversity*, June.

In the last calendar year (2006) what was the contribution of (source) to your annual food consumption? How does this differ throughout the year?
(Use proportional piling, or divide the pie method, to estimate the relative contribution of each source to total food consumption)

Food source	Annual (%)	Jan.–March (%)	April–June (%)	July–Sept. (%)	Oct.–Dec. (%)
Own production					
Hunting, fishing, gathering					
Purchases					
Gifts/borrowing					
Food aid					
Total contribution	100	100	100	100	100



Food Consumption Score (FCS) and Household Dietary Diversity Score (HDDS)

WFP and FAO both use measurements of dietary diversity in their assessments and monitoring systems. WFP has adopted a methodology and tailored it to its own information needs in terms of data collection and analysis of food consumption. FAO uses a methodology based on the Demographic and Health Survey (DHS) procedures developed by FANTA. For both approaches, standard methodologies have been developed to calculate indicators of dietary diversity and consumption frequency.

The Food Consumption Score (FCS). Information is collected from a country-specific list of food items and food groups. The household is asked about the number of times (in days) a given food item was consumed over a recall period of the past seven days. Items are grouped into eight standard food groups (each group has a maximum value of seven days/week). The consumption frequency of each food group is multiplied by an assigned weight based on the nutrient content of a portion. Those values are then summed to obtain the FCS. The FCS has a theoretical range from 0 to 112; WFP has defined thresholds (WFP 2007) to convert the continuous FCS into categories creating three food consumption groups (FCGs): poor, borderline, and acceptable.

The Household Dietary Diversity Score (HDDS). A standard list of 16 food groups, the same for any country/context, is used to gather information on food consumed in the past 24 hours. Information for each group is of a bivariate type (yes/no). To calculate the HDDS, the 16 food groups are aggregated into 12 main groups. All food groups have the same importance (relative weights equal to 1), with each group consumed providing 1 point. The HDDS is the simple sum of the number of consumed food groups (it goes theoretically from 0 to 12). For analytical purposes, the HDDS is often ranked into thirds or quartiles.

Both the FCS and HDDS are used as proxy indicators of household access to food. Data collected for both indicators can also be used to consider dietary patterns and the consumption of specific foods. The FCS and HDDS are used for monitoring economic access to food and surveillance at decentralized levels; moreover, the FCS is used for classifying households who are food insecure, while the HDDS is used for monitoring dietary quality.

Link with other modules

- For internal consistency, it is important that the food items listed in the consumption module be reflected in the expenditures module.

Sources of inspiration

- The standard food consumption module currently adopted for the CFSVAs is unique in its format and methodology. FAO’s food consumption module is based on a 24-hour recall. The list of food items in the FAO module is different from WFP’s in that it focuses more on diversity and specific food groups (e.g., vitamin A-rich foods).

Module title: Expenditures

Main purpose of the module: This module allows the calculation of household expenditure (in cash)–related indicators. Expenditures are useful as a proxy for wider purchasing power, which is an important component of food access. Moreover, understanding expenditures on specific items allows the analyst to determine how households allocate scarce resources and give priority to competing needs.

Limitations of the module

- Cannot estimate the value of own production (section revolves around only cash expenditures). Collecting consumption and expenditure data is tricky because of the varying extent to which households consume out of their own production, which is not collected in this questionnaire and hence reduces its usefulness.
- Cannot estimate the quantity of food items purchased.
- Food expenditure is linked to the season (e.g. is lower after harvest).
- Non-food expenditures (especially education) are also seasonal.

Creation of the Expenditure module

- List of food and non-food items that are mutually exclusive and yet will encompass all essential expenditures (e.g. education and clothing – do not include school uniforms in both categories).
- List of food items should match those found in the Food Consumption Patterns module, with a few possible exceptions (e.g. collapse meat into one category; include expenditures on condiments).
- In addition to main food items, include “condiments” (e.g. salt, spices, beef-tea cubes, fish powder).
- For all food items, the recall period is set at one month.
- Some non-food items also have a one-month recall period. These are: soap, transport, firewood/charcoal, rent, paraffin, and alcohol/tobacco. (Tip: Collect information on likely daily expenditure for households, not infrequent bulk expenditures.)
- For the remaining non-food items, the recall period is set at six months (prior to the day of survey).
- If other CFSVA and/or EFSA have been conducted, use the same lists.
- All items should have a numeric value. There should be no empty cells, as that would mean “missing data.” If there are no expenditures, use a zero.
- Include debt expenditures (i.e. repayment of loans).

Table 4.5: Example of Expenditure module

In the past MONTH , how much money have you spent on each of the following items or services? (Write 0 if no expenditure.)		a. Estimated expenditure in cash	b. Estimated expenditure in credit (if applicable)
1	Maize		
2	Wheat/barley		
3	Millet		
4	Rice/paddy		
5	Roots and tubers (potatoes, yams)		
6	Pulses/lentils		
7	Vegetables		
8	Milk/yogurt/milk products		
9	Fresh fruits/nuts		
10	Fish		
11	White meat (poultry)		
12	Pork		
13	Red meat (goat, sheep)		
14	Red meat (buffalo)		
15	Eggs		
16	Oil/butter/ghee (fats)		
17	Sugar/salt		
18	Condiments		
19	Alcohol and tobacco		
20	Soap		
21	Transport		
22	Firewood/charcoal		
23	Kerosene		
In the past 6 MONTHS (semester), how much money (in cash) have you spent on each of the following items or services? <i>Write 0 if no expenditure.</i>			
24	Equipment, tools, seeds	30	Celebrations, social events, funerals, weddings
25	Hiring labour	31	Fines/taxes
26	Medical expenses, health care	32	Debts
27	Education, school fees	33	Construction, house repair
28	Clothing, shoes	34	Other long-term expenditure (Specify: _____)
29	Veterinary expenses		

The typical indicators emanating from this module include:

- (a) total household expenditures (food and non-food);
- (b) total per capita expenditures;
- (c) percentage food expenditures;
- (d) percentage non-food expenditures; and
- (e) percentage individual food and non-food items.

Modifications to the module

- Recall period for non-food expenditures can be modified to one year.
- Recall period for education can be realigned with the calendar of payments; however, a conversion of the expenditures to “yearly expenditures” must be allowed.
- Recall period for food expenditures can be reduced (1 week) during an EFSA.
- FSMS may modify the non-food recall period to correspond to the last data collection round, as long as a pro-rated amount can be calculated.
- A credit or exchange/barter column could be added when appropriate, but this will require additional time for survey administering. Based on the experience with previous CFSVAs, such data add little value for food security analysis.
- Pastoralists: include information on veterinary fees, water costs for animals, livestock purchases (this could be placed in the Water/sanitation module, as long as both modules have the same recall period).
- Seasonality of expenditures — information on celebrations, school fees, agricultural inputs, seasonal disease outbreaks (e.g., malaria) and health —could be collected in a community/key informant questionnaire.
- Rent expenditures should be included in the monthly expenditures, unless specific questions on house ownership and rental are posed under the “Housing” section.

Links with other modules

- Questions on expenditures can be asked in other modules, as long as they are not duplicated.
- Link to income sources, food consumption modules (triangulation at field level as well as analysis stages).
- When deciding on a recall period, make sure that all relevant secondary data are reviewed to ensure that the proper period is chosen. Harmonize all recall periods in other parts of the questionnaire, otherwise enumerators will likely make mistakes with the period used.

Module Title: Household Assets

Main purpose of the module: This module allows the analyst to calculate proxy indicators of wealth and qualify the type of assets the household possesses.

Limitations of the module

- It does not allow for an exact measure of wealth.
- The list is a finite number of wealth and production assets. The selected assets must be typical for the context but allow for inter-household differences to be captured.
- It is advisable that the list contain between 10 and 15 non-perishable assets.

Creation of the Assets module

- Prepare a list of productive and non-productive assets. Guidance on the applicability for the specific country or region can be sought from previous WFP surveys or HEA, MICS, and DHS studies. In the development of this module, questionnaire designers should look at other household surveys done in the same country, especially large-scale government surveys or DHS, and make the asset module of the CFSVA survey compatible with these. A big advantage to this is the ability to compare levels and distributions of assets to determine, for example, if households in your survey are richer or poorer than households found in other data sets.

- Based on the context, assets should include agricultural and journeyman’s tools (e.g., pesticide sprayer, plough, mason’s tools, carpenter’s tools), as these are examples of productive assets.
- “Luxury” assets are a reflection of the wealth and/or social status of a household. They can be used to generate income, though this is not their primary use. Examples are context specific, but can include a radio, television, satellite receiver, mobile phone, car, and microwave.
- Typical household assets should also be included and, though context-specific, can include: a mattress, a lantern, a mosquito net, or a manufactured cooking stove.
- Once the list has been created and verified by local experts as being applicable to the context, list the items by category (basic, productive, and wealth).
- To the right of the “Assets” column, place either 1 (yes) or 0 (no); the asset the household owns can also be circled.

Table 4.6: Example of Household Assets module

Indicator	Productive/transport assets			
Does your household own any of the following assets? <i>Circle all that apply</i>	1	Shovel/spade	2	Plough
	3	Sickle	4	Weaving tool
	5	Fish net	6	Pounding mill (wood), foot or hand
	7	Rice mill (fuel)	8	Rice mill (electricity)
	9	Motorcycle	10	Hand tractor
	11	Bicycle	12	Boat/canoe
	Household assets			
	13	Sleeping mats	14	Bed
	15	Table	16	Radio
	17	Stove (gas/fuel)	18	Generator (run by water)
19	Generator (run by fuel)	20	Mosquito net	

- The main indicators emanating from this module are: (a) percentage of households owning an asset (e.g. radio), and (b) wealth index.
- Enumerators can be given guidance on excluding assets beyond repair.

Modification to the module

- The number of each asset can be recorded (e.g. 4 chairs, 2 beds, 6 radios), but this adds little value for food security analysis.

Link with other modules

- There should be an internal consistency between productive assets and household economic activities.

Source of inspiration

- Household questionnaires from the DHS always include comparable questions regarding the ownership of productive and non-productive assets. Similar to DHS surveys, CFSVAs look at assets ownership and adopt the same methodology to compute the wealth index (i.e. Principal Component Analysis).

Module Title: Sources of Water and Sanitation

Main purpose of the module: This module allows the analyst to estimate the percentage of the population using improved drinking water sources and improved sanitation, which is a commonly used indicator to assess hygiene at the household level.

Limitations of the module

- The module cannot tell us about the quality of the drinking water for each type of source, the quantity of water the household is drinking, or the household water storage practices.
- The module alone cannot tell us the impact of poor hygiene on food security and nutrition. The link between poor water access and hygienic conditions, malnutrition and food security has to be statistically explored and proven. Appropriate expertise is required for this.

Creation of the Water and Sanitation module

- Based on the accepted United Nations guidance, the primary household water sources must be grouped accordingly: water tap in household; water tap in compound; public stem pipe; borehole; protected dug well; protected spring; rainwater collection; unprotected well; unprotected spring, river, or pond; vendor provided; tanker truck; bottled water. The list is context-specific. An example of the question follows:

What is the main source of drinking water for your household? <i>Circle one</i>	1	Piped water in-/outside	5	Mountain source (incl. gravity water feeder system)
	2	Well/borehole protected	6	Rainwater from tank
	3	Well/borehole unprotected	7	Other
	4	River, stream, or dam		

- Based on the accepted United Nations guidance, household sanitation sources must be grouped as follows: flush toilet, pail flush, simple pit latrine, ventilated improved pit latrine, public/shared latrine, open pit latrine, bucket latrine, bush. An example of the question follows here:

Where do members of your household normally go to the toilet? <i>(Do not read answers aloud.)</i> <i>Circle one</i>	1	Flush latrine/toilet with water	4	Communal latrine
	2	Traditional pit latrine (no water)	5	None/bush (go into forest)
	3	(Partly) open pit (no roof or no wall)		

- The main indicators from these modules are: (a) percentage of households using improved drinking water sources; and (b) percentage using improved sanitation.

Modifications to the module

The following questions can be added to further the understanding of household access to water:

- How much time is required to collect water (round trip)? This can either be a specific time (e.g. 35 minutes) or a categorical response (e.g. 1 to 3 hours).
- What is the distance from the water source (one way; usually collected as continuous variable in kilometres)? This information can be used for spatial analysis of accessibility of resources. Appropriate skills and other relevant data must be available for this type of analysis.
- Who collects the water (e.g. girls, boys, women, men)? This information can be collected in the Key Informant or Community questionnaire.
- Do you pay for water? How much do you pay for the water per day/week/month (depending on the context)?
- What is the seasonal variation of your water source? Is there is a second source?

Links with other modules

- If questions are asked regarding expenditure on water, they should not be repeated in the Expenditure module, and the reference period should be the same (e.g. 1 month).
- The link between water source and sanitation and the nutritional status of the households can be explored.
- Components of a wealth index.

Sources of inspiration

- Questions on water sources are always included also in the MICS and DHS questionnaires. The main differences between CFSVA and DHS/MICS modules are:
 - i) CFSVAs focus on the source of drinking water, whereas DHS and MICS consider sources of water used for cooking and hand-washing.
 - ii) A more detailed list of options is typically included in the DHS/MICS questionnaires than in the CFSVA questionnaires.
- Questions on sanitation are always included in the MICS and DHS questionnaires. In DHS and MICS, the options for type of toilet are usually more detailed. CFSVA HH questionnaires do not include questions on the number of people sharing toilet facilities.

4.2.4.2 Core modules with flexible questions

Module Title: *Demography and Education/Household Composition Roster*

Main purpose of the module: This module records demographic characteristics of households.

Limitations of the module

- A household is usually defined as people living in the same compound and eating “from the same pot,” forming a clear socio-economic entity. The head of the household makes the major decisions. However, these definitions have to be adjusted to be in line with country-specific definitions. The definition of a household can bias results (e.g. polygamy can be incompatible with the standard definition of a household). Often the definition of the “head of household” is culturally defined and may not reflect “who is making the key decisions” or who is the bread winner.

- With a comprehensive roster (at the individual level), the module can become quite weighty and time-consuming.
- It will not provide rates of fertility or fecundity.
- Mortality and morbidity rates can be calculated provided that the module is organized in a suitable way (using roster type) and that appropriate questions are asked. However, the usual sampling design, while suitable for food security indicators, can give rather imprecise estimates of mortality and morbidity.
- This module is not meant to capture members of the household who have migrated.

Creation of the Demographics module

- There are two standardized methods for collecting household information. However, depending on the information desired, one approach will be recommended (e.g. mortality; non-age-bound population estimates will require a more detailed enumeration of the household, and a roster approach is the recommended tool). The type of tool will affect the amount of time required to administer and the level of skills required by the enumerators.

As with other modules, the simplest approach is presented as standard base for CFSVA surveys. It can provide a limited but sufficient amount of information. As more information is required, more questions can be added, but the module's structure then becomes more complex, as with the individual roster.

The basic standard: Household Summary module

The following questions are required to capture the household composition and child enrolment:

1. Sex of the head of the household (Male = 1 Female = 2)
2. Age of the head of the household (|_|_| years)
3. Marital status of the head of the household (1 = Married, 2 = Cohabiting, 3 = Divorced/Separated, 4 = Widow/Widower, 5 = Never married)⁵⁸
4. Can the head of the household and the spouse of the head of the household read/write a simple message? (yes/no)
5. Age pyramid: Create a three-column table as here:

<i>Please complete this household's demographics table on the right. This is to record the number of individuals in each age category. Make sure to differentiate between males and females.</i>	Age	Male	Female
	a. 0–5 years	_ _	_ _
	b. 6–14 years	_ _	_ _
	c. 15–59 years	_ _	_ _
	d. 60 years or older	_ _	_ _

These are the basic categories used to calculate the dependency ratio (see “Modifications to the module” for further discussion on adaptation to the local context). There should be no blank cells, if there are no individuals in the age cohort and sex, then a zero must be used.

6. Attendance rate and absenteeism from school: the basic information is collected for primary school children only.

⁵⁸. Issues of polygamy need to be considered.

Table 4.7: Example of household questionnaire for primary school attendance

		Male	Female
1.10	Number of children attending primary school (6–11 years)?	___	___
1.11	Did anyone miss school for at least 1 month in the last year?	1 Yes	2 No → go to 1.13
1.12	If yes, why? CIRCLE THE MOST IMPORTANT REASON	Male Children	Female Children
		1 Sickness 2 Work for money or food 3 Domestic work (gardening, fetching water) 4 Taking care of siblings 5 School is far away/located in insecure area 6 No money for school fees/school costs 7 Refused to go 8 Other (Specify: _____)	1 Sickness 2 Work for money or food 3 Domestic work (gardening, fetching water) 4 Taking care of siblings 5 School is far away/located in insecure area 6 No money for school fees/school costs 7 Refused to go 8 Other (Specify: _____)
1.13	If there are boys, girls, or both who do not attend school, what is the main reason? CIRCLE THE MOST IMPORTANT REASON	Male Children	Female Children
		1 Sickness 2 Work for money or food 3 Domestic work (gardening, fetching water) 4 Taking care of siblings 5 School is far away/located in insecure area 6 No money for school fees/school costs 7 Refused to go 8 Other (Specify: _____)	1 Sickness 2 Work for money or food 3 Domestic work (gardening, fetching water) 4 Taking care of siblings 5 School is far away/located in insecure area 6 No money for school fees/school costs 7 Refused to go 8 Other (Specify: _____)

The main indicators created through the household roster/summary are:

- Average household size;
- Percentage of male- and female-headed households;
- Average age of head of household (aggregated by sex);
- Marital status;
- Age pyramid;
- Literacy rates of household heads and spouses;
- Attendance rates (check definition) and causes for not attending school;
- Absenteeism and causes; and
- Percentage of dependents/dependency ratio.

Modifications to the module

Household Summary

- Total years or completed level of education of household head and spouse.
- The generic child age cohort can vary depending on the primary school age category in the country. For example, in the 2006 Lao PDR CFSVA, the generic school age cohort was split in two (6 to 11 and 12 to 14 years) in order to reflect the school system of the country and the types of information WFP needed for its school feeding programmes.

- Number of days of absenteeism from school in a certain reference time (the two parameters can vary according to local agreement).
- Child labour and adult labour to household economic unit.
- Chronic illness.
- Disabilities.

The decision to move from household summary questions on demography and education to a household roster type of table, where each question is asked for each individual in the household, is usually driven by the need to obtain more articulated information about education, labour, chronic illness, and disabilities for both adults and children. The household roster provides information and statistics at the individual level. This adds valuable information but also difficulties: the administration of the questionnaire is time-consuming, and this method adds data management and analytical difficulties. Again, the choice of having household- or individual-level indicators must be driven by programme need, analytical capacity, and the intended use of this more detailed information.

Household Composition Roster (example in Table 4.8)

Create a table with the following columns, from left to right:

1. Household member code: unique number that must be consistently employed when the table spreads over several pages (e.g. the same individual in the households has the same household member code).
2. Name of the individual (this is usually not entered in the database but is used during the interview).
3. Gender of the individual.
4. Relationship of the individual to the head of the household (head of the household, spouse, child, orphan, uncle, other).
5. Age of the individual in years (never record the months of a child under the age of 1; use a zero). Where age is not known, an event calendar or other estimation tool should be provided.

Adult Cohort

6. Can the household member read/write a simple message (use DHS/MICS definition)?
7. What level of education does the individual have (this should follow the formal schooling system of the country)?

Child Cohort (age groups will depend on the country)

8. Does the child go to school? (0 = Does not go the school, 1 = primary, 2 = secondary, 3 = university; – this is only for school-age children).
9. If not, why?
10. Did the child miss school for at least five days or more in the past month?
11. If yes, why?

Table 4.8: Example of household composition roster

	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9	1.10
	First Name	Gender	Relationship to head	Age in years	Marital Status	Current level of education	Schooling status of children 6-14	Did [name] miss school for at least 1 month in the last year?	If attending school What was the reason for missing?
Household Member code	Do not record full name, only a first name to refer to the household member	1 = Male 2 = Female	1 = Head 2 = Spouse 3 = Child 4 = Parent 5 = Sibling 6 = Grandchild 7 = Grandparent 8 = Orphan being taken care of 9 = Other relative 10 = No relation	For children < 12 months, write 0	1 = Married 2 = Cohabiting (not married) 3 = Divorced 4 = Living apart, not divorced 5 = Widow or widower 6 = Not married	1 = No schooling 2 = Some primary 3 = Completed primary 4 = Some secondary 5 = Completed secondary 6 = Vocational 7 = Some university 8 = Completed university 9 = N/A	1 = Attends primary 2 = Attends secondary 3 = Not attending school	1 = Yes 2 = No	1 = Sickness 2 = Work 3 = Household Work 4 = Taking care of siblings 5 = Long distance to school 6 = School fees not paid 7 = Insecurity 8 = Refused to go
01									
02									
03									
...									
...									
14									
15									

Additional modifications to the Household Composition Roster

- For mortality/morbidity refer to WFP nutrition guidelines. This addition should be made only if required and strongly supported and properly undertaken.
- Child labour and adult labour to household economic unit.
- Chronic illness.
- OVC issues (see HIV/AIDS guidelines).
- Disabilities.

Links with other modules

- Links with the maternal and child modules (same number of under-5s and women listed as in the modules; carry over the codes).
- The age cohorts need to be identical to those used for schooling of children.

Sources of inspiration

- Information on household demographics is typically collected by DHS, MICS, and LSMS questionnaires through a household roster (individual-level information). CFSVAs use either individual level rosters or household-level questions.
- When a roster is included in the CFSVAs, it usually covers the same areas addressed by MICS, DHS and LSMS, including sex, age, position of the HH members, health conditions, educational level, school enrolment/attendance (for children), questions related to OVC. In general, questions on health status and schooling are more detailed in MICS, DHS, and LSMS; in particular, MICS (used by UNICEF to assist countries in filling data gaps for monitoring the situation of children) systematically collects information on OVC and child labour.

Module Title: Housing Materials

Main purpose of the module: The construction materials used in a household are very basic indicators of living standards. They provide analysts with information on a household’s standard of living that goes beyond consumption expenditures. Usually materials for floor, roof and walls are recorded, as per example in Table 4.9.

Limitations of the module

- Housing materials provide only an indirect measurement of wealth.
- Certain “luxury” materials might not have been available in the local context, thus preventing the use of these indicators to identify wealthy households.

Table 4.9: Creation of Housing Materials module

3.5	<p><i>What is the major construction material of the exterior walls?</i></p> <p>IF POSSIBLE, DO NOT ASK; ANSWER BASED ON YOUR OBSERVATIONS</p>	<p>1 Concrete/burned bricks</p> <p>2 Mud blocks</p> <p>3 Mud and straw</p>	<p>4 Wood</p> <p>5 Plastic shelter</p> <p>6 Other (Specify: _____)</p>
3.6	<p><i>What is the major material of the roof?</i></p> <p>IF POSSIBLE, DO NOT ASK; ANSWER BASED ON YOUR OBSERVATIONS</p>	<p>1 Concrete</p> <p>2 Tiles</p> <p>3 Straw (grass, papyrus, banana fibres)</p>	<p>4 Wood</p> <p>5 Plastic shelter</p> <p>6 Galvanized iron</p> <p>7 Other (Specify: _____)</p>
3.7	<p><i>What is the major material of the floor?</i></p> <p>IF POSSIBLE, DO NOT ASK; ANSWER BASED ON YOUR OBSERVATIONS</p>	<p>1 Concrete</p> <p>2 Mud</p> <p>3 Straw</p> <p>4 Wood</p>	<p>5 Plastic sheeting</p> <p>6 Tiles</p> <p>7 Other (Specify: _____)</p>

Modifications to the module

Additional elements can be included in the Housing Materials module other than construction materials:

- The type of dwelling (single family house, separate apartment, mud house, shelter, other).
- The number of rooms.
- Availability of electricity.

Links with other modules

- Water and sanitation facilities and assets to construct the wealth index.
- Expenditure to cross-check wealth status.

Sources of inspiration

- Information about the main material of the dwelling, floor, roof, and walls is collected in the MICS, DHS, and LSMS questionnaires. As with the DHS, the CFSVA takes into consideration this information while selecting the variables for the wealth index.

Module Title: Access to Credit

Type of questionnaire: The following presents the Access to Credit module as collected in a quantitative/household survey. However, access to credit can be deeply explored in focus group discussions or in community interviews. This would save time and would make the household-level module optional. More information on qualitative tools can be found in Section 5, “Qualitative and Community-level Data in CFSVA.”

Main purpose of the module: The module provides for an estimation of household’s access to sources of credit and their actual use of credit.

Limitations of the module

- The module does not aim to estimate the amount actually borrowed.
- There is no information collected with regard to the “interest rates” charged to borrowers or other credit conditions.

Table 4.10: Creation of Access to Credit module

3.5	Do you have access to a place to borrow money? Circle all that apply	1 Yes – relatives/friends 2 Yes – charities/NGOs 3 Yes – local lender 4 Yes – bank	5 Yes – cooperatives 6 Yes – village head 7 Yes – company/middle men 8 No access to credit
3.6	In the last 3 months, how often did you use credit or borrow money to purchase food? Circle one	1 = Never 2 = On one occasion 3 = On two occasions	4 = On three occasions 5 = On more than three occasions

Modifications to the module

- The first question can be broken into two: Do you have access to credit? If yes, where?
- Additional questions can be added to explore the average amount of debt in addition to the issue of access to credit sources. Experience from past surveys indicates that piece of information might not be fully reliable, perhaps because of people’s reluctance to declare their financial status.

Links with other modules

- Expenditure module: if the household manages to pay back their debt.
- Information about access to credit facilities can be gathered in focus groups or community interviews.

Source of inspiration

- Questions on credit usually are not included in DHS and MICS questionnaires, but they are frequently inserted in the LSMS questionnaires, which collect this information at the individual level. Source, frequency, and time needed for reimbursement are also addressed by the LSMS module.

Module Title: Livelihoods and Economic Activities

Main purpose of the module: This module attempts to identify the activities and combinations of activities that sustain households, and their relative importance to a household's income strategy.

Limitations of the module

- This is not a comprehensive livelihood analysis, which includes but is not limited to economic activities. Its main goal is to identify and group households based on a common set of economic activities and their relative importance for risk analysis.
- If absolute values are collected from the economic activities, the sum of those values should not be considered as an income level for the household. This derived income is not intended for poverty analysis.

Creation of the Livelihoods and Economic Activities module

- Prepare a list of economic activities that households would undertake or the main income sources a household would exploit to earn cash or acquire food or services. The list of activities should be based on secondary data and local expert knowledge. It is important to include atypical sources that vulnerable households would exploit to sustain themselves.
- If another CFSVA and/or other EFSA have been conducted previously, review the activities listed and include (1) those reported in the previous study, and (2) through review, those that might have been excluded. The aim is to differentiate households and minimize the reporting of undefined "other" activities, which are difficult to interpret and could confound results.
- Include a column where households are asked, using proportional piling, to estimate the relative importance of the activities to contributing to the household's income, food, and access to services.
- The module is not meant to be exhaustive in identifying all the activities undertaken by each household. Instead, it is critical to identify the three or four essential activities.
- It is likely that the three or four activities cover almost all income sources of the household. The sum of the three to four contributions should equal 100 percent.⁵⁹

59. When there are more than three to four activities, it must be made clear to the enumerator that the proportions reported are valid only for the identified activities.

- The categories should not be duplicated. For example, if men undertake one type of agricultural activity and women undertake another type, the two activities should be grouped, as the level of analysis is the household.
- The main indicators emanating from this module are: (a) main economic livelihood activities; and (b) percentage contribution of main economic/livelihood activities to household income.

The *minimum* information required can be obtained through one of the following tables:

Table 4.11a: Recommended layout of economic livelihoods table

Activity(ies) undertaken to earn cash or acquire food or services	(√)	Using proportional piling or “divide the pie” methods, estimate the relative contribution to total income of each activity (%)
1 = Agriculture and sales of crops	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2 = Livestock and sales of animals	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3 = Brewing	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4 = Fishing	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
5 = Unskilled wage labour	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
6 = Skilled labour	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
7 = Handicrafts/artisanal work	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
8 = Use of natural resources (firewood, charcoal, bricks, grass, wild foods, honey, etc.)	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
9 = Petty trading	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
10 = Seller, commercial activity	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
11 = Remittances	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
12 = Salaries, wages (employees)	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
13 = Begging, assistance	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
14 = Government allowance (pension, disability benefit)	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
15 = Others (Specify: _____)	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
TOTAL	1 0 0	

Table 4.11b: Alternative layout of economic livelihoods table

Activity	a. List, in order of importance, household income activities? (Use activity code from a list like the one in Table 4.11a)	b. Using proportional piling or “divide the pie” methods, estimate the relative contribution to total income of each activity (%)
Main	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Second	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Third	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Fourth	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

The advantage of Table 4.11a is that households can list as many activities as they want. Additionally, the output variables obtained from such a table during the data entry process are ready for analysis (see Annex 16). However, some data management has to be done to come up with the main activities at the household level (percentage of household undertaking agriculture, trading, etc.).

The second example presents the question in an easier way, both for the interviewer and interviewee. The interviewer asks what the main (or second, etc.) household's activity is and the interviewee is free to recall without having to reply yes/no to a long list of activities. If data are collected this way, it is easier to calculate percentages of households undertaking determinate activities as their main one. On the other hand, calculating "Contribution from the different livelihood activities" requires more data management skills.

The preference for one module option over the other should depend on the main indicator(s) needed and on the available analytical capacities.

Modifications to the module

- The table can also be expanded to include information on who undertakes or is the key actor in the activity (see above Tables 4.11a and 4.11b).
- The recall period for the combinations of the activities is typically one year. However, depending on the context (e.g., following a rapid EFSA where the period of time it takes household to adapt, and how they adapt, are relevant), the recall period can be reduced.
- The seasonality of activities can be included to identify when key economic activities are undertaken. This can also be done in a community questionnaire, community focus group, or key informant interview.
- Instead of getting relative contributions (percentage), the absolute cash value of the activity can be captured by recording either (1) the estimated value provided by the household; or (2) the provided value within a series of categorical variables. Even though value ranges are commonly more easily collected, categorical variables present more limitations during the analysis phase. On the other hand, the feasibility of collecting truly reliable absolute cash values has to be explored and tested.
- The respondent could also be asked to estimate the percentage of results/goods from each activity that is directly consumed by the household. This question is used to estimate the relative importance of self-production that is directly consumed and is not captured by expenditure indicators. However, this concept has been reported to be difficult to explain both to enumerators and to interviewees; and the analysis is quite complicated and is based on the assumption that a household's total income can be measured through total cash expenditures plus the value of own-produced and consumed goods.

An example of possible modification of Table 4.11b is shown in Table 4.12.

Table 4.12: Modified Livelihoods/Economic Activities module

Using the “Income activity” and “Participant” codes provided below, complete the following table, completely filling in the information for one activity at a time (to earn cash or acquire food or services)

		a. What is your household’s [rank] income activity? (Use “income activity” codes)	a. What is your household’s [rank] income activity? (Use “income activity” codes)	c. Using proportional piling or “divide the pie” methods, estimate the relative contribution to total income of each activity (%)
1.	Main	□□	□	□□□□ %
2.	Second	□□	□	□□□□ %
3.	Third	□□	□	□□□□ %
4.	Fourth	□□	□	□□□□ %
		Income activity codes 1 = Agriculture and sales of crops 2 = Livestock and sales of animals 3 = Brewing 4 = Fishing 5 = Unskilled wage labour 6 = Skilled labour 7 = Handicrafts/artisanal work 8 = Use of natural resources (firewood, charcoal, bricks, grass, wild foods, honey, etc.) 9 = Petty trading 10 = Seller, commercial activity 11 = Remittances 12 = Salaries, wages (employees) 13 = Porter 14 = Begging, assistance 15 = Government allowance (pension, disability benefit) 16 = Others (Specify: _____)		Participant codes 1 = Head of the household only 2 = Spouse of the head of the household only 3 = Men only 4 = Women only 5 = Adults only 6 = Children only 7 = Women and children 8 = Men and children 9 = Everybody

Links with other modules

- The income activities (e.g. agriculture and livestock) should agree with the households’ responses regarding agriculture and pastoral activities.
- Link to expenditure and credit (the total of cash income and credit should correspond with total cash expenditures, which should be verified during data collection and analysis).

Module Title: Agriculture

Main purpose of the module: This module aims to gather information on the practice of agriculture at the household level. In most developing countries, not only is agriculture one of the main income-generating activities of a household, but the majority of the population also practice it. Furthermore, many households, especially in rural areas, produce at least part of the food they consume, through agriculture or home gardening.

The CFSVA should also identify net food sellers, especially in prime agricultural areas, to help programmes aimed at developing local agriculture through local purchases.

Limitations of the module

- Even though food security surveys almost always collect agriculture information, they are different from an agriculture extension survey or a crop and food supply assessment mission (CFSAM).

- In a food security survey, the aim is not to precisely measure the size of cultivated land and yields, but rather to cross-tabulate agriculture-related data with other socio-economic characteristics such as family size, data on income, expenditure, and consumption, for the purpose of presenting a better picture of the livelihood of rural households and to identify possible factors of food insecurity and inform response options later on.

Creation of the Agriculture module

Information obtained from a basic module on agriculture includes:

- Percentage of households having access to land
- Most common types/methods of land access
- Percentage of households cultivating land
- Common crops cultivated
- Prevalence of kitchen gardens

Modifications to the module

- The nature and scope of the study will determine the level of information sought from the module. Hence, the above list is not meant to be comprehensive.
- Additional questions for the key staples: duration of production for own consumption, share of the production sold, share of the production consumed.
- Additional questions for consideration: size of land, major crops grown, source of seeds, use of agrochemicals, source and extent of irrigation and average yields per harvest. Of course, the more information collected the more complex the module becomes for both the enumerator and for the interviewee. Carefully evaluate the needs of the survey in order to avoid overloading the questionnaire with questions that will not be analysed.
- Questions regarding agriculture can be very specific and detailed, or more general covering the agriculture sector as a whole.

Links with other modules

- Livelihood and economic activities
- Productive assets
- Livestock
- Sources of consumed food
- Expenditure

Module Title: Livestock

Main purpose of the module: to gather information on livestock ownership. Livestock can be seen as assets or as main livelihood activities for pastoralists and nomads, but also involves specific vulnerabilities.

Limitation of the module

- Although food security surveys collect livestock ownership information, they are different from livestock surveys.

Creation of the Livestock module

Usually a filter question opens the module. The list of commonly owned animals and wealth status livestock follows.

4.20 -	Does your household own any farm animal(s)?	1	Yes	2	No → next Section
4.21 -	If yes, how many of each of the following animals do you own? (write 00 if none)				
a	Chicken	□□	g	Pigs	□□
b	Ducks	□□	h	Bulls	□□
c	Other birds	□□	k	Cows	□□
d	Rabbits	□□	l	Oxen	□□
e	Goats	□□	m	Donkey	□□
f	Sheep	□□	n	Camels	□□

Modifications to the module

- The filter question can be removed. When the household does not own any livestock, it is important to enter a zero (0).
- The data collection can be simplified by recording single-species ownership only as a categorical bivariate (yes/no).
- However, in appropriate countries, collecting the number of animals allows for computing the synthetic indicator “Livestock Index” through the use of Livestock Tropical Unit values.
- Extra information on amount of fodder needed, average fodder price, and monthly expenditure on fodder can be useful.

Links with other modules

- Livelihood and economic activities
- Agriculture
- Sources of consumed food
- Expenditure

Module Title: External Assistance (food and non-food)

Main purpose of the module: Any external assistance going on in the surveyed area or in the country should be recorded and taken into account when evaluating households’ self-reliance and food security.

Limitation of the module

- The module is not designed to record tonnage or quantities of aid delivered/received by each household.

Creation of the External Assistance module

Usually the module is introduced with a filter question. After that, there is the list of food aid programmes, the organizations that provide non-food assistance in the area, and the types of assistance received by the household. The two lists must be customized according to the local context.

Table 4.13: Example of External Assistance module

Has any member of your household received food aid in the last 6 months?	1	Yes	2	No
If yes, please specify the type of programme and the number of beneficiaries in your household? Circle all that apply and specify number of beneficiaries in the last column.	1	School feeding		<input type="checkbox"/>
	2	Food for work/food for assets		<input type="checkbox"/>
	3	Supplementary feeding		<input type="checkbox"/>
	4	Other (Specify: _____)		<input type="checkbox"/>
Has any member of your household received any other type of external assistance besides food aid in the last 6 months?	1	Yes	2	No
If yes, from whom? Circle all that apply	1	World Food Programme		
	2	SAPPROSC/DEPROSC		
	3	Save the Children		
	4	UNICEF		
	5	GT2/SNV/DFID		
	6	French Cooperation		
	7	The Government		
	8	Other (Specify: _____)		
If yes, what type of assistance? Circle all that apply	1	Food products		
	2	Money allowances/loans		
	3	For education (fees, books, uniforms)		
	4	For medical services		
	5	Construction material, building		
	6	Agricultural assistance (tools/seeds)		
	7	Other (Specify: _____)		

Modification to the module

- The list of assistance programmes and organizations has to be context-specific.

Link with other modules

- Livelihood activities – since assistance programmes sometimes focus on certain livelihood activities, there should be a correspondence; for instance, if the household benefits from agricultural assistance, we could expect crop production to be mentioned as a livelihood activity.

Source of inspiration

- Questions on external assistance are usually not included in DHS and MICS questionnaires, but can be found in LSMS questionnaires.

Module Title: Shocks and Coping

Main purpose of the module: This module aims to identify shocks that, in the recent past, have affected the household’s ability to acquire food or cash perceived as important by each household, and the types of coping mechanisms used. This will determine which households are prone to be affected by shocks and which have poor coping capacity.

Limitations of the module

- Problem with the definition of shock: A shock is an abnormal event affecting a household’s economic status and capacity to feed themselves. Sometimes events are reported as shocks that do not have real consequences on a household’s status because they are (or should be considered) normal events (e.g. lack of rain in a desert area). Information on shocks can be more appropriately collected through

secondary data. The problem of shock definition should be carefully considered during questionnaire design and enumerator training.

- Shocks and coping strategies depend on household perception.
- Households may not be able to attribute their coping mechanisms or the consequences of a shock to a particular event.
- Neither intensity of shock nor coping mechanism is measured.
- This is not equivalent to the Coping Strategy Index. If this is a desired output, it should be included as a separate section.
- If an initial filter question is used (e.g. Have you experienced a shock in the last 12 months?) as a skip question, this may lead to unwarranted non-response by households, as some may not understand what is meant by the term shock (i.e. they might not consider specific shocks, such as fire, drought, or war).
- If no initial filter question is used, and each shock is enumerated (i.e. Have you experienced drought? Have you experienced floods?), this may increase the number of responses, as each may be a leading question.

Creation of the Shocks and Coping Strategies module

- The focus of this module is on **shocks that affect the economy of the household or the ability to acquire (produce/purchase) food**.
- The **minimum structure** of this module should be a list of shocks experienced and coping mechanisms used.
- The recommended standard recall period is one year. There are exceptions to this; see “Modifications to the module.”
- The module should reflect:
 - Covariate shocks experienced during the period of recall (e.g. one year), including economic and environmental shocks;
 - Idiosyncratic shocks that likely affected the household;
 - Coping mechanisms commonly employed by households within the context, especially those used by known vulnerable households.
 - Coping mechanisms should reflect food and non-food responses (i.e. the list should come from the secondary data review or previous surveys/studies).

Modifications to the module

- Once the shock and coping strategy lists are made, the following options can be added (there is no current agreed-upon standard):
 - A filter question at the beginning of the section (Have you experienced a shock?) that will determine the enumeration of the rest of the section (if no shock, go to the next module);
 - When enumerating the shocks experienced, a question about each individual shock, or a general question, allowing the household to list all shocks;
 - Based on the suggested focus for this module, a filter question to ensure the HH understands they are responding with a list of shocks that have affected their economic status or their ability to acquire food;
 - Once the section on shock identification is complete, coping mechanisms used during the same period, ideally from a pre-coded list (i.e. the enumerator lists all the coping mechanisms used during the recall period).
- Rank the importance of a given shock for that household.
- Record the seasonality of the shock or coping mechanisms. When during the

previous recall period did the household experience this shock or use the coping mechanisms? (Note that this question has limited field experience but can have interesting results.)

- Link each specific shock (two to four main shocks) to a coping mechanism. However, feedback suggests that unless the problem is major – for example, an earthquake – households often struggle to link one unique coping strategy to one unique shock.
- Instead of 12 months, the recall period, if in an FSMS, may be back to the previous round of data collection. In an EFSA, it may be back to the period of the last main covariate shock.
- Relate specific shocks to their impact on assets (loss of, recovery of), usually in conjunction with linking specific shocks to coping strategies.
- Relate specific shocks to their impact on income (reduction of, return to the same level of).
- Relate specific shocks to the ability to feed the household.
- Relate specific shocks to current recovery status (not recovered, partially recovered, totally recovered).

Sources of inspiration

Questions on shocks and coping strategies can be found in the LSMS questionnaires. Such questions are quite similar to those included in the CFSVA module, even though they draw attention to the impact on household welfare, whereas the CFSVA module looks more specifically at the impact on food consumption.

Table 4.14 presents a typical set of questions and options for the Shocks and Coping Strategies module. However, note that analysing the number of indicators presented is difficult, as most of the data obtained from such a table are not significant due to the multiple combinations of answers that result in a small number of cases. Hence, it is suggested to group the indicators based on type. For example, “Reduced number of meals,” “Reduced proportions of the meals,” “Rely on less preferred, less expensive food,” “Reduced expenditures on health and education” can be grouped as “adjustment strategies,” while all borrowing can be combined as “borrowing strategies.” Similarly, all selling of assets could be combined as “divestment strategy,” and all instances of migration could be combined as “migration strategy.” The analyst can create other categories based on the importance of a particular coping strategy in a particular country, and on the number of households that adopted the strategy.

Links with other modules

- This section should not be combined with the Coping Strategies Index (CSI), nor is it a substitute for a CSI (a CSI is done in addition to this and has its own specific methodology).
- To the qualitative data, if collected.

Tips

- If using the initial skipping rule, be sure the enumerators do not lead respondents on this question in order to skip the entire section.
- It is imperative that a relevant list of shocks and food and non-food coping strategies is created.
- When linking shocks and coping strategies, enumerator training and clarification of questions is important.

Table 4.14: Example of Shocks and Coping Strategies module

Has your household experienced any of these shocks that have made it difficult to obtain sufficient means of livelihood in the last 12 months? <i>If yes, please rank the shocks and report the three most serious.</i> <i>If no shock affected the household, go to question 9.3.</i>		1. Rank three shocks 1 = main 2 = second 3 = third	2. Did [shock] decrease your household's ability to produce or purchase food? 1 = Yes 2 = No 3 = Don't know
a	Drought/irregular rains	<input type="checkbox"/>	<input type="checkbox"/>
b	Regular floods	<input type="checkbox"/>	<input type="checkbox"/>
c	Flash floods	<input type="checkbox"/>	<input type="checkbox"/>
d	Landslides, erosion	<input type="checkbox"/>	<input type="checkbox"/>
e	Severely high level of crop pests and disease	<input type="checkbox"/>	<input type="checkbox"/>
f	Severely high level of livestock diseases	<input type="checkbox"/>	<input type="checkbox"/>
g	Lack or loss of employment	<input type="checkbox"/>	<input type="checkbox"/>
h	Unusually high level of human disease	<input type="checkbox"/>	<input type="checkbox"/>
i	Fire	<input type="checkbox"/>	<input type="checkbox"/>
j	High costs of agricultural inputs (seed, fertilizer, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
l	Earthquake	<input type="checkbox"/>	<input type="checkbox"/>
m	Reduced income of a household member	<input type="checkbox"/>	<input type="checkbox"/>
n	Serious illness or accident of household member	<input type="checkbox"/>	<input type="checkbox"/>
o	Death of a working household member	<input type="checkbox"/>	<input type="checkbox"/>
p	Death of other household member	<input type="checkbox"/>	<input type="checkbox"/>
q	Theft of money/valuables	<input type="checkbox"/>	<input type="checkbox"/>
r	Theft of animals	<input type="checkbox"/>	<input type="checkbox"/>
s	Conflict	<input type="checkbox"/>	<input type="checkbox"/>
t	Other (Specify: _____)	<input type="checkbox"/>	<input type="checkbox"/>
3. What did the household do to compensate for this loss of income and/or assets? (Report the three most important coping strategies. Choose from the strategy codes below).		<input type="checkbox"/> <input type="checkbox"/> 1st	
		<input type="checkbox"/> <input type="checkbox"/> 2nd	
		<input type="checkbox"/> <input type="checkbox"/> 3rd	
Coping strategies codes:			
01 Rely on less preferred, less expensive food	11 Reduced expenditures on health and education		
02 Borrowed food, helped by relatives	12 Spent savings		
03 Purchased food on credit	13 Gathering		
04 Consumed seed stock held for next season	14 Sold or consumed livestock		
05 Reduced the proportions of the meals	15 Sold agricultural tools, seeds, or other inputs		
06 Reduced number of meals per day	16 Worked for food only		
07 Skipped days without eating	17 Sold crop before harvest		
08 Some HH members migrated	18 Rented out land		
09 Sold durable household goods	19 Sold land		
10 Sent children to live with relatives	20 Borrowed money		
	21 Other (Specify: _____)		

Module Title: Coping Strategies Index

Main purpose of the module: The CSI is a relatively simple and easy-to-use indicator of household food security; it is straightforward and correlates well with more complex measures of food security. A series of questions about how households manage to cope with a shortfall in food for consumption results in a simple numeric score. In its simplest form, monitoring changes in the CSI score indicates whether a household's food security status is declining or improving.

Limitations of the module

See the limitations discussed under the Shocks and Coping Strategies module.

Creation of the Coping Strategies Index module

The question to ask is **“What do you do when you do not have enough food, and do not have enough money to buy food?”** The answers to this question are the basis for the CSI module.

- The minimum structure of this module should be a list of strategies used to cope with the food shortage or when households do not have enough money to buy food.
- The recall period for CSI is recommended to be the past seven days.

One category should be “daily” or “all the time,” and one category should be “never.” The intermediate categories can be changed around according to conditions and the amount of detail required. In general, at least five relative frequency categories are recommended, as shown in Table 4.15.

When using the CSI, the question at the top should be repeated for each of the strategies on the list, and the appropriate relative frequency box should be ticked.

The best way to assess the frequency of coping strategies is not to count the number of times a household has used them, but to ask a household respondent for a rough indication of the relative frequency of their use over the previous month. Precise recall is often difficult over a long period of time, and asking for the relative frequency provides adequate information. There are various ways a relative frequency count can work – this one asks roughly what proportion of the days of a week people had to rely on various strategies.

Modification to the module

- Although a generic list of strategies is presented in Table 4.15, list only those strategies applicable to the area. There is no point in asking about the strategies not adopted in the area (for instance, in a non-agricultural population, we do not need to ask about “consuming the seed stock”).

Table 4.15: Example of questions for constructing a CSI

In the past 30 days, if there have been times when you did not have enough food or money to buy food, how often has your household had to:	Never	Seldom (< 1 day a week)	Sometimes (1–2 days a week)	Often (3 or more days a week)	Daily
a. Reduce number of meals eaten per day?	1	2	3	4	5
c. Borrow food or rely on help from friends or relatives?	1	2	3	4	5
d. Rely on less expensive or less preferred foods?	1	2	3	4	5
e. Purchase/borrow food on credit?	1	2	3	4	5
f. Gather unusual types or amounts of wild food/hunt?	1	2	3	4	5
g. Have household members eat at relatives' or neighbours'?	1	2	3	4	5
h. Reduce adult consumption so children can eat?	1	2	3	4	5
i. Rely on casual labour for food?	1	2	3	4	5
j. Feed working members of HH at the expense of non-working members?	1	2	3	4	5
k. Go entire day without eating	1	2	3	4	5
l. Consume seed stock to be saved for next season	1	2	3	4	5

The context-specific CSI “has been criticized for being relatively unhelpful in comparative analysis. However, fieldworkers have noted that several of the individual behaviours that the CSI measured recur across different contexts”⁶⁰. Recognizing this, a reduced CSI was developed to compare food security across different contexts. It is based on the same short list of (5) coping strategies (see figure below) and the same severity weights.

The reduced CSI is less valuable in identifying the most vulnerable HHHs in a given location, but it is very useful for comparison across countries as it focuses on the same set of behaviours. Furthermore, “extensive research demonstrated that the ‘reduced’ CSI reflects food insecurity nearly as well as the ‘full’ or context-specific CSI”.⁶¹

The figure below describes how to calculate a reduced household CSI score:

In the past 7 days, if there have been times when you did not have enough food or money to buy food, how often has your household had to:	Raw Score	Universal Severity Weight	Weighted Score = Frequency X weight
Relative Frequency Score			
a. Rely on less preferred and less expensive foods?	5	1	5
b. Borrow food, or rely on help from a friend or relative?	2	2	4
c. Limit portion size at mealtimes?	7	1	7
d. Restrict consumption by adults in order for small children to eat?	2	3	6
e. Reduce number of meals eaten in a day?	5	1	5
TOTAL HOUSEHOLD SCORE – Reduced CSI	Sum down the totals for each individual strategy		27

In order to conduct the analysis of the CSI, however, you need a few more pieces of information. The first is a way to “weight” the individual strategies or behaviours.

The CSI tool relies on counting coping strategies that are not equal in severity. Different strategies are therefore “weighted” – multiplied by a weight that reflects their severity before being added together. The simplest procedure for doing this is to group the strategies according to similar levels of severity and assign a weight to each group. The severity of coping strategies is, to some extent, a matter of perception.

Focus group discussions with different community groups are needed to determine the severity of the coping mechanisms. The first step is to try to group the strategies into categories of roughly the same level of severity. Since this task is carried out with different groups, it is useful to impose some structure from the outset. For example, one could divide them into four different categories: very severe, severe, moderate, and not severe.

- It is always easiest to determine the most severe coping strategies, so ask the group to select the most severe and least severe individual strategies first.
- Then ask if there are other individual strategies that are more or less the equivalent of these two, in terms of how severe they are perceived to be. Once the two extremes are established, it is easier to group the remaining behaviours into intermediate categories.

60. Source: “Coping Strategy Index: Field Methods Manual” II edition (2008)

61. *ibid*

- This must be done with enough groups to represent the diversity of the location or culture, to ensure that a reasonable consensus has emerged.
- Incorrectly weighting individual strategies will result in errors in the analysis.

Table 4.16: Example of coping strategies grouped and ranked by focus group

Strategy	FG1	FG2	FG3	FG4	FG5	FG6	FG7	FG8	Avg	Rank
a. Limit portion size	1	1	1	1	1	1	1	1	1	1
b. Reduce number of meals	1	2	1	1	3	1	1	1	1.4	1
c. Borrow food	2	2	3	3	2	2	2	3	2.4	2
d. Rely on less preferred/expensive foods	1	1	1	1	1	1	1	1	1	1
e. Purchase/borrow food	2	2	2	3	2	2	2	2	2.1	2
f. Gather unusual types	5	5	4	4	3	5	5	5	4.5	5
g. Eat at relatives' or neighbours'?	2	n/a	n/a	2	2	3	2	n/a	2.2	2
h. Reduce adult consumption	2	3	2	2	3	3	2	2	2.4	2
i. Rely on casual labour	1	1	2	2	1	-	2	2	1.6	2
j. Feed working members	3	3	3	4	3	3	5	3	3.4	3
k. Go entire day without eating	5	4	5	5	5	4	5	5	4.8	5
l. Consume seed stalk	4	3	4	3	3	3	4	4	3.5	4

Source of inspiration

- The CSI is consistent with the CARE/WFP methodology.

4.2.4.3 Non-core modules with non-changeable questions

Module Title: Maternal Health and Nutrition

Main purpose of the module: The aim of this module is to gather data about the health and nutrition status of mothers with children under 5 years of age. The information can be used to understand the relationship between malnutrition, diseases, and consumption.

Limitation of the module

- Health status is usually self-reported by women and not clinically demonstrated.

Creation of the Maternal Health and Nutrition module

Weight, height, and mid-upper arm circumference (MUAC) are collected to calculate the woman's nutrition status.

Measurements of mother		
11.22	Mother's height (in centimetres)	_ _ _ _ _ _ _ _ cm
11.23	Mother's weight (in kilograms)	_ _ _ _ _ _ _ _ kg
11.24	Mother's MUAC (in centimetres)	_ _ _ _ _ _ _ _ cm

Health is commonly assessed through questions about illness or diseases (fever, diarrhoea). However, many additional questions may be included.

Modification to the module

- Additional questions about a mother's health can be added: Is she currently pregnant or breastfeeding? The number of pregnancies, miscarriages, stillbirths? The number of living children? The age of the first delivery? Has she received iron-folate tablets, antenatal care, vitamin A capsules? What are her health and hygiene practices (sleeping under a mosquito net, boiling or treating drinking water, washing hands before preparing meals or after going to the toilet)? Her level of education, occupation, and control over food and income could be included as potentially relevant for the analysis of the results.

Links with other modules

- Child health and nutrition
- Water and sanitation
- Food consumption
- Community-level infrastructure (specifically, health facilities)

Source of inspiration

- MICS and DHS surveys have more extensive questionnaires for women, including information on child mortality, maternal and newborn health, and marriage. Likewise, the CFSVAs, MICS, and DHS collect anthropometric data on women.

Module Title: *Child Health and Nutrition*

Main purpose of the module: The aim of the module is to gather data about the nutrition status and health conditions of children under 5 years old (usually 6 to 59 months).

Limitations of the module

- Appropriate sampling approaches and sample sizes are required to calculate prevalence rates with a sufficient degree of precision.
- If that is not feasible, data can be collected and used to investigate relationships between nutritional outcome and other food security indicators, but not to provide prevalence rates.
- Collecting height and weight data requires some effort. Data are collected using special equipment that is bulky and troublesome to carry around to each household. Frequently, an individual appropriately trained in anthropometry must be added to each survey field team.

Creation of the Child Health and Nutrition module

The key data to assess child nutrition status are: sex, age, weight and height/length. Additionally, MUAC is often collected. Basic health information is related to illness, particularly to diarrhoea and fever. Table 4.17 offers an example of a simple Child Health and Nutrition module.

Table 4.17: Example of Child Health and Nutrition module

ASK SELECTED RESPONDENT IF THERE ARE CHILDREN OF 6–59 MONTHS OF AGE IN THE HOUSEHOLD. IF NOT, TERMINATE INTERVIEW.
 Read aloud: Now I would like to ask you some questions about the children in this household (Continue the interview with the same woman)
 We would like you to come with all the children aged 6 to 59 months from your household. We would like to measure and weigh them as part of our assessment.
 It is very important that children are measured, so be persuasive. Assist women in transportation, if need be.

Starting with the youngest child, and focusing on one child at a time, enter each child's first name and ask for the following information:

1.a	1.b	2.	3.	4.	5.	6.	7.	8.	9.	10.
First name	Mother's/caretaker's ID no. (link with mother's section, if collected) 8 = missing at interview 9 = dead	If available, date of birth from the medical card If no → 10.3 If yes → enter, then → 10.4 Use format dd/mm/yy	Child's age in months	Child's sex? 1= Male 2 = Female	Are you the mother/caretaker of [Name] 1 = yes 2 = no If no → 10.8	Has [Name] been ill in the last 2 weeks? 1 = yes 2 = no → 10.8 3 = do not know → 10.8	Has [NAME] been ill with diarrhoea and/or fever at any time in the past 2 weeks? (Diarrhoea: perceived by mother as 3 or more loose stools per day for 3 days or one large watery stool or blood in stool) 1 = yes 2 = no 3 = do not know Diarrhoea Fever	Child's height/length (in centimetres, with 1 decimal place)	Child's weight Enter weight in kilograms, with one decimal place	Child's MUAC (in centimetres, with 1 decimal place)
	<input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/>

Modification to the module

- Additional questions about the child's health can be added: size at birth, breastfeeding and weaning history, vaccination, de-worming or other treatment. Also useful would be questions on other diseases (e.g. malaria, measles, acute respiratory infections) and on the child's feeding patterns.

Links with other modules

- Mother health and nutrition
- Water and sanitation
- Food consumption
- Community-level infrastructure (specifically, health facilities)
- Sources of inspiration
- MICS and DHS surveys have more extensive questionnaires for children. Similar to the CFSVAs, MICS and DHS collect anthropometric data on children and information on health status. LSMS questionnaires sometimes include a children's module for anthropometric data.

4.2.4.4 Non-core modules with changeable/flexible questions

Gender-sensitive survey design and implementation

Study preparation

An in-depth literature review can be used to identify factors that shape gender relations, such as cultural beliefs, values and practices, religion, education, politics,

legislation, economic situation and demographic factors. Generating this type of overview prior to primary data collection provides a context for tailoring generic data collection tools to ensure that they are gender-sensitive and appropriate for a particular setting.

Selection, composition, and training of survey teams

Although members of field teams do not need to have a technical background in gender analysis per se, it is crucial that enumerators are sensitized to the importance and rationale behind collecting sex-disaggregated data and phrasing questions in a way that allows for an analysis of the relationship between gender, food security, and vulnerability. This is even more important for facilitators applying qualitative tools such as focus group discussions and participatory rural appraisal techniques. A balanced mixture of male and female enumerators will minimize the extent to which bias is introduced due to enumerator gender. Where group discussions are to be held separately for men and women, same-sex discussion facilitators are likely to contribute to a more relaxed and open discussion.

Study design (household surveys)

In each questionnaire, sex, age, and relationship to the household head of the main respondent should be indicated to determine possible biases introduced during the data collection process. This will also assist with the identification of different perceptions of men, women, and age groups during analysis.

To the extent possible, all questions concerning food security and vulnerability included in household surveys should be designed in such a way as to differentiate between the experiences of women and men (girls and boys). Please refer to Box 4.6 for examples of key questions that should be disaggregated by gender. Gender-disaggregated data provides valuable information about those intra-household differences that can be masked by surveys that treat households as a single, homogenous unit. Quantitative indicators produced by household survey data can be used to measure the degree of gender inequalities related to food security and vulnerability.

Community discussions or interviews

The qualitative data generated through discussions or interviews with community members provides key insights for understanding the underlying causes and reasons for inequalities identified during household surveys, and allows for further elaboration of the causal mechanisms suggested by quantitative data.

Interviews with key informants (i.e. local authorities)

It is important to include knowledgeable women in the list of persons to be used as key informants. Women's organizations or women's affairs offices often provide suitable candidates. Discrepancies between authorities' perceptions and household- and community-level realities enable an assessment of whether key decision-makers are aware of gender-related differences and inequalities.

Timing of data collection

Appropriate timing is crucial for ensuring that women and men are able to participate in all data collection exercises. Although communities are busy throughout the year, there may be periods when their workload is slightly less burdensome. Similarly, the

availability of community and household members is influenced by the daily pattern of agricultural work, and the income-generating and household activities of men and women. For example, women may not be able to attend meetings during evening hours due to domestic responsibilities.

Box 4.6: Key questions for use in conducting gender analysis (WFP 2006)

Household Roles/Social and Cultural Constraints

- What are the different needs, roles, and interests of women and men?
- What are the power dynamics between women and men?
- Which decisions are made by men and which by women?
- What are the social and cultural constraints and opportunities of women and men?
- What are the relations between women and men in society, the community, and the household?
- What different coping mechanisms are available to women and men to lessen the risk of food insecurity for their families?
- How do access to and control of resources, information, and services affect participation by women and men in the programme/project?
- How do gender roles (e.g. workload, time, mobility) influence the ability of women and men to participate in the programme/project?

Food and Livelihoods

Who manages food within the household?

- How is food distributed within the household?
- Who cultivates land and grows food?
- Who is the family's main income earner?
- What are the income-generating opportunities and needs of men and women?
- Where is it convenient for women and/or men to collect food assistance?
- Who collects food assistance?

Health Risks and Accessibility to Health Services

- What are the health risks for women and men? How and why are they different?
- What barriers (e.g., self-confidence, mobility, financial resources, role in decision-making) do women and men face in accessing health services and health information?
- Where do women and men go for health services and information?
- Which communication channels are most appropriate for women and men?
- Can women and men discuss their health problems/issues among themselves?
- Is this culturally accepted?
- Where can women and men learn more about how to address their health concerns?
- What social networks exist in the community for men and for women?
- Can these networks help address health concerns?

HIV-Affected Households

- For HIV-affected households, what are the different coping mechanisms of women and men? Of girls and boys?
- For HIV-affected households, what is the impact on girls' and boys' school attendance? Are girls withdrawn from school more often than boys?
- What are women's and men's responsibilities related to caring for PLHIV?

Collecting data on gender issues

As a general rule, gender-sensitive data is to be collected in each module of a household survey. In the context of a CFSVA, the gender-sensitive data usually incorporated (or that can be easily incorporated) into a household survey includes:

- **Demography:** sex and age of the head of the household; household composition;
- **Migration:** circumstances of migration (reasons, remittances, gender of the migrated members) in order to assess impact of migration on gender prevalence (at the household and community levels) and on food security;
- **Education:** primary and secondary school attendance of girls and boys, and literacy skills of the head and his/her spouse, informal training of men and women;
- **Income sources:** differentiated participation of household members in income-generating activities;
- **Food consumption:** intra-household distributions and sequence of family members eating food; and
- **Health and nutrition:** prevalence of malnutrition among women, prevalence of child malnutrition by gender, data on breastfeeding and reproductive health, and awareness of HIV/AIDS prevention and transmission.

Key questions in the household questionnaire for HIV/AIDS

Literature on HIV/AIDS identifies some key attributes of chronically ill or deceased adults that are crucial to studying the impact of and responses to HIV/AIDS. These attributes include age, gender, relationship to the household head, educational level, active role of the individual in the household, and decreased capability to work. Ideally, a survey on the impact of HIV/AIDS should collect information on all these attributes. Within the context of food security assessments, the minimum set of attributes to consider includes:

- age;
- relationship to the head of the household; and
- decreased capability to work.

The way we capture the presence and key attributes of chronically ill or deceased household members depends on how demographic data are collected during the household survey.

Option 1: Data are collected through a roster

If data are collected through a roster, ID, name, age, gender, and relationship to the household head are typically collected. Table 4.18 shows how a roster can be adapted to capture information related to chronically ill members. Yellow highlighted sections help identify chronically ill adult members and some key attributes.

Table 4.18: Demographic data collected through a roster

Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
ID	Name	Age (in years, if <1yr. old, write 0)	Gender	Relationship to the HH head	Has s/he been not fully functional for at least 3 months over the past 12 months?	If yes, with which kind of illness?	Is s/he engaged in paid work (cash/in-kind)? If ill, consider the period before illness.	If chronically ill, over the past 12 months, has s/he been able to work as before?
01	_____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
02	_____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
03	_____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
04	_____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
05	_____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...	_____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...	_____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N	_____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		If 98 or more, write 98 99 = NK	0 = M 1 = F	1 = head 2 = spouse 3 = son/daughter 4 = father/mother 5 = brother/sister 6 = grandparent 7 = uncle/aunt/cousin 8 = niece/nephew/grandchild 9 = adopted/foster child 10 = stepchild 11 = no relation	0=no 1=yes	0=mentally/physically disabled 1= chronic illness	0=no 1=yes	1=yes, able to work the same number of hours/days 2= no, working for fewer hours/days 3=completely unable to work

NK = not known

Data on deceased members require nesting a separate table within the questionnaire. Table 4.19 suggests how questions on recent deaths can be formulated. They are very similar to the questions on chronically ill members.

Table 4.19: Collecting data on deceased household members

Q1	Did any adult (ages 18–59) household member die during the 12 months before the survey after being sick for at least 3 months over the past 12?					<input type="checkbox"/> 0=no (skip the whole section) 1=yes
For each of the adult (ages 18–59) household members who died after being sick for at least 3 months over the past 12, report:						
	Q2 Cause of death	Q3 Gender	Q4 Relationship to the HH head	Q5 Was s/he engaged in paid work (cash/in kind)? consider period before illness	Q6 In the period s/he was sick, was s/he able to work as before?	
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
N	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	1=after chronic illness 2=after a period of physical disability 3=old age 4=problems caused by pregnancy 9=other (Spec. :_____)	0=M 1=F	1=head 2=spouse 3=other member	0=no 1=yes	1=yes, able to work the same number of hours/days 2=no, working for fewer hours/days 3=completely unable to work	

Option 2: Data are not collected through a roster

If the household questionnaire does not include a roster, questions on deceased members are the same as in Option 1; questions on chronically ill members need to be asked in a different format.

Table 4.20: Demographic data not collected through a roster					
Q1	Has any adult (ages 18–59) household member been not fully functional for at least 3 months over the past 12 months?				<input type="checkbox"/> 0=no (skip the whole section) 1=yes
For each of the adult (ages 18–59) household members who have not been fully functional, report the following:					
	Q2 Kind of illness	Q3 Gender	Q4 Relationship to the HH head	Q5 Was engaged in paid work (cash/in kind)? Consider period before illness	Q6 Over the past 12 months has s/he been able to work as before?
1 2 ... N	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	0=mentally/physically disabled 1=chronic illness	0=M 1=F	1=head 2=spouse 3=other	0=no 1=yes	1=yes, able to work the same amount of hours/days 2= no, working for fewer hours/days 3=completely unable to work

4.2.5 Ensuring data quality

The manager of the CFSVA should ensure that the highest quality data are collected. Data quality is influenced by many factors, such as whether or not PDAs or paper questionnaires are used, the selection of previously experienced enumerators (knowledge of local languages and the language of the supervisors, country, food security, data collection), the quality of the training, how motivated staff are to collect accurate data (this can be seen during the test), and how well the data collection process is supervised. If PDAs are used, enumerators should possess basic computer knowledge.

4.2.5.1 Training of the enumerators

Quality training is essential to ensure that enumerators are able to ask questions in a non-leading way, probe during the interviews, and triangulate the information collected.

Although there are several ways to go about enumerator training, there are some rules of thumb for CFSVAs. A typical training schedule could include sections on:

- Administrative issues;
- Overview of survey purpose and objectives;
- The role of interviewers and interviewer compartment, standard operating procedure (SOP);
- Overview of questionnaire and discussion of individual items;
- Mock interview demonstrations;

- Role playing;
- Field exercise; and
- After action and review.

For the main survey instruments (household and key informant, not including child anthropometry), training usually takes about five to eight days.

- three to four days of in-class training;
 - one to two days of field testing; and
 - one to two days to review issues after the field testing.
- If the survey includes child anthropometry data collection, an additional two to five days will be needed for the enumerators responsible for the child nutrition data collection, depending on the level of previous experience, including field testing.
 - If PDAs are to be used, an additional one to three days of training will be necessary, depending on the level of computer experience the enumerators have. It is also recommended to have an ad hoc trainer for the PDA.
 - If qualitative methods (focus groups) are part of the survey, an additional two to eight days will be needed, depending on the skill level of the enumerators.
 - Team leaders will need a separate one to two days of training on issues such as key informant questionnaires (if they are the ones responsible), selecting households, and reviewing their responsibilities.
 - It is best to have two or more trainers, preferably including a national staff member.
 - Try to have the questionnaires as finalized as possible before the training begins.
 - In training, try to mix formal presentations with discussions and group work, practice sessions, and other examples to keep the attention of the participants.
 - The trainers are responsible for modifying the questions in the questionnaires and/or the PDA file accordingly with the recommendations coming from the field test.
 - If PDAs are used, the trainers, in collaboration with the supervisors, are responsible for the logistics (charging the batteries and updating the latest version of the questionnaire file on the PDAs).

4.2.5.2 Field testing

The field testing is a crucial, and mandatory, step in ensuring data quality. It involves checking the questionnaire, raising problems/issues that arise with the questions, and answering the doubts the enumerators can face. Once the field test is done, it is essential to modify the questionnaire in accordance with the observations and discussions made by and with the enumerators.

The rules of thumb for field-testing during a CFVSA

- Generally, this is done over one to two days. Often there are two phases: the second field test uses the final version of the questionnaire and captures the latest mistakes and difficulties encountered by enumerators.
- Each enumerator should be responsible for a minimum of two household interviews, preferably more.
- It would be useful to send the enumerators to do the interviews in pairs, with one asking the questions and the other listening. After the first interview they can exchange roles. This process helps the enumerators better understand how to ask the questions and allows them to give their opinion.

- The team leaders should work with their assigned teams. They should also be field-testing their supervisory responsibilities.
- Pick a site for field-testing that is typical of real field conditions yet relatively easy to reach. The field test should be as similar to the real field conditions as possible.
- It is often preferred not to inform the community and informants they are only participating in a “test.” Even if they are not included in the sample, they are filling an important role as the field test site, which will improve the quality of the survey, much as the participation of any community and informant selected in the sample will improve the quality of the survey.
- If child anthropometry data collection is expected, the field test is a good opportunity to check if the enumerators are able to perform the measurements under field conditions.
- If PDAs are used for data collection, it is advisable that the PDA trainers join the groups. This way they will immediately address issues that might come out during the test. This is particularly important if GPS units are used.

4.2.5.3 Field supervision

A daily quality control of the data collected is highly recommended whether paper questionnaires or PDAs are used. Having a replacement for any enumerator (or supervisor) who may become sick, who leaves for personal reason, or who is not adapted to the type of work required is also essential to the quality of the data. A supervisor oversees all or part of the enumerator teams; a team leader is the head of one team of enumerators. Supervisors should conduct spot visits of the data collection teams in the field in order to check on the work achieved, especially during the beginning of the survey. They should also revisit a random sample of households to ensure quality.

Team leader responsibilities

General

The team leader is in charge of managing all data collection, starting from the selection of the households, to the assignation of households to each enumerator, and the checking of each questionnaire filled out.

The team leader should support the enumerators during data collection and clarify and resolve issues or problems raised during data collection. He/she should also be in charge of the time, planning and managing data collection based on the number of hours the team will stay in the field. He checks the enumerators’ work by sitting in on interviews, reading completed questionnaires for misunderstandings and recording errors, liaising and troubleshooting with respondents and local community leaders, and covering for enumerators in emergencies (e.g. arranging interviews if an enumerator falls sick).

Paper questionnaire

The supervisor should be able to check each questionnaire in the field before leaving the village, so any mistakes or missing information can be corrected/filled in by the enumerators. By marking any errors with a red pen, the supervisor makes them more visible and reminds enumerators not to repeat those mistakes.

The supervisor should also check that the numbering of the questionnaire questions is correct; he/she is also in charge of collecting all the questionnaires at the end of the day and storing them for the data entry process.

PDA

The supervisor should check the questionnaires for data quality. The PDA software allows supervisors to load the questionnaires saved on each SD (memory) card so that they can review entered data. Supervisors are also responsible for assigning the PDAs to the enumerators.

Data is automatically copied in two locations by the survey software: SD card and PDA internal memory. At the end of each day the files should be copied to a PC, if available, as a further backup.

Enumerator responsibilities

General

The enumerators are the first responsible for the quality of the data collected. A job description for an ideal enumerator would include: communication skills, good knowledge of the international language of the country (English or French, or Portuguese or Spanish) as well as the local language(s), a perceptive intelligence, inexhaustible patience, unfailing dependability, outstanding people skills, and a willingness to work long hours.

Documents

Each enumerator needs to bring enough copies of the questionnaire for the whole day, plus some spare copies. If pens are used to fill in the questionnaires, they should bring extras. If the enumerators prefer pencils, they need to bring erasers and a pencil sharpener.

Once the data collection is concluded, the questionnaire should be kept in a protective plastic folder. Each enumerator is responsible for bringing the questionnaires to the supervisor, checking for mistakes with him/her, and making the necessary changes.

Legible handwriting is important. When the enumerator checks an answer or writes it out, he/she should bear in mind that the data will be entered by a different person, who will need to be able to read the handwriting.

PDA management

If PDAs are used, the team leaders should be trained in how to manage them in order to provide support to enumerators during data collection. Necessary knowledge includes: how to maximize battery life, how to reset the PDAs, and how to reinstall the survey software, if needed.

Logistics for data collection

General

Implementing a successful assessment requires logistics planning and preparation. Logistics is an important part of the survey, and in some countries it can be a cumbersome exercise, and so should be considered early on in the process. It is linked

to selection of field sites and advance notification of sample communities or sites, coordination of transport and communications operations, and distribution and collection of data collection instruments.

Paper questionnaire

To ensure proper data collection, the teams should arrive in the field with the adequate equipment, including:

- Enough copies of the questionnaire
- Pens
- Pencils (rubbers and pencil sharpener)
- Seasonal calendar

If the CFSVA includes anthropometric measurements, the enumerators taking the measurements are responsible for bringing along the necessary equipment:

- Scale (UNICEF standards)
- Height board (children and women)
- MUAC tape

PDA transport

It is important to inventory every item related to the PDA before and after travelling. The list of necessary items generally includes:

- PDAs and manuals
- Chargers (one per PDA)
- Batteries (one per PDA)
- Stylus
- Storage cards
- GPS units, if needed
- Car chargers, if needed (in zones with no power supply)
- SD card reader for installing the software (usually one is sufficient)

PDAs are delicate hardware. They should be stored in a durable bag for transportation, to avoid their getting crushed by other cargo. PDAs usually come with a cover for protection, which should be used to avoid damage to the PDA.

After each day of use, the PDA's battery should be fully charged. If electricity is not available, team leaders should be provided with car chargers. Some PDA models can be charged via a USB cable attached to a laptop or a desktop PC. If GPS units are used, these should be charged as well. Charging PDAs and GPS devices requires about two hours.

When using the car charger, it is important to follow these steps:

1. Before connecting the converter, start the car's engine.
2. Verify that the switch at the rear of the converter is off.
3. Plug the converter into the cigarette lighter.
4. Make sure the switch on the multiple connectors is off.
5. Connect the multiples connectors to the converter.
6. Switch the converter on.
7. Turn on the multiple connectors' switch.
8. Start connecting the processor for PDA and GPS.

9. The unit is charged when the light is green.
10. Extinguish the multiple connectors and then plug in the converters.
11. Unplug the converter from the cigarette lighter.
12. Run the engine for another 20 to 30 minutes before shutting it down.

Managing problems with PDAs

Battery problems

With normal continuous usage, the battery lasts about 5 hours. In order to maximize the battery life:

- Charge the PDA as often as possible.
- Keep the screen brightness low.
- Turn off the volume.
- Switch off the PDA when not used.
- Enable the automatic “power off” function in the PDA’s battery settings.

Resetting

If the PDA freezes, it is possible to do a “soft reset” to restart it (Note: you will lose the data that is currently being entered.) In most models, there is a button on the back of the PDA that you can push using the stylus. If this button cannot be found, consult the manual that comes with the PDA.

Speed/memory

To increase performance of the application, quit unused applications using the PDAs memory manager tool.

4.2.6 Key references: Survey

- Devereux and Hoddinott. 1992. *Fieldwork in developing countries*.
- CARE, Second Edition. 2008. *The Coping Strategies Index: Field Methods Manual*.
- WFP Nutrition Service. 2005. *Measuring and Interpreting Malnutrition and Mortality*.

4.3 HOUSEHOLD DATA ENTRY

The analysis of household survey data is undertaken in Microsoft Excel, SPSS, or STATA. A key step in the process is to convert responses collected during the interview into a format that can be easily manipulated by the analyst. The two most popular choices currently used by WFP are direct data entry through PDAs and manual entry of responses into a data entry programme. This chapter focuses solely on manual data entry by data entry operators using desktop or laptop computers. Regardless of the method employed to digitize the responses, a series of standardized steps must be followed to ensure the quality of data. The process may vary depending on the context, availability of resources, and the circumstances.

Ideally the management of quantitative survey data, or closed question/semi-open question qualitative data survey, will take the following steps:

1. Prior to the study, review the questionnaire and ensure that the format is adapted for ease of data entry.