



# CFSVA Rwanda 2015 Data collection manual

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## ABBREVIATIONS

CFSVA: Comprehensive Food Security and Vulnerability Analysis

CSI: Coping strategies index

DFID: Department for International Development

FAO: Food and Agriculture Organization

FCS: Food Consumption Score

FEWS NET: Famine Early Warning Systems Network

GoR: Government of Rwanda

MIDIMAR: Ministry of Disaster Management and Refugee Affairs

MINAGRI: Ministry of Agriculture and Animal Resources

MINALOC: Ministry of Local Governance

MINISANTE: Ministère de la santé (Ministry of Health - MoH)

MUAC: Mid-Upper Arm Circumference

NCHS: National Center for Health Statistics

NISR: National Institute of Statistics of Rwanda

PPS: Probability Proportional to Size

RDHS: Rwanda Demographic and Health Survey

SD: Standard Deviation

SPSS: Statistical Package for the Social Sciences

TC: Technical Committee

UNICEF: United Nations Children's Fund

VAM: Vulnerability Analysis and Mapping

WFP: World Food Programme

WHO: World Health Organization

## OBJECTIVE

The Comprehensive Food Security and Vulnerability Analysis Survey is a study, typically conducted in a crisis-prone food-insecure country, that describes the food security status of various segments of the population over various parts of a country or region, with the purpose of indicating the broader underlying causes of vulnerability, and recommending appropriate interventions to deal with problems identified.

Given their relevance, analytical rigor, and comprehensiveness, CFSVAs have become a key reference for decision makers involved in planning and implementing food security-related programmes. The location, population, and livelihood group-specific information and analysis provided through these studies are used to design and implement broader sectoral interventions to address the supply-and demand-side constraints to food security.

The overall objective of the 2015 CFSVA is to analyze the food security, and vulnerability conditions of population groups and communities in Rwanda, and to provide baseline information to actors focusing on food insecurity.

It will look into social protection issues, food insecurity and malnutrition in Rwanda and will formulate recommendations so that interventions to tackle poverty, food insecurity and malnutrition can be adequately targeted and designed.

The study seeks to answer five questions:

1. Who are the people at risk of food insecurity and malnutrition?
2. How many are they?
3. Where do they live?
4. Why are they food insecure and/or malnourished?
5. How can food assistance and other interventions make a difference in reducing poverty, hunger and supporting livelihoods?

The survey will cover the whole of Rwanda, all 30 districts, urban and rural. Due to delays in funding, the data collection period will be extended to April-May instead of March as previously happened. CFSVAs involve activities ranging from reviewing existing literature and data to undertaking surveys to collect and analyse primary data. A CFSVA can be an extensive exercise, usually taking around four to eight months from initiation to dissemination of results.

**This manual describes the three data collection instruments designed for the Rwanda CFSVA to be conducted in Rwanda in April-May 2015.**

## GOOD ENUMERATOR HABITS AND EFFECTIVE DATA COLLECTION TECHNIQUES

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 fulfill the stated objectives.

The first step to a successful interview is properly introducing oneself to the respondent and obtaining informed consent.

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.

### Interacting with the respondent

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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. 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.

### Interview setting

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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.

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.

## Estimating In-Kind Values

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In many cases, respondents may use goods or services in lieu of cash. That is, they may barter goods or services instead of cash when buying something, accept goods or services instead of cash when selling, receive a loan in goods or services rather than cash, or pay back a cash or in-kind loan in goods or services. For example, a farmer may trade a pig for a quantity of maize, pay hired labor with food, or pay back a cash loan used to buy seed with a portion of the crop at the time of harvest. When relevant, the data collection instruments ask respondents to estimate the value of in-kind payments or receipts. For example, the household questionnaire asks respondents to report the value of agricultural products sold "including cash and the value of in-kind goods received."

In these instances, the enumerator will need to probe to determine the value of in-kind payments or receipts. For example, if a respondent reports giving maize to a school in lieu of school fees, then the enumerator might ask the respondent how much money he or she would have had to pay in fees. **It is very important that enumerators are sensitive to the need to estimate the value of in-kind payments and receipts and work to get accurate estimates of the monetary value of in-kind payments and receipts.**

## Determining the age of a respondent

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### Adults

If the respondent knows the age, write it in the space provided. If not, you will need to use one of the following methods to estimate the age.

**(a) If the respondent does not know his or her age but knows the date of birth calculate the age as follows:**

- Already celebrated birthday in the current year. If the household member has had his/her birthday in the current year, subtract the year of birth from the current year.

- Not yet celebrated birthday in the current year. If the household member has not yet had his/her birthday in the current year, subtract the year of birth from last year.

- Does not know his/her birthday. If the household member does not keep track of the time within a year when its birthday falls, it is sufficient to subtract the year of birth from the current year.

**(b) If the household member does not know his/her age, and year of birth is not reported, probe for clues to estimate age. There are several ways to probe for age:**

- Ask the respondent how old he/she was when he/she got married or had the first child, and then try to estimate how long ago he/she got married or had his/her first child. EXAMPLE: If she says she was 19 years old when she had her first child and that the child is now 12 years old, she is probably 31 years old.

- Relate the age to that of someone else in the household whose age is more reliably known.

- Try to determine how old he/she was at the time of an important event, etc. and add the age at that time to the number of years that have passed since the event.

## Children

- Child's immunization card, road-to-health card, or other written document with the child's age or date of birth written on it.

## Currency Units

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Record all monetary responses in Rwandan francs.



The main source of primary data for the CFSVA will be a household survey of 7500 households in Rwanda randomly selected following a two stage sampling procedure as described below. The survey will provide estimates of food insecurity and malnutrition of all households in Rwanda.

## STEPS TO THE SELECTION OF HOUSEHOLDS TO BE INTERVIEWED

### **Step 1: Listing of all households in the village**

After having introduced the team and showing the letter informing of the interview, the team leader requests the head of the umudugudu to provide the list of the village households.

The team leader has to ensure that the definition of household is clear to the head of the village and indicate that households are eligible for participation in the assessment if they currently live in the selected villages.

Individual children in selected households are eligible for participation if they are 6-59 months of age at the time of data collection, are current residents of the selected household, and consent is given by the participant or a responsible adult for survey participation. Women will be eligible if they currently live in the selected household and are between 15 and 49 years old and give consent for data collection.

Households will be ineligible for participation in the assessment if the household does not currently live in the selected villages, or consent for participation is denied by the adult household member approached by the survey team. Individuals in selected households will be ineligible if consent for individual participation is denied. Children will be ineligible for anthropometric measurement if they have a disability which prevents accurate weight or height measurements from being taken.

### **Step 2: Count the total number of households in the village**

**Step 3: Select the 10 households to be selected for interview + 3 reserves, referring to tables provided with the sampling intervals**

**Step 4: identify the location of the households**

**Step 5: organize the enumerators for the data collection**

## Selection of Households within a Village

The listing and the selection of the households to be interviewed is the first activity to be undertaken in the village. It is to be led by the team leader.

A systematic sample of 10 households will be selected from the lists of households from village authorities for each sample village in all provinces. A reserve sample of 3 replacement households will be selected

for each sample village in all provinces. Therefore a total of 13 households will be selected initially in each sample village in all.

Within each sample village in all provinces the 3 replacement households will be selected systematically from the 13 households selected initially, and the remaining 10 households will be identified as the original sample.

## QUESTIONS' DESCRIPTION

This section provides a detailed description of each question and response in the data collection instruments. The detailed description of the intended meaning of each question and response will help to

1. Provide you with a comprehensive understanding of the questionnaire, and
2. Provide tips on probing.

It is very important that you ask each question exactly as it is written on the questionnaire. If the respondent does not understand the question, you may need to use extra probing questions. Probing questions are included in the questionnaire and are also discussed during interviewer training. It is important that all interviewers use the same probing questions.

In some cases, a respondent may truly not know the answer to a question or refuse to answer a question. However, you must record an answer for all questions that you ask the respondent. Do not leave any questions blank because it may look as though you forgot to ask the question. Some questions have a "don't know" answer code.

# Household questionnaire

The 2015 CFSVA household questionnaire is divided into 12 modules (sections). This part consists in a discussion about the 2015 CSFVA questionnaire in order to understand questions and instructions.

## Section 0: to be completed by the enumerator

It is very important that this section is filled in properly.

You should always check that the date entered in the TABLET is correct (check the settings). Province, district sector, cell, village AND HOUSEHOLD NUMBER ESPECIALLY need to be correct for the data to be of any value.

Before you start the interview have the respondent read and sign 2 copies of the consent form. One should be kept by the respondent (and can be requested by other enumerators coming for eg to do the nutrition module). The second consent form should be kept by the enumerator and given to the team leader, the team leader will keep all the consent forms and return them to the coordination team in Kigali.

## Section 1: Demographics

**101-103** The first questions are quite straight forward. Please always keep in mind during the interview the definition of a household and the definition of the head of household.

**A household** is composed by a person or group of persons living together during at least 6 months and sharing at least one meal a day. Are considered as member of household also:

- Somebody new in the household who plans to stay there more than 6 months
- People who return in the household after a long time

**Head of the household** is a status held by a person in a household who runs the household and looks after persons living in it. In order to qualify as head of household, the designated household must be located at the person's home. However, if this person stays temporarily outside of the household for a particular reason (for example in jail) continue to be considered as a head of household.

It is often assumed that if a household is composed of children and a married couple the father is the head of the household. However this assumption should be verified thoroughly during the interview. The male might be not be making the decisions in the household. Another frequent mistake is to assume that the respondent is the head of the household, therefore if the respondent is the woman one would record that the head of the household is a woman. This is incorrect and you should always refer to the definition above and probe WHO is the head of the household.

**104-** If the respondent is the head of the household you can check if he /she can read a simple message and ask him/her to write a simple message in any language.

**106-** In order for the head of household to be qualified as **disabled** he/she should be physically or mentally impaired and the disability should affect his or her ability to provide for the rest of the household

**107-** the purpose of the question is to determine if the head of the household is living as a couple (married or partner) or if he she is providing for the rest of the household alone (divorced/separated, widow/widower, never married)

**109-**The **Household demographics table** is designed to collect information about the sex and age of all members of each household. Information for the Household demographics table is usually collected from the head of the household. The first step is to request a list of all persons who usually live in the household. You will need to determine whom to include in the household and whom to leave out based on the specific definition of household that is being used for the survey.

We are asking for detailed age groups and gender and it is important at the end to check that the total number of people recorded adds up to the total number of people in the household as initially indicated by the respondent. Please probe until the number of people add up.

Obtain each person's age in completed years. Age in completed years is the person's age at the time of their last birthday. This should never be left blank.

**110.** record how many children in age of going to primary (between 7 and 14 years) are enrolled (=registered) in to primary school. Again make sure to probe with the number of children of that age in the household (see previous question).

**111.** Among the children enrolled how many missed more than one week since the beginning of the school year in January. Again ask about boys and girls

**112.** for each absentee record ONE reason for not attending (the main one).

**113.** Returnees are those who have come back from abroad after a prolonged period abroad because of political or security reasons. Typically people who fled Rwanda in 1994 and who returned three years ago are considered to be returnees.

**114.** Temporary residents can include visiting relatives or friends. At the time of the survey they are to be considered PART OF THE HOUSEHOLD if they live there for the past week and eat together with the rest.

## **Section2: Housing and facilities**

**201-**AB and C record the major material for roof floor and walls. You have only one choice so make sure to choose the main material. If the house has mainly cement floors and one room has some tiles, record cement as the floor type.

**202.** an Umudugugu new recommended settlement is characterised grouped houses constructed according a defined plan as recommended by the new government policy of 1996. Before reaching the household you are likely to know if it is a recommended settlement. The most important is to find out since how long the household has been living there. <3months, 3-6 months, 6months -1year or more.

**203.** make sure to enter 'free of charge' only if the household is living in someone else's house and not paying for it in anyway (also not deducted from a salary, in which case it should be recorded as rent)

**204.** record only the number of sleeping rooms. If there are none and the people sleep in the living room or the kitchen record '0'

**205.** make sure to distinguish between the different types of latrines.

**207-209.** make sure to record any 'other' and specify what it is. Before putting in anything under 'specify please make sure that the item is not already covered in the list. Please choose only one answer

**210-** Ask if the household is paying anything for the drinking water that it is currently using. If yes remember to ask for it in the expenditure section.

**211-** the purpose here is to find out if the main water source is the only drinking water source that the household uses. If not you need to find out if they use the alternative one in different periods of the year (when the other one is not available for example – choice 3) or at the same time of the year (choice 2).

**212- 213-** Same as above

**214-** record the most used means of transportation used to go to the source. If the respondent says it depends on the person going please ask who goes more often to that source of drinking water, and then find out how that person reaches the source. If water is supplied to by a person outside of the household who collect it, choose 4)

**215-** Once you know how the household reaches the water source find out on average how long it takes them to reach the water source using that means of transportation. If the respondent answers that it depends on the time of the year ask about NOW.

216-ask the respondent what does 'the person managing the water in the household' usually do before they serve water for drinking. Again if it depends on who drinks it or the time of the year only report the most usual practice in the household NOW

**217-**Check if the household is connected to electricity and if it is working, remember that if they are paying for it, it should show in the expenditure section

### **Section 3: Livelihoods**

**301-** This question is important. You need to record how many livelihood activities the respondent's household has throughout the whole year. Keep in mind that although all income generating activities can be considered to be a livelihood activity, some livelihood activities may not be an income generating activity (see definition below).

First ask the respondent what the household members do, list the activities together and then probe that the respondent has not forgotten any by asking for each household member what he or she does. Then count together how many livelihood activities that amounts to for the household and record the number in the TABLET.

Note that if a household farms land both for own consumption and sale it should still be recorded as one activity (activity 1= agricultural production on own farm...) only if the household purchases crops that it did not produce in order to sell them should the 'purchase and sale of agricultural products' (activity 8) be selected as a livelihood. The same is true for 'livestock raising' and 'fishing, hunting and gathering'.

Informal sale/petty trade (activity 11) should be only selected if the household is selling items other than mentioned above. Similarly 'own business/self-employed' in this case should not include any of the other livelihood activities mentioned above.

If one of the 3 main livelihood activities of the household does not appear in the list you can record the code as 'other' and will need to specify what that other is. Please always read through the list of choices thoroughly as it is unlikely to find a livelihood activity that is not included in the categories provided in the TABLET.

**302A** - Once you have listed all the livelihood activities for the household ask the respondent which are the 3 main ones the household mostly depends on. By using proportional piling again rank the 3 activities as the most important, the second most important and the third most important.

If one of the 3 main livelihood activities of the household does not appear in the list you can record the code as 'other' and will need to specify what that other is. Please always read through the list of choices thoroughly as it is unlikely to find a livelihood activity that is not included in the categories provided in the TABLET.

**302B**-For each of the 3 main activities record who are the people involved in that activity. If the activity involves both the head of household/spouse of the head of household and other adult people, put **Adults only**

**302C**-and ask if that activity is carried out all year round or not.

**302D**-If not, record the exact months in which that activity is carried out. It is possible to choose more than 1 month.

**302E**-As mentioned above, use the proportional piling method to record how much the activity contributes to the household's ability to provide for itself in terms of food, shelter, health, education make sure that the respondent considers the whole year to estimate the contribution.

Tip for using proportional piling: You can show for example 10 pieces of beans and ask the respondent to take the number of pieces corresponding to the level of participation of each activity to the livelihood of the household. If he/she takes 6 e.g., it means that the contribution of the activity is 60%

**302-** Although this question looks short it is quite difficult to get an accurate answer. Unlike for the previous questions, you now want to know about the household's income in the past 30 days.

Based on the information that you got before identify with the respondent which livelihood activities allow the household to earn an income in cash. Then calculate together the total amount of cash that was generated in the last 30 days (last month) for the whole household. Do not exclude any livelihood activities while doing this exercise (in other words if the household has more than 3 livelihood activities make sure that you consider also the ones that you did not include in section 301A-E in the income calculation.

### **Remember that a Livelihood activity is:**

An activity done by a person in order to acquire means of securing the necessities of life.

**Eg1:** Raising livestock can be a livelihood activity and not an income generating activity if the household does not sell any livestock and only uses them for own consumption.

**Eg2:** Farming land for own consumption is not an income generating activity but is a major livelihood activity since the household depends on it for its subsistence.

## **Section 4: Household assets and productive assets**

401-You want to know the total area of land that the household used either for cultivation or grazing in the year, if some crops are seasonal refer to the last season (season A 2015). Do not include any land that was not used or that was used for other purposes (eg: forest land, etc).

Add up the land that is owned, rented, borrowed and used for free as well as any other land they might use. In order to add up to a total remember that 1ha is 100 meters by 100 meters.

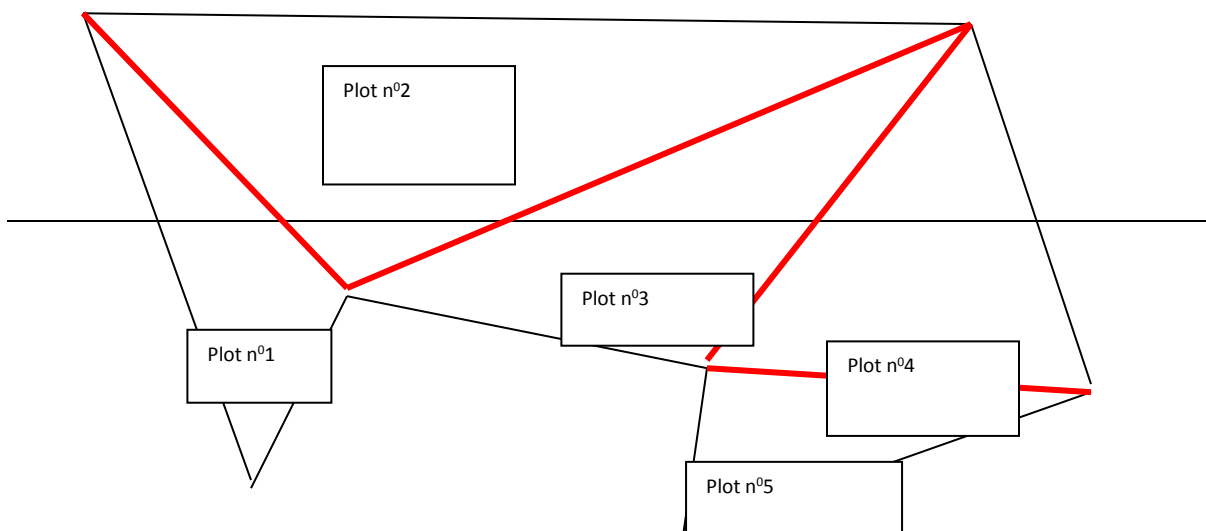
### **Estimation of the land area**

The shape of cultivated areas is not always of the regular form (triangle, rectangle...), but most of the fields under cultivation have rectangular shape (square or rectangle), others are triangular (triangle). We encounter also field that have irregular shape, having 5 sides or above. In one or other case, the area measurement has been simplified as follows:

- a) **Field of rectangular shape**: area is obtained by multiplying the length and the width.
- b) **Triangular fields**. The enumerator measures the length of the base side and that of the height, and the area is equal to the base multiply by the height divide by 2.
- c) **Fields of irregular shape**. In this case, a field of such shape has been divided into several plots of regular shape, in order to facilitate the calculation of the area of the entire field, as shown in the following figure.



Example : A field of irregular shape with 7 sides.



The perimeter of the above field is shown by the thin black lines. The field is not a rectangle, nor a triangle, neither of a known geometric form. In this case, area measurement has been done using procedure described in b, since the field is composed of triangle. The total area of the field is the sum of the areas of the triangles that constitute the field.

Make sure to probe, it is possible that when recording the answers to the following questions you realize that the respondent had not included a part of land that it cultivates in question 401. If this is the case go back to question 401 and correct it as many times as needed.

**402-** Use the information you have collected for question 1 and together with the respondent calculate the percentage for each type of ownership using proportional piling.

**403a and b-** make sure that the respondent is aware of what the land consolidation programme and the umudugudu registration are.

**Land consolidation** is a planned readjustment and rearrangement of land parcels and their ownership. In Rwanda, households keep the ownership of their land but are asked to cultivate crops recommended for specific areas

**Umudugudu new settlement** is composed of grouped houses constructed according a defined plan as recommended by the new government policy of 1996

**404-405-**Ask the respondent if the household used any fertilizer or pesticides in the past 12 months on the main crops that are important for the household's livelihood (if the use of fertilizer or pesticides is just

anecdotal do not register it here). And find out where the products were acquired from. Differentiate the products that were received through an official 'free' source (option 3) and the products received for free from neighbors /friends or own production

**406-407-** Again for the main crops (not kitchen garden) ask the respondent if the household is irrigating any of the land and what %. The three Irrigation methods to be considered here include:

- **Rain fed irrigation:** Rainwater collected in a dam in order to be channeled to the field
- **Hill side irrigation:** surface water channeled to the field by gravity.
- **Pressurised irrigation** including:
  - Drip irrigation: Water channeled to the field using pipes and then let fall on the field as drops.
  - Sprinkler irrigation: Water channeled to the field using pipes and then sprinkled on the field.

Measures to protect the soil from soil erosion to be considered here include – Ditches, Terraces, trees/grasses, combination of ditches+terraces, ditches+terraces+grasses, trees/grasses+terraces

**408-**The purpose of this question is to construct a wealth index based on the assets/objects that are owned by the household. Make sure that the assets are functioning (eg: a broken radio or phone should not be considered in the list) and that it is clear to the respondent that you are asking if anyone in the household has any of the following assets. For example if the respondent does not own a functioning mobile phone but his (or her) son does then it should be recorded here.

**409-** the vegetable plot/garden referred to here is a kitchen garden that is part of the house and should not have been considered in the previous calculations of land area...

**410-**With this question you are counting all the animals that are either owned or managed by the household. Note the difference between owning and managing an animal in the box below.

**An animal managed but not owned:** Animal managed by a household for somebody else (indagizo). In exchange, the household can get a descendant of the managed animal

**An animal owned:** an animal of which a household has a full ownership

## Section 5: Agricultural production

**501-** This question is important. You need to record how many crops the respondent's household has cultivated throughout the whole year. This includes season A 2015 (the last season), and Seasons B and C 2014. If the same crop is cultivated more than once it should be recorded only once here.

Although here you are asking only for the total number of crops you will be preparing for the next questions and ask what crops these are. Make sure that you probe and if with the following questions you realize that the respondent had not included one or more crops in question 501 make sure to come back to this question and correct it as many times as necessary.

**502-** ask the respondent if any member of the household is part of a farmer organization or a farmer cooperative. If the answer is yes it is likely that at least part of the production of some of the main crops should be sold through a cooperative. See further on.

**503A-** Out of all the crops cultivated by the household identify with the respondent the 4 main ones for the household in terms of production or area cultivated. And rank them in order of importance.

**503B-** For Annual and biannual crops indicate in what season the crop was cultivated. If the crop is a non-seasonal one indicate 'not applicable' (99), if it was not cultivated indicate it as 'not cultivated' (0)

**503C-** ask the respondent to indicate for each crop cultivated and the season it was cultivated how long the household had stocks for own consumption from that specific harvest. You should record only the number of months during which the household kept the food in stock. **For example if the harvest was in January and last for 6 month, put 6 in season A.**

**503D-** Out of the total land cultivated in 501 estimate how much of that land is used for the specified crop. If the crop is cultivated in more than one season include here the % of the land represented by the largest total area cultivated.

Eg: if the hh cultivates in total 1 ha in a year and cultivates 0.5 ha of maize in season A and 0.2 ha of maize in season B here you should record that maize is cultivated on 50% of the land

**503E-F-G** For each crop and over a year (ie: not by season) ask the respondent on average how much of the crop is consumed by the household (include here the amount used for seeds and to feed livestock), how much is sold or exchanged (include here what was used to repay debt...), how much is given away (make sure it is really given away for free, if not it should be part of the 'sold or exchanged') and how much was lost. The total of consumed, sold, given away and lost should amount to 100%.

**503H-** If any % of the crop is sold, ask the respondent to or through who it is sold. If the crop is sold to a relative or friend record it as 'individual consumer' (5)

**503I-** for each of the major crops ask the main source for the seeds or planting material (select only one)

## Section 6: Migration and remittances

601-603 Ask only about the last 12 months. Depending on if the family member is currently away or not he/she may or may not be considered as part of the household for this survey.

## Section 7: Sources of credit

702-703- record only the main use and the main source for the loan

704- ask for the total amount of all the loans taken by the household members

## Section 8: Expenditures

Be careful to note that the recall period is either 30 days or 3 months. Take all the time that you need for this section. And make sure to record any 'other' expenses and specify what they are.

In this question ask the respondent to not include expenditure related to ceremonies.

8.1 cereals (grain or flours): In order to help the respondent to understand what is cereals, the enumerator can give examples of foods considered as cereals

## Section 9: Food consumption and sources

**901- 902** Record how many times the adults and the children (<15 years old) ate the day preceding the interview.

**903-** Record if this frequency of food consumption is usual *at this time of year*

***904- This is the most important part of the questionnaire.***

Go through the whole list of food items with the respondent and ask out of the last 7 days in how many days did people in the household consume each item. For each consumed item ask what was the main source for each, if some was purchased and some was borrowed only record the main source for the food consumed in the past 7 days.

Make sure respondents understand you are asking about the last 7 days (mention the week day and date and the responding day when the recall period starts). Otherwise respondents might report what they usually eat and not what exactly they ate during the last 7 days.

Make sure respondents report the number of days they have eaten a certain food item in the last 7 days, not the number of meals.

For food items which include several foods (i.e. nuts and seeds) we are interested in knowing on how many days either nuts or seeds have been eaten. You should ask:

- 'On how many days during the last 7 days have you been eating nuts?'
- 'On how many days during the last 7 days have you been eating seeds?'
- 'On how many days during the last 7 days have you been eating nuts and seeds on the same day?'

Then calculate the total number of days on which either nuts or seeds have been eaten (i.e. 5 days nuts, 3 days seeds, out of all these 2 days nuts + seeds = 6 days on which either nuts or seeds have been eaten).

905- ask the respondent to remember in the last 12 months what were the main sources for maize and beans consumed in the household. You can chose between own production, market or aid (including gifts from relatives or other sources)

## Section 10: Coping strategies

**1001-** ask if in the last 7 days the household had any difficulty in finding enough food or money to buy food for the household

**1002**-whatever the answer to 1001 ask the respondent if during the last 7 days he or any member of his/her household has had to do any of the following and record how many days out of the last 7 days this was done.

### **Section 11: Shocks and food security**

1101-ask if in the last 12 months the household had any difficulty in finding enough food or money to buy food for the household and record which months

1102-if yes, ask if this was this due to an unusual situation?

1103-if yes, ask the respondent by order of importance what problems caused that unusual situation. Limit to 4 problems/shocks. Income in kind is generated from an activity (For example agriculture production). It is different from an asset which is a tool, equipment, etc. that a household has.

**1104-1107** for the 2 main ones record what problem it generated, how the household compensated for those losses and if it recovered at the time of the survey

### **Section 12: External assistance / Programme participation**

Again this is an essential section of the questionnaire. Make sure that you record all the assistance received by any member of the household in the last 12 months.

## Nutrition module

Some of the questions in the module are very sensitive, concerning children who may have died. It is important to try to find the most private space possible for asking the questions in this module.

### Section 0 – to be completed by enumerator

It is very important that this section is filled in properly.

You should always check that the date entered in the TABLET is correct (check the settings). Province, district sector, cell, village AND HOUSEHOLD NUMBER ESPECIALLY need to be correct for the data to be of any value.

Before you start the interview make sure the respondent has read and signed 2 copies of the consent form . One should be kept by the respondent (and can be requested by other enumerators coming for eg to do the nutrition module). The second consent form should be kept by the first enumerator to visit the household and given to the team leader, the team leader will keep all the consent forms and return them to the coordination team in Kigali.

10-11- This information should be taken from the household interview (assuming that the household questionnaire was filled in before the nutrition measurements were taken). Whatever the case make sure to check with the head of the household that the information is confirmed. At the end of the day you will have to check with the team that all the data collected is consistent.

### Section 1: Maternal health and nutrition

This module needs to be recorded for all the women between 15 and 49 years. If any woman is missing at the time of the interview try to make another appointment during the day to meet her, if this is not possible you need to record the reason for her absence.

12-record first and last name of the woman (it will make it easier later on to identify the mothers of the children you are measuring)

13-record the age **See section on determining the age of household members**. If the woman is younger than 15 years or older than 49 years, you will need to end the interview. Do this tactfully by thanking the respondent and asking her if she can find the next person you need to interview.

14-check if the woman can read and/or write a simple message

15-ask the level of education the woman has

16- asks if the respondent has ever been pregnant, whether or not that pregnancy resulted in a live birth. In some settings, a pregnancy not resulting in the birth of a child may not be considered a pregnancy. For this reason, if a respondent says “no”, probe by asking: “Were you ever pregnant, even if this pregnancy did not result in the birth of a live child?” If her answer is still “no”, you need to end the interview. Do this tactfully by thanking the respondent and asking her if she can find the next person you need to interview.

23-24-25 Taking nutrition measurements of Woman

## Section 2: Child health, nutrition and feeding practices

29-32 determine the age of the child (see section on determining age of children)

33-record the sex of the child

34- For this question it does not matter how long the respondent breastfed the child, only whether or not she ever gave the child the breast.

35-Records how long after being born the child was breastfed in hours (if <24h) or in Days (if >24h)

36-Ask the woman if the child had the colostrum (first breastmilk that is transparent – not as white as the milk that comes after)

37-Record if the child was given anything else than breastmilk in the 6 months after birth

38- asks if the child was breastfed in the day or night preceding the interview.

39-asks about the size of the child at birth. According to WHO standards:

- Very small : Less than 1.5 kg
- Smaller than normal : 1.5 kg- 2.5 kg
- Normal : 2.6 kg- 4 kg
- Larger than normal : 4.1 kg-4.5 kg
- Very large : More than 4.5 kg

40-asks about vitamin A drops, ask to see the flask

41-44 – check for health of the child

45-did the child go to a health facility

46-deworming tablets

## 47-51 Nutrition measurements for children

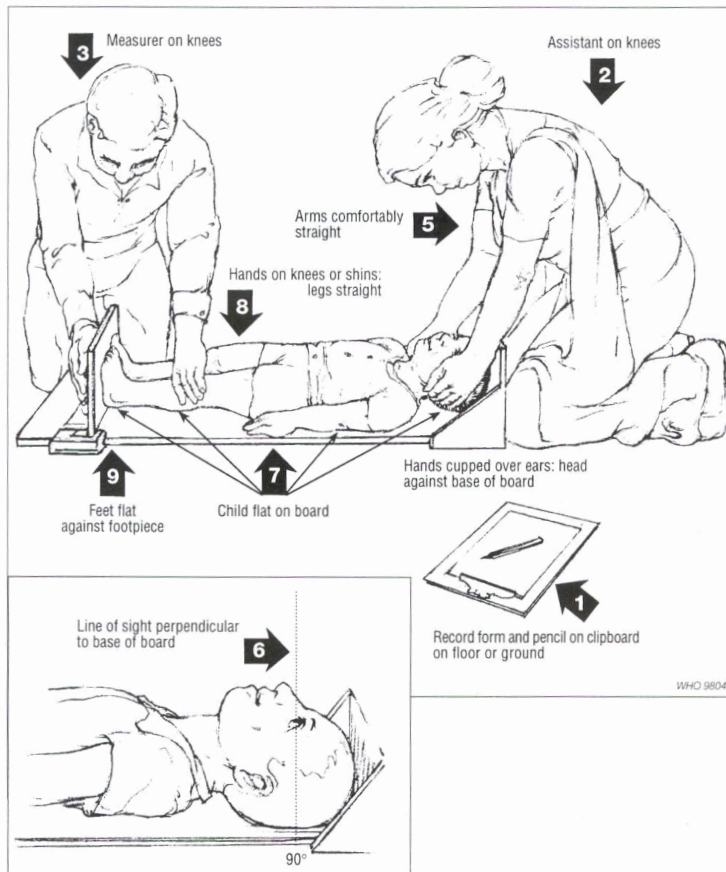
### Measuring weight for children

- Weight should be measured to the nearest 100 g (0.1 kg).
- Always weigh the child before measuring the height.
- The scales should be *calibrated* before each day, using the same standard weight.
- The scales should always first be set at zero, with the weighing pants, basket or basin attached.
- If there are more than 1 eligible child in a household, always weigh the 'less fussy' one first.

- If child struggles preventing the needle from stabilising, try to involve the mother.
- Watch for older children who hold on to a bar attached to the balance!
- In some societies and cold climates, not appropriate or acceptable to remove clothes and need to follow different procedures.

## How to measure a child's length ( $\leq 85\text{cm}$ )

Fig. A3.2 Measuring a child's length<sup>1</sup>



<sup>1</sup> Adapted, with permission, from *Assessing the nutritional status of young children: preliminary version*. New York, United Nations Department of Technical Co-operation for Development and Statistical Office, 1990.

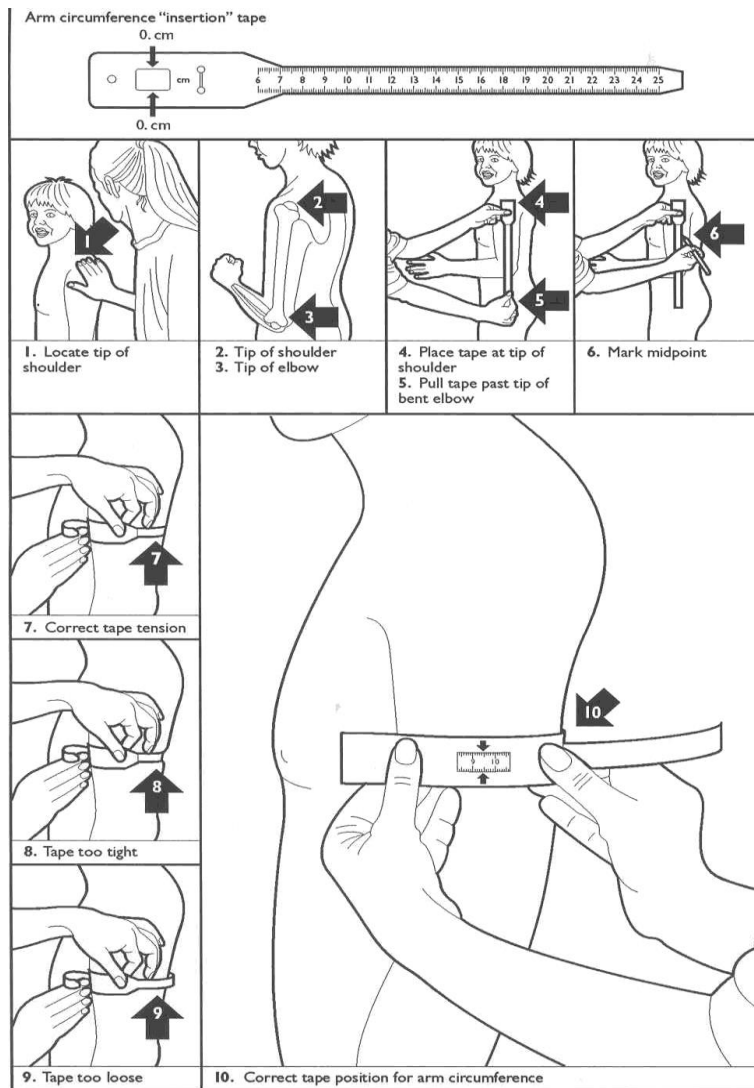
## How to measure height of a child of 24 months and more





- The measurements must be read at eye level.
- Children younger than 24 months be measured lying down.
- Children of 24 months or more are measured standing up The child must be standing up or lying down straight.
- At least 2 people must be involved in taking accurate measurements.
- Never round off any figures

## How to measure MUAC

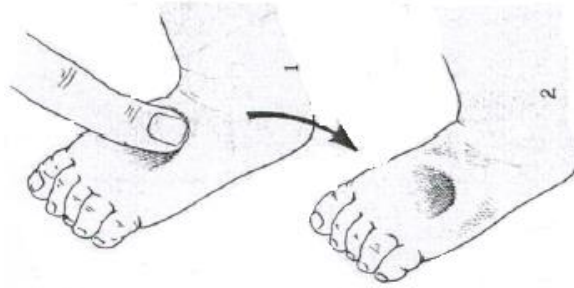


Source: How to Weigh and Measure Children: Assessing the Nutritional Status of Young Children, United Nations, 1986.

- Measurements should be made to the nearest mm.
- Arm circumference is measured on the upper **left arm, when relaxed and not pinching skin.**
- It is not standardised for age and measures

## Checking for oedema: Key Points and Recommendations

- Oedema is the retention of water in the tissues of the body.
- Caused by chemical imbalances in the body.
- Nutritional oedema is seen if it is bilateral i.e. on both feet
- Oedema also present in pregnant women, kidney problems
- Tested after weight and height/length measurements.
- Hard pressure is *not* required to test for oedema, apply normal thumb pressure for 3 seconds .



## IYCFP only for children between 6 and 24 months

You will ask the caregiver about different types of liquids the child may have consumed the day before the interview (yesterday during the day or at night). It is extremely important to ask about all the different kinds of liquids listed. This is because if a child consumed any of the liquids listed, that child was not exclusively breastfed.

Read the question slowly and then read through each item in the list. Wait for the response after each item and record whether the child consumed the liquid or not. Although not always considered a liquid, yogurt is included in the list of liquids here because we want to ask about the frequency of feeding for certain milk-based liquids and foods.

After completing the first section, go to the far right-hand column of the module that asks about the number of times the child consumed milk-based liquids yesterday. Ask that question just as it is written separately for: infant formula; milk such as tinned, powdered, or fresh animal milk; and yogurt. Information about frequency is only collected for those items (B, C, and/or F) for which the caregiver replied “yes” in the first list.

Record the number of times the child drank infant formula, any type of animal milk, any type of yogurt, whether liquid yogurt or a yogurt that is thicker in consistency.

You may need to use probes to help the caregiver remember all the times the child consumed each of the items yesterday.

The next section asks about the different types of foods the child ate the day before the interview. The approach used for collecting information about the child's diet is a 24-hour "free recall" by the respondent. Help the respondent to recall what the child ate the day before, as follows:

1. Begin with asking about the first food eaten by the child the previous day. Use neutral questions, as described above, to help the respondent remember the child's activities on the previous day. Begin with the first events/activities in the morning and help the caregiver recall events in order through the day. This helps ensure that she remembers all of the foods the child ate at various times throughout the day and night.

2. You should not ask the respondent about specific meals (for example, do not ask – what did (NAME) eat for breakfast yesterday – or what did (NAME) eat yesterday morning) – as such questions assume that the child ate breakfast or ate in the morning. If you ask that way, the caregiver might feel like she should report something, even if the child did not eat.

3. If foods are used in small amounts for seasoning or as a condiment, these should be included under the condiments food group. For example, if the respondent mentions that she used a few dried chilies to season a pot of stew fed to the child, the chilies would be included in the condiment food group, not the vegetables group.

4. If a food is not listed in any of the existing food groups, write the name of the food in the box labeled "other foods". These foods should not be coded into a food group at the time of the interview. A supervisor will decide how to code these foods later.

5. Probe for added foods in mixed dishes such as porridges, stews and sauces. If the caregiver says the child ate a mixed dish, ask about and underline all the ingredients of the dish ("What ingredients were in that (mixed dish)?" Probe: "Anything else?" until the respondent says "nothing else"). Do not ask "leading questions" as this may result in biased results; for example, do not ask – "didn't you add any meat to your sauce?" This may lead the caregiver to report cooking with meat, even if she did not have any.

6. Once the recall is finished, ask the respondent about the food groups remaining where no food has already been mentioned. Select "1" in if the respondent is reminded of a food in that group eaten by the child. Select "0" in the right hand column of the questionnaire if she confirms that no foods in that group were eaten by the child yesterday. Select "8" if the respondent does not know if the child ate any food in that group.

Before continuing, review responses for all food groups. If the caregiver does not report any foods ask if the child ate any solid, semi-solid or soft food yesterday during the day or at night. If the caregiver responds "yes" this means that one or more foods were missed during the free recall. If she says "yes", probe for the type of food and go back and correct the previous section. Make a note in your notebook

to explain to your team leader that the food was missed during the recall. This situation is very unusual and will not happen often.

# Village questionnaire

## Group composition:

Key informants often include traditional community leaders (chiefs, religious leaders, etc.), health workers, teachers, business people/traders, and local government representatives. For this survey, the main informant to who this questionnaire is destined is the head of the UMUDUGUDU.

The questionnaire should be filled by the team leader when the team reaches the village.

The data collection with the key informants will require the presence of the team leader and one enumerator, who together constitute the moderating team; it is essential to have both for a successful interview. The team leader is in charge of conducting the discussion with the group/community. Ideally, she/he should also be involved in the data analysis. The assistant should be responsible for taking the notes during the meeting. In addition to the TABLET data in the questionnaire any remarkable information should be written down in the team leaders' note book that he/she will use to record all information to be provided to the coordination team during the debriefing and in the final team report.

## Section 0: to be completed by the enumerator

It is very important that this section is filled in properly.

You should always check that the date entered in the TABLET is correct (check the settings). Province, district sector, cell and village number need to be correct for the data to be of any value.

**8-9** Enter the number and occupation of the people participating in the discussions. In order for the information to be reliable make sure that the right key informants are selected. Overall there should not be more than 5 key informants in the group. If the occupation is not in the given list, right it in other and specify

## Demographic and Community Type information

10-Based on the list of households provided by the head of the Umudugudu (see section: listing and selection of village households) record the exact number of households in the village. When doing the listing of the households with the head of the umudugudu remember the definition of a household:

**Members of a same household live together and eat food from the same pot.**

11-Choose only one response from the three given to qualify the entire village.

- **Urban area:** is characterized by a higher population density and vast human future in comparison to areas surrounding it. Urban areas may be cities, towns, but the term is not extend to rural area settlement such as villages and hamlets.
- **Rural area:** are areas that are not urbanized. They have a low population density and typically much of the land is devoted to agriculture.
- **Suburban:** residential area, either existing as part of a city or as a separate residential within commuting distance of a city.

12-Choose all programme that apply to the villages. If there is any other programme which is not listed add it in others and specify.

- VUP: If the village is located in a VUP sector (Vision 2020 Umurenge programme)
- Land consolidation: if the land of any households in the village has been or will be consolidated
- IDP model village: if the village is part of the MINALOC Integrated Development Project villages
- Structured Umudugudu: composed of grouped houses constructed according a defined plan as recommended by the new government policy of 1996

## Community infrastructure

13-ask the head of the village to estimate the percentage of households whose houses are connected to the electricity

14-Only functioning primary schools are considered. Not closed or not yet started ones.

15-if there is no school in the village ask the KI to estimate how far the nearest primary school is by estimating on average how long it takes to go there on foot. Enter the number of hours and then minutes required to reach.

16-Only functioning facilities are considered. Not closed or not yet started ones

17-If there is no health facility in the village ask the KI to estimate how far the nearest health facility is by estimating on average how long it would take to go there on foot. Enter the number of hours and then minutes required to reach.

## Markets

18-The main market means the where various goods (food and non food items) are available in a big quantity. This market is market normally frequented by a large number of people, not necessarily from the same village

19. If the market at which most households in the village get their food is not in the village ask the KI to estimate how far the nearest main market is for the people of the village by estimating on average how long it would take to go there on foot. Enter the number of hours and then minutes required to reach.

20-Assuming that all places are accessible by foot all year round, the answer to this question should provide some information regarding the accessibility of the market for vehicles by car, motorcycle or bicycle.

21-If the market is not accessible by other transport means than foot, indicates which months of the year are not accessible. If it is only reached by foot, choose all months.

22-The purpose of the question is to indicate the one main challenge for the community regarding the market. There might be more than one for the community in which case a discussion should be held to determine which one is the main one. If key informants disagree it is the role of the team leader to ensure that consensus can be reached. Expected types of challenges include the quantity and quality of food,

prices, low demand sell food on the market, but also to the access the market (market too far or bad road). If the main constraint is not listed in the options make sure to indicate it in 'other' and specify.

23-The responses must be categories of food (cereal, pulses, tuber, vegetable, etc.). If the respondent gives a name of food, class it in a category of food. If bread were selected it would be classified under cereals for example.

24-For each category of food cited in the previous question, indicate months they were not available on the main market during the last 12 months using provided letters (A, NA)

25-The market prices table is designed to collect information current prices of the main food commodities, and compare them with the average or 'normal prices' during the year. As much as possible the key informants should be pushed to record the unit price in kilogramme, litre, or 1 item depending on what is applied on the market. If it turns out to be impossible to convert to kg, L or unit, other local units of measure are used the team leader may record the local unit.

Prices are subject to variation, , therefore the purpose of the question is to estimate how the prices at the time of the interview compare with the average long term prices considered over the same month.

26- same as above for animal prices, make sure to record the prices for adult animals in good health

27-the purpose here is to collect average daily wages for unskilled labor. Make sure to insist on the fact that the wages are daily and not monthly or hourly. If the wages are the same for agricultural and non agricultural work (on and off farm) indicate the same price for both.

## Crop calendar

28-The purpose of this section is to create a seasonal calendar for the main crops cultivated in an area. In this section only the annual or biannual crops are considered because perennial ones such as cassava or banana are not seasonal and therefore not relevant for this type of calendar. Enter maximum 3 crops if the village cultivates more crops ask the key informants to agree on the 3 main ones.

29- for each of the 3 main crops selected, indicate in the calendar when they are sown or planted 'S' and when they are harvested 'H'. In months when they are neither sown nor harvested, indicate Not applicable 'NA'.

## Assistance projects

30-32 based on the list of households in the village made by the head of the village ask the key informants to estimate the percentage of households in ubudehe category 1, 2 and 3 and above. Make sure that all three percentages add up to 100.

33-39 for each of the projects ask if there are any households participating in this project and if so, the percentage the way they were selected for the project and how the key informants rate the quality of the targeting. Since this last question might be biased, it is recommended that the team leaders and note takers record their impressions on a note book.



## Shocks

40-in a group discussion with the key informants identify the main problems that the households of the village faced in the past 12 months. If there are less than four list only the ones mentioned. If there are more only indicate the 4 main ones.

# Annexes-key terms

## Definitions

**Food security** exists when “all people, at all times, have physical and economic access to sufficient, safe and nutritious food to meet their dietary needs and food preferences for an active and healthy life”.<sup>1</sup> It is understood as a multidimensional function of:

**Food availability:** the amount of food physically available to a household (micro level) or in the area of concern (macro) through all forms of domestic production, commercial imports, reserves and food aid;

**Food access:** the physical (e.g. road network, market) and economical (e.g. own production, exchange, purchase) ability of a household to acquire adequate amounts of food; and

**Food utilization:** the intra-household use of the accessible food and the individual’s ability to absorb and use nutrients (e.g., function of health status).

Food security is an outcome of the **livelihood strategies** adopted by a household. It includes the activities required for a means of living. The livelihood strategies are based upon the **assets** or capital available to the household, which include its human, social, natural, physical and financial resources. A livelihood strategy is **sustainable** when “it can cope with and recover from stresses and shocks and maintain or enhance its capabilities and assets both now and in the future, while not undermining the natural resource base.”<sup>2</sup>

**Vulnerability** is “the probability of an acute decline in access to food, or consumption, often in reference to some critical value that defines minimum levels of human well being”.<sup>3</sup> It is a function of:

**Exposure to risk:** the probability of an event that, if it did materialize, would cause a welfare loss (e.g. drought); and

**Risk management:** the ability to mitigate the possible consequences of a probable event. This can in turn be divided into ex-ante risk management (preparedness) and ex-post risk management (ability to cope). The ability to cope is the response after an event occurred; it can be negative and affect the resource base of the household, such as the selling of assets, or positive (non-negative response such as migration). The ability to cope is undermined by the intensity of the event itself but also by poor structural and societal conditions such as poverty.

**Nutritional Security:** is achieved when a household has a secure physical, economic and environmental access to a balanced diet and safe drinking water, a sanitary environment, adequate health services, and knowledgeable care to ensure an active and healthy life at all times for all its members.

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<sup>1</sup> World Food Summit, 1996

<sup>2</sup> DFID (1999) *Sustainable Livelihoods Guidance Sheet*, Department for International Development

<sup>3</sup> World Food Programme (2002) *VAM Standard Analytical Framework*

**Nutritional status:** is the balance between the intake of nutrients by an organism and their expenditure in the processes of growth, reproduction, and health maintenance. Consequently, **malnutrition** is any condition caused by excess or deficient nutrient intake.