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## 1. INTRODUCTION

You have been selected as one of the interviewers for the implementation of the **2007-2008 National Risk and Vulnerability Assessment Survey (NRVA)**. There have been two previous NRVA's in Afghanistan, in 2003 and 2005, but this is the first survey that will be conducted over a 12 month period. The survey is jointly undertaken by The Ministry for Rural Rehabilitation and Development, and the Central Statistics Office. Funding for the survey is coming from the European Union, the Asian Development Bank, The World Food Programme, the World Bank, DFID and UNICEF.

The principal focus of the survey is an issue of interest to us all – the welfare level of Afghanistan's individuals and households. The survey data will be used in analyses to determine what proportion of Afghans are unable to meet their basic needs to enjoy an adequate standard of living and are living in poverty. These studies will also consider what accounts for some households being able to attain and sustain such a standard of living and what might be done to assist those households and individuals now living in poverty to escape poverty. The information collected in the NRVA also will be used in a range of other studies, including examining employment, education, child health, nutritional status, agriculture, as well as better understanding how households respond to changes in the macroeconomic environment. As you will learn, the data collected using the NRVA is particularly rich because it integrates such a wide range of aspects of household and individual characteristics.

The enumeration of households in the NRVA is spread over a year. This is done so that analysts are able to take into account the different conditions that households experience throughout the year. Each enumerator couple (one male, one female) will be responsible for the complete administration of the household survey questionnaire to the assigned households in each of the twelve months the survey is being implemented across Afghanistan, from August 2007 to July 2008.

It is extremely important that you recognize that the information being collected in this survey remains confidential and must therefore not be divulged to any unauthorized person.

## 2. DESCRIPTION OF THE SURVEY

### (a) Reasons for the survey

**Analysis of Poverty:** Poverty reduction is a main priority in Afghanistan. To achieve the goal of reducing poverty, we must know how many people are poor and who they are. The NRVA data will be the primary source of this information – it will provide a complete and integrated data set that will

provide a basis for establishing a poverty profile for Afghanistan. Basically, a person is poor when he or she cannot satisfy basic needs. We look at the amount that households consume in food, fuel, clothing, transportation, etc. This is why we ask households about their expenditures in a multitude of items. Particularly, we want precise information of food, so that we can determine if a household meets its basic requirement in food consumption and its members have enough energy to function normally. Enumeration of household expenditures and amount of food consumed, as well as market prices, is extremely important for poverty analysis.

The next step of poverty analysis is to determine who the poor are. The NRVA is a perfect source for this task because in addition to the expenditure data it also collects other characteristics of households such as location, dwelling, education, occupations, immunization, etc. The data will tell us what types of households tend to be poor and what kinds of government services that they lack. In order to classify households as poor or non-poor, the consumption level for each survey household will be compared to a poverty line that will also be developed using information collected through this survey. Such information will help the government of Afghanistan form policies on who need assistance the most and what are strategies to bring them out of poverty.

**Policy Analysis:** The survey will serve a broad set of applications on policy issues including:

- Household consumption and expenditure patterns.
- Income sources and employment.
- Asset ownership.
- Agriculture.
- Education.
- Gender issues.

Being an integrated survey, these policy issues can be examined both in isolation separately, or in combination – for example, examining how educational attainment levels might affect agricultural production patterns.

In [Appendix A](#) you can read about the terms and concepts in vulnerability analysis.

#### (b) Topics covered in the survey

The subject matter covered is as comprehensive as possible in part because welfare has many dimensions that need to be investigated. These include income and expenditure, assets, education, and employment. In addition, each aspect of household welfare and behavior cannot be properly understood on its own, but has to be placed within the context of the whole.

The household survey has 20 inter-linked sections. The first 14 sections are administered by a male enumerator to the head of the household, and Sections 15-20 are administered by a female enumerator to the women in the household. The sections include the following:

<b>Male Questionnaire</b>		<b>Cover</b>	<b>1</b>
Section	1	Household Roster	2
Section	2	Housing and Utilities	3
Section	3	Livestock	2
Section	4	Agriculture	3
Section	5	Assets and Credit	3
Section	6	Education	2
Section	7	Disability	3
Section	8	Sources of Household Income	1
Section	9	Labour and Migration of HH Members	4
Section	10	Cash/Food for work	1
Section	11	Migration out of HH and Remittances	2
Section	12	Household Expenditures	1
Section	13	Household Shocks and Coping Strategies	1
Section	14	Final Male Section- Demobilization, Literacy	1
<b>Women's Questionnaire</b>		<b>Cover</b>	<b>1</b>
Section	15	Food Consumption in last 7 Days	3
Section	16	Iodized Salt, Avian Flu, HH Expenses	1
Section	17	Number of Children Born and Marriage Information (for women 49 years or less)	3
Section	18	Recent Births (for women with children born after August 2005)	3
Section	19	Immunizations (for children under 5 years)	2
Section	20	Women's Activities	9

Later in this manual, the specific modules of the household questionnaire will be reviewed in considerably more detail. This will be done to provide you with key information on the intent of many of the questions and, consequently, how you should handle any problems that might crop up in administering the questions to respondents.

### (c) Community Questionnaires and District Price Questionnaire

For our survey we have randomly selected villages or area blocks, which are called the survey's Primary Sampling Unit (PSU's) in which to select households to interview. In addition to the household questionnaires given to eight households in the PSU, a male community questionnaire will be administered to a small group of knowledgeable male members, and a smaller female community questionnaire will be administered to a female group of respondents. These community questionnaires will be used to collect information that is applicable to all households residing in the community or to better describe the characteristics of the community.

Another important questionnaire, called the District Price Questionnaire, will be completed by the team supervisor. This questionnaire collects the prevailing prices for a range of items in the community. This information will be very important for the subsequent analysis of the data you will collect using the household questionnaire.

The administration of the male community and price questionnaires will be the responsibility of your team supervisor. The female community questionnaire will be administered to a group of women by one or both of the female enumerators on the team. We ask that you assist your supervisor

in the community questionnaires by helping to identify knowledgeable individuals in the community (PSU) who might serve as members of the small groups to whom the community questionnaires will be administered.

### **3. SURVEY ORGANIZATION**

#### **(a) Survey sample**

The NRVA is designed to be nationally representative. That is, the information collected from the survey households will be used to estimate the characteristics of all households resident in Afghanistan. This is made possible through the use of random selection procedures to select households for interviewing by you and other enumerators.

The survey results will also be used to make province-level estimates of household characteristics. The NRVA is based on 35 strata – that is, populations for which the survey data should allow us to make reliable estimates of the characteristics of households and individuals in that population. The 35 strata are made up of the 34 provinces of Afghanistan, plus a strata for the Kuchi (nomad) population. A minimum of 288 households are to be interviewed in each province, with considerably larger numbers of NRVA survey households in the more populous provinces such as Kabul, Herat and Nangahar.

See [Table 1](#) in the section below for the distribution of households to interview by province and by team.

#### **(b) Survey teams**

There are 31 five person teams (four enumerators and a supervisor) chosen for the NRVA 2007. Each team is resident in the area (the same province or the neighbouring province) in which they will interview. Depending on the numbers of PSU's in each team's area, there will be from 9 to 23 days of work per month per team. The total planned sample size is 20,384 households – nationally, 1632 households will be interviewed each month over twelve months, and there will be additionally 100 Kuchi PSU's (so 800 households) interviewed, half in summer and half in winter. The Kuchi will be interviewed by teams in addition to the regular assigned PSU's, and will depend where the selected Kuchi clusters are found.

You are one of the enumerators employed across the country to carry out this task. Your work will be monitored by a team supervisor who will travel to each Primary Sampling Unit (PSU) with you. The team supervisor is responsible to assist you in solving any problems that you encounter in administering the survey.

**Table 1** : Numbers of PSU's and households by NRVA teams:

Team numbers	Provinces covered	total rural PSU's (PSU=Primary Sampling Units) Each PSU=8 households	total rural households to interview	total urban PSU's	total urban households to interview	Total number of households per team (both urban and rural)	number of teams (1 team= 4 enumerators plus a team supervisor)
1	Ghazni	96	768			768	1
2	Paktika	60	480			480	1
3 &4	Nangarhar	114	912	30	240	1152	2
5	Samangan& some rural Balkh (36 rural Balkh PSU's)	72	576			576	1
6	Nooristan	36	288			288	1
7	Badakhshan	96	768			768	1
8	Takhar	78	624	30	240	864	1
9	Baghlan	66	528	30	240	768	1
10	Kunduz	54	432	30	240	672	1
11	Balkh (minus 36 rural PSU's to be done by Team 5)	38	304	46	368	672	1
12	Faryab	78	624	30	240	864	1
13	Badghis	48	384			384	1
14&15	Herat	142	1136	50	400	1536	2
16	Helmand	78	624	30	240	864	1
17	Kandahar	72	576	36	288	864	1
18	Ghor	60	480			480	1
19	Kapisa (36) and Pansjer (36)	72	576			576	1
20	Logar (36) and Wardak (48)	84	672			672	1
21&22	Kabul minus 24 rural PSU's to Team 29	24	192	168	1344	1536	2
23	Farah (48) & Nimroz (36)	84	672			672	1
24	Kunar	48	384			384	1
25	Laghman	36	288			288	1
26	Zabul	36	288			288	1
27	Urozgan	36	288			288	1
28	Bamyan (36), Daykundi(48)	84	672			672	1
29	Parwan (48) & some rural Kabul(24)	72	576			576	1
30	Khost (48), Paktya (48)	96	768			768	1
31	Jawzjan(30 urban, 30 rural), Sar-i- Pul (48 rural)	78	624	30	240	864	1
		<b>1938</b>	<b>15504</b>	<b>510</b>	<b>4080</b>	<b>19584</b>	<b>31</b>
	Kuchi sample	100	800			<b>800</b>	
					<b>TOTAL HOUSEHOLDS:</b>	<b>20384</b>	

(c) Supervisory System

The NRVA is a complex survey. The household questionnaire is quite detailed and long, the sample size is large, and the year-long enumeration period may make it difficult to maintain the required level of professionalism among the survey staff over the months of the survey. You, as one of the enumerators, are the critical foundation upon which a quality data set for use in analysis for decision-making can be built. Consequently, the Head Office in Kabul has put in place a supervisory system to enable you to get the support that you require to effectively carry out the survey with the survey households.

Each survey team will consist of four enumerators (two couples – with one male and one female in each couple) and a team supervisor. As an *enumerator*, your responsibility entails completing the household questionnaires with your partner. Your team supervisor will be organizing transportation to each PSU so that the enumeration can be carried out. The PSUs selected for enumeration are randomly selected across the rural and urban areas, and they are randomly assigned to one of the 12 months of the survey.

Your immediate supervisor is the *team supervisor*. In order for you, the enumerator, to do a good job, you need to have adequate supervision and to be able to easily request rapid assistance if required. The team supervisor is responsible for making sure that you are able to do your work properly – that you have the correct information and tools needed for the job. There will be one team supervisor on each team of four enumerators.

The team supervisors will review all questionnaires that you have completed to make sure that there are no errors. The team supervisors will regularly sit in on your interview sessions with the NRVA sample household members to assess your work. After you submit the household questionnaires to them upon completing your interviews, they will return to you those of your questionnaires that are incomplete or that contain errors. In most cases, you will have to go back to the survey households to make the corrections. As the Kabul Head Office will assess the performance of the team supervisors primarily on the basis of the quality of the data that comes from the enumerators under their supervision, you should expect the supervisors to subject your questionnaires to rigorous examination.

The team supervisors will themselves be under the supervision of *NRVA regional supervisors*. There will be nine such supervisors, each responsible for 3 or 4 teams (there are 31 teams in all). The regional supervisors will be resident in regional centres.

The regional supervisor is responsible both for the quality of the data which the enumerators and field supervisors provide and for the logistical arrangements of these staff. They are expected to make frequent visits to the teams for whom they are responsible. They will receive the completed questionnaires from the field supervisors and subject them to an additional review. Those questionnaires that are incomplete or erroneous will be returned to the enumerator for correction. The

regional supervisors will be responsible for making sure that all satisfactory questionnaires are collected and delivered to the CSO administrative support persons. The regional supervisors are also responsible for any work related issues or security issues that the enumerators or team supervisors encounter as they do their work. The *administrative support persons*, one in each province, are CSO personnel who will assist the NRVA regional supervisors and team supervisors with administrative tasks such as letters of introduction to the local authorities, security assistance and any other logistical support that can be required.

Finally, at *Head Office in Kabul*, there will be a team whose entire task is to support the work of the NRVA 2007. Data entry by Teleform (see Section 4 ) will be carried out in Kabul. Any logistical, work, or security problem that cannot be solved by the Regional Supervisor or provincial administrative support persons will be referred to the Head Office. The Head Office will maintain contact with all the regions, and will make periodic visits.

The Head Office will also be responsible for the administrative working of the payment of all the NRVA staff. Analysis of the data that you collect will also be the responsibility of the Head Office, in conjunction with poverty analysis specialists.

In [Appendix 3](#) are the Terms of Reference for the Enumerator, the Team Supervisor, and the Regional Supervisor positions.

#### 4. TELEFORM DATA PROCESS

TeleForm automates the entire process of collecting, evaluating, validating, and storing form data. TeleForm is a program that creates data collection forms then automatically evaluate the returned data. After interpreting the results, TeleForm can export this information to a database so it can immediately be used. By using Teleform for the NRVA 2007 we expect to have good quality data that can be quickly entered in the computer.

This NRVA survey will be filled out on questionnaires that are designed to be read by machine. Your answers must be printed neatly inside the box provided for each answer, or you must shade in the circle. The numbers that you write must be written in a standard way so that the machine can interpret them.

The NRVA-2007/08 questionnaire includes different Teleform objects:

Form ID:

The Form ID is a text field located in the upper left or right quadrant of the page. Form ID is a unique number for each page. Using Form ID Teleform can recognize the page. Therefore never lose this ID and never mark on it during enumeration in the field.

Page Link:

Page Link fields are used to identify each page of a multi-page Form Templates. Therefore this field is important like Form ID and we should never mark on it.

**a. Constrained Print Field or Boxes:**

The numbers that you write must be written in a standard way so that the machine can interpret them. Each box is designed for one number or character. So if we have 4 boxes as above, the maximum number we can write is 9999.

Decimal: .

The above box is used for decimal numbers. The dot between boxes shows the decimal point.

 /  / 

Date: All dates within the NRVA questionnaire will be recorded using Afghan calendar dates. We will write the month, then the day then the year (1386 or 1387). The date of interview on the cover will be in Gregorian calendar (2007 or 2008)

Simple box:

These types of boxes are used to write in any way you want, like normal writing in a notebook. These boxes are not read by computer. They are used for writing names in Dari or Pashto during the interview.

- b. Choice Field**
- |                         |                          |                          |
|-------------------------|--------------------------|--------------------------|
| <input type="radio"/> 1 | <input type="radio"/> 6  | <input type="radio"/> 11 |
| <input type="radio"/> 2 | <input type="radio"/> 7  | <input type="radio"/> 12 |
| <input type="radio"/> 3 | <input type="radio"/> 8  | <input type="radio"/> 13 |
| <input type="radio"/> 4 | <input type="radio"/> 9  | <input type="radio"/> 14 |
| <input type="radio"/> 5 | <input type="radio"/> 10 | <input type="radio"/> 15 |

Choice Fields are a list of options. The respondent chooses from these options by selecting ONE appropriate Response Mark. You have to fill the circle completely. If you make a mistake and you fill wrong circle, you have to put a cross through that circle, then fill the correct one and write the correct number in the small box at the left side of the circles.

**c. Entry Field**

1 2 3 4 5 6 7 8 9  
 ○ ○ ○ ○ ○ ○ ○ ○ ○ ○

Entry Fields contain an array of Respondent Mark, also called circles or "bubbles." Each Response Mark is tied to a specific value. You have to fill the circle completely. If you make a mistake and you fill a wrong circle, you have to put a cross through that circle and fill the correct one. The box to the right side is used for writing the number which you filled. If you make a mistake filling in the box, put a cross through it and write the correct number beside it.

Limits on the response:

To avoid the mistake and make it easy for enumerators we used this design above. It means that the enumerator can not fill in an answer of more than 29. In the first row you can fill in either 1 or 2, and in the second row you can fill in any digit.

For example, to write 16 you would fill in the circle 1 on the top row (and write 1 in the box) and we would fill in circle 6 on the second row (and write 6 in the box).

We used this type of response in the Female questionnaire and in District Price questionnaire.

Decimal Points with Bubbles:

○ ○ ○ ○ ○ ○ ○ ○ ○ ○  
 ○ ○ ○ ○ ○ ○ ○ ○ ○ ○  
 ○ ○ ○ ○ ○ ○ ○ ○ ○ ○

This shape is also used for decimal numbers within bubbles. To write 22.5, in the first two rows fill the 22 and then at the third row fill the 5.

**Important points on Teleform for Enumerators during household interviews:**

1. Do not mark on the Form ID, Page Link and the Prefill fields.
2. Before filling the circles, make sure yourself that you are filling the correct circle because each circle has its own number.
3. Fill the circles completely and do not fill only a part of the circles and also do not fill outside the circle.

4. Write the numbers in the boxes with clear writing so that computer could recognize the numbers.
5. Do not miss any page of the questionnaire.
6. Do not use the photo copy of the questionnaire.
7. Do not tear or fold a page or any corner of a page.
8. Do not use stapler for the questionnaire, Keep it the same which you take it from the office, and use the clip to hold the pages together.
9. Keep questionnaire clean. If you make it dirty then the computer will not read the numbers correctly and the scanner will not scan the page.
10. Keep the entire questionnaire with the correct page number order.

## 5. SURVEY LOGISTICS

### (a) Timing for the interviews

Each PSU to be enumerated will have 8 households to enumerate. We have budgeted ½ day for you and your partner to conduct the interview of one household. So in a day you and your partner will interview 2 households, and the other couple on your team will also interview 2 households, so the PSU of eight households will be completed in two days. We expect the actual interview time generally to be 1.25 to 2 hours per household, so extra time is allotted for the team to introduce itself to the local authorities, and to find the households.

In addition, ½ day per rural PSU has been budgeted for travel time. No extra time has been budgeted for travel in urban PSU's.

### (b) What to bring with you to the interviews

Each enumerator should have at all times with him/her when going to a PSU for interviewing:

1. The preprinted questionnaires for the households you plan to interview (both the male and the female part of each questionnaire)
2. ID card.
3. Your training manual.
4. Stationary (Notebook, white paper, pen, **pencil**, file box, large clip to hold questionnaire together)
5. Literacy and mathematical test sheets for the respondents
6. Copy of Pashto and Dari questionnaire in case required (non-preprinted – always keep the same ones with you for reference)

7. Carbon paper and blank Section 1 (roster) forms (male enumerator)
8. Empty package of iodized salt as a sample (female enumerator).
9. Salt test solution and iodized salt package (photo of iodized salt). (female enumerator)
10. Vitamin -A capsules & Ferrous (Iron) tablet (female enumerator)

In addition, each team supervisor should always have the following for the team when going out to interview:

1. Tracking sheet for the PSU where your team is interviewing
2. Map of the village or urban block where you are interviewing
3. G.P.S and batteries.
4. ID card.
5. the training manual.
6. Stationary (Notebook, white paper, pen, pencil, file box, large clip to hold questionnaire together)
7. Extra carbon paper and blank Section 1 (roster) forms
8. Extra blank pages for individual sections 1,6, 7 and 9 (in case there are more than 22 persons in a household)
9. Letter of introduction to related province or provinces.
10. One male shura and one female shura questionnaire for the PSU (village, urban area or kuchi cluster).
11. One district price questionnaire for each district or for each nahia in urban areas
12. Schedule of survey: you have to have the schedule for the first month before leaving Kabul after training. For the rest of months you will receive it each month through regional supervisors.

(c) Tracking sheets and replacement of selected households with reserve households

The PSU's to be enumerated have been randomly chosen, (with probability proportional to the number of households in the PSU) from a list of all PSU's covered in a national household listing conducted by CSO in 2003. Once the PSU was chosen, eight households were randomly chosen from the households in the PSU to be the households enumerated.

The households to be enumerated in an PSU are listed on a tracking sheet. On the tracking sheet are listed the PSU number, the province, district and village /nahia, then the description of the 8

households: the dwelling number, the list number, the name of the head of the household (for rural areas only), and the number of family members (in 2003 when the listing was done), broken down into male and female.

In addition to the 8 households to interview, there is a list of 4 “reserve households” on each tracking sheet. A sample of the tracking sheet may be seen in Appendix 4.

These 4 reserve households are given in the case that one or more of the dwelling on the list of the 8 cannot be enumerated for a specific reason such as: the household has moved and there is no household living in the dwelling, the dwelling cannot be found, there has been a recent death in the family and it is in mourning, the family is away for an extended period, etc.

If you cannot interview one of the selected households:

If there is a valid reason that you cannot interview one of the 8 selected households, then you must do three things:

1. you must notify the team supervisor
2. you must document (with the help of the team supervisor) the reason that a reserve household had to be used. This reason should be written on the tracking sheet in enough detail that the situation can be clearly understood by the regional supervisor and Head Office.
3. the team supervisor must give the first household on the reserve list (called household 11 on the list) to be used for the household for you to now interview in the place of the original household.. If household 11 has already been assigned, the team supervisor should give household 12. In no circumstances should a reserve household be taken at random from the list of 4 households. As reserve households are needed, they are taken in order from the reserve list.

It is important that careful track is kept of the reason that any original households (the 8) are not interviewed. This is an indication of how carefully the field work has been carried out. Any reserve households that are taken without a valid reason being well documented will necessitate a visit by the regional supervisor to the area to check on the coverage.

In some exceptional cases, your team may find that you need more than 4 reserve households. In this case, the team supervisor must contact the Regional supervisors, who will in turn document the request and contact the Head Office to be given further households.

It should be clear that even though we speak of finding households, and in rural areas we have the name of the household head listed, the survey has in fact chosen the dwelling to have an interview conducted. So if you find the proper dwelling number as listed on the tracking sheets, and find that the

household that used to live there and that is listed on your tracking sheet is no longer there, then IF there is another household living in the dwelling, you interview that household. In this case no use of a reserve household is necessary. You should make a note on the tracking sheet of the name of the head of household for the new household.

Selecting a household to interview if there is more than one household in a dwelling

It is possible that you find the required dwelling and instead of one household in the dwelling there are more than one. If there is a household head (for rural PSU's) listed and that household is there, you have no problem, because you interview that household. If, however, the household has moved and there are other people living in the dwelling, it could be that there are more than one household. In this case you must:

1. Determine how many households are in the dwelling through careful questioning and application of the definition of a household (see definition of a household in (d)" Coverage rules" below).
2. Randomly choose one of the households to interview: you write down on small pieces of paper the number of households, for example, say there are three households. On the first piece of paper you write 1, the second you write 2, and the third you write 3. Then you crumple each piece of paper into a small ball, and have someone else (your partner or a household member) choose one of the balls of paper. You should interview the household corresponding to the number that is written on the chosen ball.

(d) Coverage rules

The coverage rules are largely related to the definition of *household*.

A *household* may be either a person living alone or a group of people, either related or unrelated, who live together as a single unit in the sense that they have **common housekeeping arrangements** (that is, share or are supported by a common budget). A standard definition of a household is "a group of people who live together, pool their money, and eat at least one meal together each day". In most cases, someone who does not live with the household during the survey period is not a current member of the household.

It is important to recognize that members of a household need not necessarily be related by blood or by marriage. On the other hand, not all those who are related and are living in the same compound or dwelling are necessarily members of the same household. Two brothers who live in the same dwelling with their own wives and children may or may not form a common housekeeping arrangement. If they do not, they should be considered separate households.

One should make a distinction between *family* and *household*. The first reflects social relationships, blood descent, and marriage. The second is used here to identify an economic unit. While families and households are often the same, this is not necessarily the case. You must be cautious and use the criteria provided on household membership to determine which individuals make up a particular household.

In the case of men with more than one wife and extended family systems, household members can be distributed over two or more dwellings. If these dwelling units are in the same compound or nearby (but necessarily within the same PSU), the residents of these separate dwelling units should be treated as one household.

The *head of household* is the person commonly regarded by the household members as their head. The head would usually be the main income earner and decision maker for the household, but you should accept the decision of the household members as to who is their head. There must be one and only one head in the household. If more than one individual in a potential household claims headship or if individuals within a potential household give conflicting statements as to who is the head of household, it is very likely that you are dealing with two or more households, rather than one. In such cases, it is extremely important that you apply the criteria provided to delimit membership in the survey household.

Having identified a social unit that shares a common housekeeping arrangement – that is, a household – it then becomes necessary to determine who is and who is not a member of that household. We use information on how many months during the past 12 months a potential household member has been away from the household. **Those individuals who have been absent from the household for more than 9 months during the past 12 months – that is, have been resident in the household for less than 3 of the past 12 months – should not be considered household members.**

However, there are several exceptions to this rule:

- The individual whom household members commonly regard as the head of household should always be included as a household member, even if he or she has been absent from the household for more than 9 of the past 12 months.
- Young infants less than 3 months old.
- New spouses who have recently come into the household and are now residing with the household.
- Household members residing in an institution elsewhere, but still dependent on the household. This principally includes boarding school students. However, it does not include military personnel, prisoners, or other individuals who are not primarily dependent on the household for their welfare.

It is important to highlight that non-relatives who are resident in the household for more than three months and are included in a common household keeping arrangement under the head of household

are to be considered household members. However, servants, other hired workers, and lodgers (individuals who pay to reside in the dwelling of the household) should not be considered to be household members if they have their own household elsewhere which they head or upon which they are dependent.

You should be very careful when dealing with this rather complex task of determining who should be included and who should not be included as a member of a survey household. You must carefully check the rules laid out here. The rules should enable you to handle the vast majority of household situations that you encounter, but not all. If you are unsure whether an individual should be included in a survey household, discuss the problem with your supervisor.

#### (e) Random verification after enumeration

Regional supervisors will be given lists of PSU's and households to visit to ensure that the enumerators have interviewed the selected household and to check on some key variables in that household's questionnaire (for instance, the number of married women, the amount of irrigated land, etc). The list of the villages and the households for the Regional Supervisor to visit will come from Head Office and will be randomly chosen.

This is an important part of ensuring proper survey coverage and ensuring that everyone is honestly doing the work assigned.

## **6. COMPLETION OF THE QUESTIONNAIRE- GENERAL ITEMS**

#### (a) Languages of the questionnaires

The Questionnaire has been produced in English, Dari and Pashto. For enumeration, the predominantly Dari areas will have Dari questionnaires, and the predominantly Pashto will have Pashto. Because the questionnaires are pre-printed for each household, the enumerator cannot choose the language of the questionnaire based on the household when he or she finds it. However, for areas in which there are households that may speak either of the languages you should always have a copy of the questionnaire in both languages with you, so that you can refer to the wording of either Dari or Pashto, even if you are filling in a questionnaire in the other language.

In some regions where the language of the household is neither Dari nor Pashto, the enumerator will use the questionnaire to translate to the local language, which must be spoken by the enumerator. The questionnaire should always be administered in a language that the survey household members understand fluently. If you find that you have been assigned to conduct an interview in a survey

households which is only fluent in a language in which you are not fluent, you must immediately inform your team supervisor.

For interviews in Dari or Pashto, the questions should be asked using the exact same words as in the questionnaire. The questions have been carefully worded to ensure that the desired concept is being asked. Study the questions so that you can ask them in a consistent and natural manner. If this is not done, the responses to the same question across households may not be comparable.

#### (b) Questionnaire formatting

The household questionnaire has been designed to enable you to administer it with as little difficulty as possible. In spite of these design efforts, nevertheless, it is a complex questionnaire. To build your familiarity with it, as you prepare for your fieldwork with the survey households, make an effort to learn how the questionnaire is put together and how a typical administration to a survey respondent would proceed. However, given the numerous and wide range of skip codes used in the questionnaire, you should not expect that any two administrations will be alike.

The questionnaire is laid out in a horizontal format. Information on a particular individual within the household is to be recorded consistently on the same row of each module for the individual sections of roster, education and disability in the male portion of the questionnaire. This is an extremely important instruction for you to follow in completing the questionnaire. An ID code is assigned to each individual in the household in Section 1 (Roster) depending on which row is used to record the presence of the individual in the household. This same ID code should be used for that same individual in all subsequent modules, both in the male and female sections. For instance, in Section 17 for the identification of ever married women under 49 years of age, the enumerator must put the ID Code of each woman. The ID Code comes from the roster sheet, Section 1 .

Not all questions will apply to all households or individuals. For instance, we will not ask about the spouse of an unmarried person. So we have skip codes, indicated by >> followed by a question number.

Example: if we see for Question 1.6:

1.6 Does the father of this member live in the household?

1. Yes
2. No>>**1.8**

,this means that if the answer is yes we write a “1” as the answer, and we do not skip, but just go on normally to the next question. But if the answer is no, we write a “2” as the answer and then we skip to question 1.8.

### (c) The actual interview

Before you go to a selected household, you should ensure that you are ready to begin the interview – that is, you are presentable, that you know how you are going to begin the interview, and that you have all the items with you as listed in Part 5(b): What to bring to the interview.

Each couple will go together to the household, with the male enumerator administering Sections 1-14 to the head of the household, and the female enumerator administering Sections 15-20 to the females in the household. A possible exception to this division of sections is in the case of a female household head, or a household where the male household head is away and the head female will answer in his place. In some households, this female will allow the interview to take place with the male and female enumerator both present, but in other cases, the female may not feel comfortable to admit the male enumerator, so the female enumerator may be required to administer Sections 1-14 to the head female alone, and then administer the female sections (15-20) to all the women of the household as well. For this reason, the female enumerators must familiarize themselves with the entire questionnaire.

The setting of the questionnaire administration should be relatively private. Some of the questions being asked are of a personal and private nature. You should respect the desire of the respondents for privacy.

No person except your team supervisor, regional supervisor, or people from the NRVA Head Office should come with you when you interview. If an NRVA staff member does accompany you to an interview, you should always be sure to introduce the staff member to the respondent, making clear to the respondent the purpose of the presence of the NRVA staff member. In most cases, the NRVA staff will be present to monitor the quality of your own work, and should have little interest in the specific responses of the respondents, except as they might reflect the effectiveness with which you carry out your tasks.

Any other persons not connected to the NRVA or to the household should not be present when you are administering the household questionnaire. If any such individuals are present when you begin your interviews, you must politely request them to leave in order to respect the privacy of the survey household. If they cannot leave at that time, you should schedule the interview for a later time, when greater privacy can be assured.

As a general point, if you encounter a different or unusual case in a particular module or modules for a survey household and are not sure what to do, write all of the details down. After you leave the survey household, check this manual for guidance. If the solution cannot be found in this manual, you should discuss with your team supervisor before leaving the PSU.

#### (d) Your interactions with the community

You will be administering the questionnaire to 8 households in each PSU. In rural areas the PSU's will consist of a village or several small villages. In urban areas, PSUs will cover parts of urban locations or neighbourhoods.

When the team first arrives in a PSU, your team leader must immediately present himself to the local authorities to explain why you are going to be working in the area.

You should be respectful, courteous, and patient with all community members. The quality of your work is to a large degree dependent on the level of cooperation you receive from the members of the communities in which the survey households reside. Do all you can to cultivate a courteous relationship with the community as a whole.

While your work should not be secretive, you must respect the confidentiality and privacy of the survey household respondents when administering the questionnaire. This was emphasized in the previous section. Community residents who are not members of the survey household should not be present while you are conducting your interviews.

#### (e) Your interactions with the respondents

Above all, your attitude towards the respondents in the survey households must be one of respect. You must always be courteous and patient towards survey household members. Be business-like in your conduct – never bullying, demanding, or rude. Always act in a way that warrants respect and cooperation from the respondent. You will find work more pleasant if you remain polite and friendly to everyone at all times.

Be willing to answer any questions the respondents ask you about why you are asking the questions you are asking

The survey interview will be long. This will be trying on your respondents' patience as well as your own. Nevertheless, the rules of courtesy and politeness must still apply

At the start of the interview, you should always determine if the respondent has any appointments in the next hour or two. If sufficient time is available to complete several modules of the questionnaire before the respondent's appointment elsewhere, proceed and complete as much of the interview as possible. When the respondent must leave, arrange for another meeting later in the day or the next day (if you will be returning the next day to the PSU) at which the interview can be completed.

You should seek to develop a smooth-flowing interviewing style so that you can obtain all of the information required from an individual in the shortest possible time. You do not want to unnecessarily test the respondent's patience by delaying the interview in any way, particularly

through excessive probing on questions that the respondent feels that they have already answered to the best of their ability and recollection.

In conducting an interview, if it is clear that the respondent has understood the question you have asked, you must accept whatever response the respondent provides you. Probe questions can be used to make sure the respondent understands the key element of the question being asked. However, you must never second-guess the respondent or make the assumption that you have a better understanding of the condition of the individual or household than the respondent does. The function of the enumerator is not to verify that the information provided is correct. The analysts of the NRVA are interested in what the respondent actually says. It is always possible that the respondent will lie to you or provide inaccurate information, but you, as the enumerator, should not make any judgements on the information provided. This is a problem for the analyst to take care of and not the enumerator.

There are exceptions, of course. If the respondent says that she has no livestock and there are chickens pecking at your feet or goats tied up nearby, you should inquire about these animals. However, you should not probe excessively after seeking initial clarification from the respondent. In any case, you should never go outside of the household to get information on the household. This is beyond the scope of your work.

Ultimately, assessing whether the answers provided are ‘wrong’ or ‘right’ should not apply to you in administering the household questionnaire. The questionnaire is being administered to the survey household members because we rightly expect that they will be able to provide the best information about their own living conditions.

Disciplinary action will be taken against any enumerators who consistently treat their respondents with condescension and a lack of respect or who shows a pattern of re-interpreting the answers provided by the respondents.

## **7. QUESTIONNAIRE DESCRIBED SECTION BY SECTION**

The following portion of the manual is made up of comments related to the individual sections making up the questionnaire or to specific questions in those modules. Please note that not all questions are considered here. Many of the questions asked are quite simple and it is self-evident how you should administer them.

Before you start the interview, both the male and female interviewers should present themselves to the household head or the senior person at home in the household, and read the

following statement:

**“We are from the Government’s Central Statistics Office. We are working on a project concerned with family health and education and livelihoods. The results of the survey will be important for helping programs and services for the people of Afghanistan. I would like to talk to you about this. The interview will take about 60 minutes. All the information we obtain will remain strictly confidential and your answers will never be identified. During this time I would like to speak to the head of the household (or his or her representative), and the female enumerator would like to speak with the females in the household. Do we have your permission to proceed with the interview?”**

After reading the statement, the interviewers will seek permission first and when given, may start interview. If the person does not give permission, you should make sure that he or she understands that the information collected is strictly confidential. If the person still refuses, you should politely thank him or her, and leave. Then you should contact your team supervisor to discuss how to proceed.

### **Cover: Household identification, survey staff details**

The cover is used to record information on the survey household in order to identify the household. Much of the information has been pre-filled for you, meaning that this questionnaire is applicable only to this household. You as enumerator will fill in the following information:

Date of interview, name and code of interviewer, name of household head, name and relationship code of respondent if not the household head.

### **Section 1: Household roster**

This module is used to identify the members of the survey household and to collect basic information on the household members. Information on all household members should be collected.

The initial respondent to this module should be the household head, if available. If he or she is not available, the most senior member of the household present should respond to the module.

**IMPORTANT: The male enumerator should use two loose copies of the roster (not the pre-printed one) with a carbon paper in between them to make two copies of the household roster. The reason for not filling in the pre-printed one is that the female interviewer may find more accurate ages of the children and the females during her enumeration, and even the head of the household may later realize some changes that are required, as the definition of the household is more clear to him or her. So rather than having to make corrections on the pre-printed page, each enumerator (male and female) will make corrections as needed on the roster, and when**

**finished the interview (and after leaving the household), will copy all the roster information neatly onto the pre-printed sheet.**

**The male enumerator will complete the entire roster section (with a carbon copy for the female enumerator) and then will give a copy to the female (because in both the male and female parts there are sections that require the filling in of the ID Codes of household members).**

**In large households, it may make sense for the female enumerator to sit in with the male enumerator and household head to listen to the members of the household so that she is more prepared to do her interview with the female members. In Kuchi households, where identification of age may be a particular problem, the female should stay for the filling in of the roster and then proceed to the women's area.**

The household roster is where the membership of the household is determined. Several of the key issues relating to this module were discussed earlier. If you need to reconsider who is and who is not a household member, refer to the discussion starting on page 14.

- You are instructed to complete 1.1 to 1.3 before continuing with the other questions in this module. You should obtain a full listing of individuals who normally live and eat their meals together in the household.
- List the head of household on line one (ID code 1).
- Make sure that the person you list as head of household in Section 1 is the same person that is noted on the cover of the questionnaire.

We ask for the names of the household members in 1.1. This information will not be entered in the database, but is useful for the future sections that ask about individual members.

- Some household heads will not wish to state the names of the women in the household – in this case do not insist, as the female enumerator will ask when doing the female portion of the questionnaire. If names are not given for the female members, the male enumerator can write notes such as “older daughter” or “second wife” to help him in distinguishing which person is being asked about in later individual sections.
- In **1.1** you put the relationship to the household head for each person. The possible relationships are listed on the cover page. It is important to note that the relationship codes will be used in this question but are not to be used to describe a person later – it is the ID CODE, which is on the far right of the page, that will be used to distinguish a person. For example, if Sarah is the second wife of Abdullah and is listed on line 5, Sarah has relationship code 2 but her ID CODE is 05. If any information is collected in other sections about Sarah, she will be referred to always as ID CODE 05.
- In 1.1 there are two spaces to put the relationship code. If there is only one digit in the relationship code, write it with a leading zero – for example, write 6 as “06”.
- You must ask about the sex of the individual in 1.2. Do not use the name of the individual to assume the sex of that individual.

In **1.3** you record the age of the household member. Since there are many people who do not know their age, probing will be necessary to determine the ages. In Appendix 2 we have

provided a list of events to help you to probe the respondent for ages.

- For children 6 years and under, the female enumerator will be verifying with immunization cards and with the mother the age of the children – the month and year (and if discrepancies are found, the roster can be corrected after the interview).
- For a child 6-16 years:

To verify the actual age of the child, check EPI card first, if not available check the preserved diary and other documents (if any) where child's date of birth might be recorded. If no such document available, using Annex 2 mention a historical national event (e.g., withdrawal of Russian force, Capture of Kabul by Taliban, etc.) or any devastating calamity (viz. drought, severe cold), or any special day or occasion like Eid day, the month of Ramadan, etc. to help specifying the month and year of the birth date of the child. If age could not be verified and identified through these methods:

  - Compare age with that of the neighbouring children of similar age (using birth date);
  - Use the interval between the youngest child and its elder sibling, i.e., after how many months or years of the birth of the previous child the youngest one was born;
  - Identify and use the time interval between the birth of the first child and marriage of the parents;
  - Ask the number of years the child has attended school and how big he or she was when starting school.
  - Respondent may mention the date of birth English or Dari calendar. The interviewer should record compute the age accordingly.
- How to determine the actual age of adults:
  - Probing is necessary to assess the age of each of the members of the household. If the household has the documentation, you can consider it, if seems to be authentic. Otherwise it needs to probe the age indirectly.
  - To probe the age, ask the age of the person, tally the event corresponds to the age and ask, 'How old was 'Name' during 'event'?' If the respondent report some age at the reference time, then tally again an event at the corresponding time and ask again. By repeating the process age of an adult member can be estimated.
  - The women interviewed by the female enumerator may know their age, or the age may be more closely calculated during asking about age of marriage. The female enumerator will probe during her interview .
- When you record the age, this refers to completed years. For example, if someone is 15 years and 9 months, you would record their age as 15. For children less than 12 months, record "00".
- Once you have finished filling in Q 1.1 to 1.3 for all household members then you should go back to the first row, the household head, ID01 and begin asking the rest of the questions in the section, dealing with the marital status and the parents of each member.
- There is space in the preprinted questionnaire for 22 members in a household. If you find a household that has more than 22 members you must do two things:
  - Notify your supervisor, who will give you an extra sheet for each of the individual sections : Roster (Section 1), Education (Section 6), Disability (Section 7) and Labour (Section 9) and will assist you in the interview.

- Make a note on the cover of the questionnaire that this household has over 22 members, and attach the extra sheets with the clip to the pre-printed Teleform sheets when you are completed the interview.
- **1.4** the marital or engagement status can be one of five responses. Only the first response, “married” will continue to 1.5; all other responses skip to 1.6.
- **1.5** is used to record the ID CODE of the spouse.
  - Example: If Abdullah has two wives, Zakia (first wife, ID CODE 02) and Sarah (second wife, ID CODE 05), in Question 1.5 for the spouse for Abdullah we will write 02, since we write the ID code of the first wife. When reporting in Question 1.5 for Zakia, we write 01, the ID code of Abdullah, and when reporting the ID code of the spouse of Sarah, we also write 01, the ID code of Abdullah in Question 1.5.
- **1.6** is used to record if the father of the member lives in the household, and if so, in 1.7 the ID CODE of the father is listed.
- Likewise, **1.8** and **1.9** record the presence of the mother of the member in the household, and her ID code.

## **Section 2: Housing and Utilities**

Information is collected on housing tenure, quality of housing, and the energy, water, and sanitation. Whether the household has a 2<sup>nd</sup> dwelling is also collected in this section. This is a household –level section, (meaning we do not take information on individual members.)

- **2.1** You must keep the present household status in mind when answering this question. If three brothers and their families are sharing a house and are three separate households by our definition (ie, they do not pool their resources, and eat from the “same pot”), then this household that you are interviewing would record in 2.1” 2 – part or shared house”. If the three brothers and their families live as one household, then the answer would be 1. (single family house).
- Note for kuchis living in a tent there is a skip to 2.7.
- **2.9** This question is to determine if the household owns the dwelling or is living in a rental or other situation.
  - Mortgaged is a dwelling is being occupied by the person who has lent money to the owner of the dwelling. They live in the dwelling for the duration of the loan.
  - A squatter is someone who lives for free in a dwelling without the permission of the owner.
- **2.10** this could be a sensitive question to ask, as there may be a dispute over ownership. If the respondent does not wish to answer, do not insist.
- **2.12** in calculating the expenditures of a household it is very important to know the rent, the cost of housing, that the family has. If the household is renting you put the monthly rent here.
- **2.13** in many cases, the household owns the dwelling or the family owns it. In these cases, we do not have a rent to base the housing cost on for the household, and we used the value of the dwelling to impute the monthly rent . It may be difficult for the respondent to calculate the value of the dwelling, but have the respondent estimate a sale price, as best they can.

- **2.16** Record the number of rooms the household occupies:
  - If a room is divided by fabric, folding screens, cartons, plastic or other temporary material, the room is considered as 1 room.
  - Minor rooms in the dwelling should be excluded from the room count. These include toilets, corridors, balconies,
  - However, you should include all other rooms, including rooms that are usually unoccupied, such as those that are reserved for guests.
- **2.19** you, the enumerator will answer about the access to the dwelling from your observation.
- **2.20** we are looking for all sources of electricity used by the household in the past 30 days. You must mark “yes” or “no” for each possible source of electricity.
- **2.21** you skip this question if no source of electricity was listed in 2.20. If the household has said in 2.20 that they have received some electricity from the grid, ask how many days and on average how many hours they received. Then for the total of all electricity from sources other than the grid, record the days and average hours under “from other sources”.
  - EXAMPLE: if the household is on the grid, and also has a personal generator, and they say that they have receive 4 hours per day on average from the grid for 25 of the last 30 days and that they use their own generator every day for two hours, you would put:
 

From the grid:	from other sources:
25 days	30 days
4 hours per day	2 hours
- **2.26** In some households females and males and/or children may use latrines of different types. The interviewer should probe to determine the main toilet used by the household.
- **2.30** In 2.30 you must mark “yes” or “no” for every possible drinking water source that the household has used in the past 12 months – note this period is for the entire last 12 months to get an idea of the sources household may have to use in different seasons.
- **2.31** from all the sources marked in 2.30 in the past 12 months, record the ONE MAIN source of drinking water used by the household in the past 30 days. Only one source can be marked in 2.31.
- Likewise in **2.32**, if the household has used a secondary source in the past 30 days mark only the one secondary source. If there were more than a main and a secondary source used in the last 30 days, make sure that the respondent has identified the two principal sources, the main one, and the second one.
- **2.37** if there is a secondary source marked in 2.32 you answer yes here; otherwise you answer no and skip to 2.41.
- **2.41** Approximately 10% of the households in 2005 reported a second dwelling – this question filters which households have a second dwelling. If there is not a second dwelling proceed to the next section, Section 3.

### **Section 3: Livestock**

This section collects information on the livestock owned by the household, who manages it, and information on vaccination and veterinary services used by the household. It also collects information on all livestock and by-products (meat, wool, hides, eggs) sold in the past 12 months.

- **3.2** We ask the household about the different sorts of livestock. In the poultry section we ask about chickens separately. Then we have a category for turkeys, duck and geese. Other type of domestic or wild birds should be included here if they are economically important for the household. Note that this asks for the value of all the animals of each type, by asking the respondent to estimate how much all of them would be worth if sold. For example, if the household owns 20 chickens the total value of all 20 chickens should be recorded.
- **3.4** note that this asks for the value of all the animals of each type, by asking the respondent to estimate how much all of them would be worth if sold. For example, if the household owns 20 chickens the total value of all 20 chickens should be recorded.
- **3.5** In many households there may be different persons managing different livestock. In particular, poultry is often managed by women. The ID CODE of the members from Section 1-Roster (1.1) should be used for this question.
- **3.7** if any of the livestock of a type were vaccinated in the past 12 months then this should be marked. For example, if the household owns 3 cattle and one was vaccinated, you should mark cattle. And if they own two goats and vaccinated one or both of them you should mark goats as well.
- **3.14** note that if the animals were sold alive, the number of animals should be listed in the first row, but if the animals were slaughtered and sold as meat, then record the number of kgs in the second row. In both cases the total Afghani received for the live animals or the kgs or both should be recorded on the appropriate line.
  - You may have to make calculations here – for instance if the household says that it sold 2 dozen eggs per week at the market, you would need to probe to see if that was over the whole year, and if so, then calculate 24 times 52 to get a total of 1248 eggs.

### **Section 4: Agriculture**

This section collects information on the land owned or managed by the household. It is divided in four parts – the first part (4.3 to 4.20) asks about irrigated land, the second part (4.21 – 4.30) asks about rainfed land, the third part (4.31 to 4.33) asks about garden plots and the last part (4.34 to 4.57) asks general agriculture questions.

- **4.2** put the ID codes of the persons in the household who manage and make the decisions on the land. In some provinces, women do the majority of the farming. In such provinces, this section should be asked of the female respondent.
- **Irrigated land:** Questions 4.3 to 4.17 ask about irrigated land owned or used in the most recent summer cropping season. Questions 4.18 – 4.20 asks about cropping irrigated land in the winter season.

- **4.3** asks for irrigated land owned or managed. You should write in jeribs the total amount owned and managed (managed is any land that is used by the household – rented in, mortgaged, sharecropped). Write the answer with 1 place after the decimal – so if a respondent says they own or manage 4 and a half jeribs, you would write 4.5 jeribs. Note that the irrigated land owned does not have to be land that was cultivated in this year – this part on irrigated land seeks to investigate all the irrigated land.
  - **4.4** asks for land owned by the household. This does not have to be land cultivated this year, but any land owned by the household, even if the household is not using it themselves. (Later questions will ask about land sharecropped, rented, or mortgaged out. )
  - **4.6** asks for the amount sharecropped in (that is, land that belongs to someone else for which in return for using the land you give a portion of the crops to the owners) ,
  - **4.7** asks the amount rented in - land that does not belong to the household, but for which rent is paid to the owner
  - **4.8** asks about land for which this household has paid a mortgage to the owner .
  - **4.9, 4.10** and **4.11** asks for the land sharecropped out, rented out or mortgaged out – this is land owned by the household but used by someone else.
  - **4.12** asks for land owned or used by the household that was left fallow – ie did not have crops planted on it this summer cropping season.
- **4.41** Note that this asks only for the one main type or person or business to who you sold wheat
  - **4.42** we ask this question because sometimes households are forced to sell their wheat just after harvest, even though the price is low, because they require money.

## **Section 5: Assets and Credit**

This section has two parts. The focus of the first part (Assets) is on the material assets that are owned by the household. The second part (Credit) collects information on credit received by household members in the past 12 months.

Assets: **5.1.** First we get a list of the number of each type of asset in which we are interested in 5.1. Once we have compiled this list in 5.1 we proceed to 5.2. There will be one row of 5.2 filled in for each item listed in 5.1. For instance, if the household reported 4 gas balloons and one refrigerator, you will fill in 5 lines in 5.2. **IMPORTANT:** We are interested in the number of working (not broken or not functioning) assets, for appliances or electronic items.

- **5.2** Example: If there is only one item, say 1 refrigerator, you do not need a description of the item, you just write “refrigerator” and write the code 01. Then suppose the household has said in 5.1 that they have two stoves. We use two lines in 5.2 for stoves. On the first line, we put a short description, for instance, “Indian stove”, and write the code 02. On the next line, we write

the description of the second one, for instance, “old stove”, and again put code 02.

- **5.3** If the item was bought less than one year ago, you go on to 5.4 to ask the price that was paid. If not, you go on to 5.5 and ask the respondent for an estimate of how much he or she could get if the item was sold.
  - If sale is not possible, you should ask about the costs and time required to replace the item. This will give you an approximate value of the item.
- **5.7** For 5.7 we ask the number of items but then ask in **5.8** only the total value of all the items together. For instance, if a household says they have 4 mobile phones, we ask them to estimate the value of all the phones together. You may have to jot down the value of each and help the respondent to add them up.
  - For kitchen utensils we do not ask the number but just the total value. For more wealthy households the calculation may be difficult and is not going to be a large part of the household’s assets, but for poorer households this may be an important part of the assets they have.
- **5.10** in this question on Internet users, we are interested in how many male household members and how many female members have used the Internet in any location (work, Internet café, school, etc) at least one time in the past 12 months.  
Credit:
- **5.12** The borrowing can either have taken the form of cash or of in-kind goods, such as agricultural inputs. The credit can have been obtained from an informal source, such as a relative or a local money lender . However, there must be an agreement between the lender and the household member who took the loan that the loan would be repaid within a certain period of time . Consequently, gifts should not be listed here.
- **5.13** use the ID codes from Section 1 - Roster, to record the household members who took the loans. You can record from one to three household members.

## **Section 6: Education**

Information on the educational history of all household members aged 6 years and older is collected in this section. No information is collected from those age 5 years and younger.

If there are more than 22 persons in the household, you will need an extra blank form from your Team Supervisor for this section.

It is particularly important to pay attention to the skip codes that follow 6.4 and 6.8 for those who never attended formal school and those who are not now attending school, respectively. At this point for such individuals you will go to the final question in the section (6.11).

- **6.5** This question has two columns. In the first column you put the code of the school level attended. And in the second you write how many years. For instance, if a person attended three years of high school, under “LEVEL” you would put 4 (for high school) and under years you would put 3.
  - A person may have attended a class level, but not completed it. Record the highest class level attended regardless of whether or not the individual completed that level.
- **6.7 to 6.10** concerns only children from 6-18 years of age, and asks in 6.8 if the person is

currently enrolled in school (or was in the most recent session if the interview is during holiday time).

- **6.11** – Up to 2 reasons for the individual not attending school or not continuing his or her education may be given.

### **Section 7: Disabilities**

This section asks information on disabilities for every member of the household. It may seem long to ask these questions for each member, rather than ask a general question on disabilities, but research on responses to questions on disability have shown that asking questions such as these on what functions a person can or cannot do is the best way to receive accurate information. Asking in a more general way leads to serious under-reporting of disabilities.

We thus are asking about five functions:

- Seeing
- Hearing
- Walking or climbing steps
- Self-care
- Remembering or concentrating

For each of these functions, if a level of difficulty is recorded, you then ask about when the problem began and the cause of the problem.

If there are more than 22 persons in the household, you will need an extra blank form from your Team Supervisor for this section.

### **Section 8: Sources of Household Income**

In this section we are asking the household for up to six sources of income for the household. If the household has more than six of these sources, discuss with them to understand the top six sources. For the most important source of income (the source that brings the most money to the household), put the code in 8.1 and ask for an estimate of the percentage of the total household income that comes from this source. For example, if the household says that they receive half their income from this source, you record “50” in 8.3.

Note that the percentages reported in 8.3 should add up to somewhere near 100%, or at least over 90% so that we have a good indication of where most of the household’s income comes from.

### **Section 9: Labour and migration of household members**

This section collects information on child labour of any household member 6 -15 years, and collects labour and migration information for members 16 and over.

This section is divided into two parts: the first part is for household members from 6-15 years old, and the second part is for household members 16 years and older.

**Section 9a : Members from 6-15 years (child labour):**

9.1 First we make a list of all the household members, one on each line, who are between 6 and 15 years of age, by looking at the roster.

- For instance, if there were 3 persons in the household in the age range of 6-15 years (Khalid, 15 years, Amina, 13 years, and Sadek, 9 years) we would use the first 3 lines of the section. On the first line in Question 9.1 we would write “Khalid”, and put his ID code from the roster (Section 1). For example, let’s assume his ID code is 07. On the second line we would put Amina and her ID code and on the third line Sadek and his ID code. The other lines will be left blank.

There are then only six questions (9.2 to 9.7) to ask. We are seeking to know how much work, including working tending animals, work in a family business, or housework, a child is doing. There may be some reluctance by the head of the household to report on this work, and you should not display any emotion on anything that is reported.

- **9.2** is the filter question to see if any work has been done by the child in the past 7 days. We want to know if the child did any paid work, or helped with the livestock of the household, or helped in the fields, or collected trash for the household in the street – any kind of work not including household chores.
  - If the respondent answers yes, you ask the kind of work in 9.3 and the location of work in 9.4, and for how long the work was done in the past 7 days in 9.5 and 9.6.
  - If the respondent answers no, we skip to ask about the amount of household chores done by the child, in 9.7. Some probing may be necessary to get the correct figure – you can ask if the child works every day on household chores, and how many hours per day. Some children spend many hours per day fetching water or tending children, and we hope to have an accurate estimate of this work.
- **9.6 and 9.7** may require making calculations. If the respondent cannot remember the number of hours over the past 7 days, ask for the number of hours in one day and ask how many days the task was done. Then multiply the number of hours by the number of days to get the total number of hours for the last 7 days.
- **9.7** Note that everyone from 6-15 is asked 9.7, either from a skip from 9.2 or after being asked about non-household chore work in 9.3-9.6.

**Section 9b: Members 16 years and older:** For household members 16 years and older, Questions 9.9 to 9.26 ask about labour of the member, and questions 9.27 to 9.34 ask about seasonal migration in the past 12 months and living abroad in the past 5 years.

- **9.8** Like in Question 9.1 where we listed members who were 6-15 years of age, the Question 9.8 is used to list household members 16 years of age or older. We list one person and their ID code on each line, by referring to the Roster to see the ages. For instance, if there are 6 members 16 years of age or older, we will use 6 lines of this section, one for each member. **9.9** we ask first if the member worked for an organization or an individual in the past 30 days. This could be a permanent job, or working for someone even an hour in the past 30 days. This is work that is controlled by someone else. It includes working as an agricultural labourer for someone else.
- **9.10** This asks if the member did any agriculture work in the past 30 days on land being used by the household – this could be land owned by the household, or rented or used for free – or if the member worked with livestock owned by the household. The work could be free that is being done for the household, or the member could be receiving some pay from the household for the work. Please note: if the member is a woman taking care of poultry in the household compound, you should mark yes.
- **9.11** asks about non-agricultural work done on the member’s own account. This is work that is either controlled by the member or by another member of the household. There are many examples of the kind of work this could be, from selling tea in the market, to making handcrafts, to running a shop, but the important distinction from 9.9 is that the member or someone in the member’s household controls the work, and there is a possibility of profit or of loss in the work.
- **9.12** asks you to look at 9.9, 9.10 and 9.11. This is done by the interviewer, without asking the respondent. If there is at least one “yes” (so code 1) answer in these three questions, it means the member has done some work in the past 30 days, and you skip to 9.18 to ask about the work. If all the answers in 9.9, 9.10 and 9.11 are no (so code 2) , Questions 9.13 to 9.17 try to get more information on why the person has not worked:
  - **9.13** asks if the member is absent in the past 30 days from a permanent job, and if yes, asks why in 9.14.
  - **9.15** asks again to make sure if the person did even an hour of work at anything in the past 30 days, and if so, skips to 9.18 to ask about the work.
  - **9.16** asks if the member tried to start his own business, and if the answer is “yes”, it skips all the labour questions and goes to 9.27 to ask about migration.
  - **9.17** and finally, if we are sure the person did no work in the past 30 days, and was not absent from a permanent job, and did not try to start a business, we ask why the person did not work. There are many reasons that a person might not be working, and they are listed in 9.17. Once this question is answered, the skip is over the labour questions to 9.27 to ask about migration.
- **9.18** This question identifies the sector that the person is working in. Retail trade refers to all transactions with the final consumer. Even small shops or tea sellers, or collectors of trash that sell to others are retail trade. Wholesale trade refers to selling to businesses, shop owners or others who then sell on to the final consumer. I
  - If you do not know how to classify someone’s work, make a note and discuss with your supervisor, then go back and mark the correct code.
- **9.19** Depending on the type of job you report will have different skips.
  - For day labourers or salaried workers (either in the private or public sector) you skip to 9.21 to ask the daily wage during the past month (30 days), because for such work the person should be able to tell a daily wage.

- For self-employed workers or for employers you advance to 9.20. A self-employed worker is anyone working for themselves, including farmers, sharecroppers, people producing or trading goods or services including owning a shop or operated a trading business, no matter how small, or any work where the person is controlling his or her own work.
  - Some examples of a self-employed worker is a person working for himself (or in a family business) making mats, bricks, or charcoal; working as a mason or carpenter; firewood selling; metalwork; tailoring; repair work; food processing, selling vegetables in a market, petty trading, and so on.
- The final category is unpaid family worker. For this category we skip to 9.22 and do not ask anything about wages or profits.
- **9.20 Profit in the past 30 days.** This is a difficult question and one that may take some time to accurately record for each respondent. Only self-employed workers are directed to this question. Profit is the amount of money taken in by the business minus the expenses to run the business.
  - **Example:** if a person is selling fruit in the street, the profit for a month is the amount of money the seller received from the customers, minus all the costs for the seller in that month, for instance: the amount the seller had to pay for the fruit, and any other costs, such as repair to the cart, or the cost of plastic bags for the fruit.
    - So if the seller reported that he sold 1500 Afghani worth of fruit, and the wholesale cost of the fruit was 900 Af and plastic bags cost him 40 Af in the month, his profit is  $1500 - 900 - 40 = 560$  Af. You would write 560 Af for this person in 9.20.
  - For farmers or sharecroppers, or persons in a business that has a distinct yearly cycle we would like to record the average monthly profit because the person will likely think of the business on a yearly basis. You will have to probe to determine the yearly profit and then divide this amount by 12 to get the monthly profit.
  - **IMPORTANT:** there is the chance for double or triple counting or more in this question, so you must be very careful in recording for family businesses or family-run farms. If there are several people in the household working in a family enterprise or farm, you must be careful to not count the same total monthly profit more than once. This would be very misleading for analysts and would give a much different picture than the reality, so great care must be exercised.
    - For example, Shahir and his son Mohammed own a business repairing tyres. If Shahir says that in the past 30 days the profit from the business was 3000 Af you can record 3000 Af for Shahir. But when you come to the same question for Mohammed, and he reports he is self-employed in a family business and you advance to 9.20, you must record -9 to indicate that the profits have already been reported. Another way that you could write this is to record 1500 for Shahir and 1500 for Mohammed, since the sum for the household will be used in analysis. The important point is to make sure that the total of 3000 Af is recorded only once.
    - Example for a household producing sheep for sale. Suppose a household head tells you that he and his 3 sons and a brother, all household members, farm and sell sheep. The head reports the profit for the year for the household business as 60,000 Af. To calculate for the monthly profit we first divide the yearly profit of 60,000 by 12 and get 5,000 Af per month. For the head we put 5000 in 9.20 and for the three sons and his brother we put -9 because the profits have already been reported. (Or we could put 1000 for the head

and 1000 for each of the three sons and 1000 for the brother, and we would still have the total of 5000 Afs reported).

- **Example if a business is spread over two households.** Suppose that two brothers, Obaid and Kasim, run a business selling vegetables at the market. The brothers live together in the same compound, but you are interviewing Obaid's household and you have determined that Kasim and his family are not in the household, because the two brothers and their families do not eat from the same pot. Obaid tells you that the last month the profit from their business was 4000 Afs. You must ask him how much of the 4000 Afs he kept and how much Kasim kept. Suppose he tells you they each took half. You must then record 2000 Afs for Obaid in 9.20, as this is the amount that came to Obaid's household.
- **9.21** This refers to the wage earned for each day worked. If the respondent tells you a monthly wage, you compute the daily wage by dividing the monthly wage by the number of days the respondent says he works in the month
- **9.24** This refers to the number of hours worked on a workday. So if Salima works at a job for 7 hours per day, you record 7 here.
- **9.25 and 9.26** if the person has had more than one job or work in the past 30 days, in 9.26 we record the total earnings for the other work or jobs.
- **9.27-9.29** These questions ask about seasonal work away from the household in the past 12 months. This refers to household members going away to work for a time and then returning to the household.

## **Section 10: Cash for Work and Food for Work**

This section asks for information on participation by any member of the household during the past year in cash for work or other income generating programs, or food for work programs.

## **Section 11: Migration and Remittances**

This section has two parts. Both parts record information on persons who are not members of the household.

PART 1: The first part, from 11.1 to 11.9 concerns persons who were household members one year ago, and are no longer household members. We are seeking to know the level of migration out of households, either to other locations within Afghanistan or abroad. These people have left the household and are no longer counted as household members (so they are not listed on the roster). This should not be confused with the questions in Section (9.27-9.29) that ask about seasonal work for present household members (who are listed on the roster).

For each person who was a household member one year ago we collect information in 11.2-11.9.

- **11.9** This is a simple yes and no question that asks if this person who was a household member one year ago has sent any remittances since leaving. Any member for whom the answer is yes will be included in Part 2 of this section for persons who have sent remittances to the household in the past 12 months (since this person must have left the household within the last 12 months).

PART 2: The second part, from 11.10 to 11.15 concerns persons who have sent remittances to the household in the past 12 months. This can be anyone, and does not have to be related to the household, although generally they will be. They may be persons who have left Afghanistan many years ago, or they can be living in Afghanistan..

- **11.10** In Question 11.10 we ask if anyone has sent remittances to the household in the past 12 months. If the answer is no, you skip to the next section. Note that if any person who had been a household member 12 months ago had a “ yes” in Question 11.9 indicating that he or she sent remittances you cannot answer “no” to Question 11.10 (because there were remittances sent to the household).
- **11.11-11.15** Note that you must re-enter much of the information for any person listed in Part 1 who sent remittances. You do not have to ask the respondent again for this information but can copy it from Part 1.
- If a friend has sent remittances, their relationship would be 15 –unrelated male/female.

## **Section 12: Household Expenditures: Non-food**

This is one of most central modules of the NRVA, as the information it contains is critical for the poverty analysis that will be done using the NRVA data (and will also be used in updating the National Accounts data for Afghanistan). Please be diligent as you complete this module with the respondents.

This module on non-food expenditure will be used in conjunction with the module on food consumption collected from the women respondents. There are also several non-food expenditure items that have been put in the female section because the women generally control the spending for these items. The non-food items (with their recall periods) that have been put in the women’s section are:

1. Cosmetics and beauty supplies (past 30 days)
2. personal grooming for women and children (like 12.09 but for women and children) (past 30 days)

3. tahwiz/ shoyest (past 12 months)

This section consists of two separate tables. The recall period and the items listed are all that differ between them.

- **12.01- 12.19** we are asking the expenditures in the past 30 days for these items.
- **12.01** any food consumed in restaurants, or tea or snacks bought from a vendor, or any other food eaten outside the home should be totalled. Money given to children to buy food or drinks at school or after school should also be included.
- **12.19** we ask about other miscellaneous expenses in the past 30 days. Please be careful when recording here – make sure it is not one of the items (listed above) that is asked of the women respondents. Also make sure that it is not an item that we are asking in the next question with a recall period of 12 months.
  - For example, if the respondent mentions that he has spent money on medicine in the past 30 days, you would not record it in 12.19 because you are going to be asking about medicines for the past 12 month period.
- **12.40- 12.82** we are asking the expenditures in the past 12 months for these items.
- For those items that a member or members of the household purchased in the recall period in question, only the total value of the purchases needs to be reported. No quantities are required.
- **12.90 and 12.91** these two questions ask the percentage of imported wheat flour and rice used by the household. Your answer will be a number from 0 to 100, corresponding to the percent. If a household says all the wheat flour they consume is imported wheat, record “100”. If they say about half is imported, you would record “ 50” . If they say they do not use any imported wheat , record “ 0”. You may have to probe to get an accurate answer if, for instance, they say they use imported wheat at certain seasons or only for Eid.

### **Section 13: Household Shocks and Coping Strategies**

- This module collects information on negative economic shocks, or more or less unforeseen events that negatively affected the welfare of the household. Such shocks may not be economic nor necessarily wholly negative in their nature, but among the effects that they have

is to cause a reduction in the economic welfare of the household. **13.1** Each line of this question refers to one specific shock. The reference period is the past 12 months.

- A list of 30 types of shocks are provided. You should ask the household head whether the household was negatively affected, in terms of household welfare, by the occurrence of each of the events listed over the past 12 months.
  - You should go through the entire list in 13.1 before continuing with the rest of the questions
  - The significance of a shock is with regard to the reduction in household welfare caused by the shock. The most significant shocks are those shocks experienced over the past 12 months that led to the greatest reduction in the welfare of the survey household.
  - Up to three shocks can be listed and all other cells should be left blank.
- **13.2** This question concerns the responses of household members to the negative economic shock that they experienced. You can note all that the respondent mentions. Do not read the possible coping responses.
    - There are 26 response codes listed in the coding scheme. You as the enumerator should become familiar with these codes so that you can accurately characterize the responses to the shock noted by the respondent

## **Section 14: Final Male Interview Questions**

This sections first asks questions on demobilisation and if the household has returned from displacement.

**14.5** we ask the ID code of the respondent, to know who we will test in 14.6 and 14.7 for the ability to read and the ability to make a simple calculation. If the respondent has remained the same (which we expect in most cases) put the same ID code as was listed on the cover at the beginning of the interview. If the respondent has changed, which can sometimes happen with long interviews if the head or the designated respondent has had to leave, record the ID code of the present respondent.

**14.6** Show the card and mark if the respondent was able to read it

**14.7** Show the card and mark if the respondent was able to calculate it. If the respondent cannot read you can read the calculation problem to the respondent

## FEMALE SECTIONS – Sections 15-20

### **Section 15: Food Consumption of the Household in the past 7 days**

Information in the food consumption modules should be asked of the individual in the household who is primarily responsible for food preparation for the household, with the assistance of other food preparers if applicable.

This is one of most central modules of the NRVA, as the information it contains is critical for the poverty analysis that will be done using the NRVA. Please be diligent as you complete this module with the respondents.

#### Unit codes

Generally we are asking for the amount in kilograms. The exceptions are:

- purchased nan (pieces )
  - eggs (number)
  - beverages (liters)
- 
- Whenever possible, report the quantity in standard, metric units. If you can easily convert the quantity the respondent reports to kilograms or litres, please do so .
  - If you find it impossible to enter the quantity reported by the respondent using the standard units, you should obtain a clear description of the unit the respondent is referring to in terms of volume or dimensions (height, width, depth).
  - Inform your field supervisor of this non-standard unit and work out an estimate of the amount in kgs. or liters.

You should recognize that the quantities reported will be estimates. Consequently, you should be reasonable in the requests you make to the respondent for additional precision in the quantities she reports. Do not unnecessarily irritate the respondent for additional information when she has already given you the information she is able to provide.

#### Decimals

In the space for each kilogram amount for each food, there is one place after the decimal to record parts of a kilogram. For example, for 3 and a half kilograms, you would write “3.5”. For some foods, such as spices, the respondent may report in grams. For example, the respondent may say the household consumed 100 grams of black pepper. You should record this as “0.1” kgs. If the

respondent reports an amount less than 50 grams, record “0”. If the respondent reports from 50-100 grams, record “0.1” .

- Question **15.4** For each item we ask how many days in the last 7 days did the household consume this food. The answer can be from 0 to 7 only. If the answer is “0” go to the next item.
- Question **15.5** For each item that was reported consumed in the past 7 days, ask the source of the item. Seven possible sources are listed.
  - If the respondent reports a type of food from two sources in the week, please ask for the main source. For instance, if the respondent says the family had wheat from own production, and also purchased wheat, please ask from which source most of the wheat used in the last 7 days came from.
- Question **15.6** For each item that was reported consumed in the past 7 days, next ask the amount consumed by the household in the past 7 days. This is very important data, so please take time for the respondent to carefully consider how much the household consumed.
  - Please note that this question is asking about how much of each item did the household members consume, that is how much did they eat. People in the household must have consumed these items. If any of the items were given to animals, do not count that as part of household consumption.
- At the end of each food group, there is a space for “Other [NAME OF THE FOOD GROUP](specify\_\_\_\_)”. To administer this question, ask “Did your household consume any other [NAME OF THE FOOD GROUP] over the past one week?” If the response is yes, write in the name of the item and record the information in 15.4, 15.5 and 15.6.
- Note that the interest in this section is on consumption of food and not on food expenditures. If in the past week the household purchased, for example, a large amount of wheat from a wholesaler, that has no bearing on this section. We care only about the amount of wheat that was actually consumed by the household in the past 7 days.

## **Section 16: Iodized Salt, Avian Flu, Household Expenses**

Section 16 has questions on several topics: iodized salt, subjective assessment of the household’s economic situation, avian flu, and 3 items of non-food household expenses that complete the non-food expenses that were asked of the head of the household.

### Iodized salt:

- Questions 16.2 to 16.4 ask about the respondent’s knowledge of iodized salt. Iodized salt is an important micronutrient for mental and physical development, especially at young ages. Moreover, iodine deficiency may lead to goiters, miscarriages and other health problems.

- Questions **16.3** and **16.4** The enumerator should not read the possible responses, but should record the respondent's answers in the most appropriate category.
- Question **16.5** the enumerator asks to see the salt bag or package that the household is using and records the type of salt. Make sure that the supplied salt was not for feeding animals only, and is the one used by the household for cooking.
- Question **16.6** This question asks: "We would like to check whether the salt used in your household is iodized. May I see a small sample of the salt used for cooking?" The enumerator uses the salt test kit provided to each enumerator to test the salt.
  - Instructions for testing the salt (in Dari and Pashto) – from UNICEF.

Avian flu:

Avian flu is a virus that can be passed from infected bird to humans. It can be fatal for humans. The three questions here seek to see if the respondent has knowledge of the disease.

- Question **16.9** and **16.10** If the household, or a household in the same compound, has poultry, we are interested in what actions the respondent would take if a large number of these birds suddenly died. It is very important that the enumerator not give any indication of possible responses. You just ask the respondent the question and record her responses. If the respondent says she would bury the birds, for instance, mark that and say "would you do anything else"? If another answer is given, mark it as well.

Non-food household expenses:

- Question **16.12-16.20** These questions ask the categories of non-food expenses for the household that are generally controlled by women. These answers complete the list of non-food expenses that are asked to the household head in the male section.
  - Note that in Question 16.13 we ask only for personal grooming for women and children, since personal grooming for men is asked to the household head in the male section.
  - For Questions 16.12 and 16.13, the recall period is 30 days, and for tahwiz/shoyest, the recall period is 12 months.

## MATERNAL AND CHILD HEALTH SECTION

Sections 17, 18 and 19 are administered one after another to an individual woman respondent, before going on to the next eligible woman in the household. These sections discuss first the number of children a woman has had and information on her marriage. Then we ask about the pregnancies and breastfeeding for children born after August 2005 (Asad 1384) , and lastly about immunization for the woman's children under 60 months of age.

First we list each woman in Section 17 who has ever been married and who is less than 49 years of age. Then depending upon the woman's answers, we may or may not skip to Sections 18 and 19 to ask these sections.

- We skip to Section 18 for any woman who has had a birth in the period since August 2005 (even if the baby later died).
- We skip to Section 19 from either Section 17 or 18 if the woman reports having a child less than 5 years (60 months) old. (Almost all women who reported a birth since August 2005 in Section 18 will skip to Section 19 to tell about her child or children under 5, unless the baby from the birth after August 2005 has died and woman has no other children under 5.)
- Women who have not had a birth since August 2005 but who have children under 5 years old will skip from Section 17 directly to Section 19.
- Women who have not had a birth since August 2005 and who do not have any children under 5 will complete only Section 17.

PLEASE LOOK AT THESE EXAMPLES TO HELP YOU TO UNDERSTAND HOW THE SECTIONS RELATE TO EACH OTHER:

Rehanna is 32 years old, married and has three children, 8 years, 10 years and 14 years, and she has had no births for 8 years. She will complete only Section 17.

Masuma is 35 years old , married and has four children: 4 ½ years, 8 years, 11 ½ years, and 13 years. She will complete Section 17 and skip to Section 19 (since she has had no births since August 2005). In Section 19 she will report on her one child who is less than 5 years old.

Gulalai is 46 years old and is widowed. She has children who are 21, 23 , 26, 28 and 30. She will complete only Section 17.

Aziza is married, 19 years old and has no children. She had a baby born 6 months ago but that baby has died. She will complete Section 17 and skip to Section 18 since she has had a birth since August 2005. Even though the baby died after birth we complete Section 18. She will not skip to Section 19 since she has not children under 5 to report on.

Laila is 22 years old. She is married and has twins who are 6 months old, a boy who is 20 months old, and a boy who is 4 years old.. She will complete Section 17, and skip to Section 18, where she will report on all three of her children who have been born in births since August 2005, and then she will skip to Section 19 to report on all 4 of her children under 5 years of age.

Zaheda is 51 years old, married and has children who are 26 and 30. She will not complete any of these 3 sections, as she is older than the cutoff age of 49.

Rahima is 20 years old and married. She is 8 months pregnant. One year ago she had a child that was born dead. She will complete only Section 17. She will not skip to Section 18 because she has not had a birth since August 2005 of a baby that was alive. (Since her baby was born dead it does not count as

a birth since August 2005. If the baby had been born alive and had died after several minutes, we would complete Section 18 for her, since any birth of a baby that lived at all, even one minute, is reported on in Section 18).

**Section 17: Number of children born and marriage information for “ever married” women up to age 49**

Before you begin the individual interview, ask the respondent to collect any birth certificates, identity cards, and health/immunization cards that she has for herself and her children. To complete some sections of the questionnaire, you will need to examine these documents, so assure the respondent that you have plenty of time to wait while she looks for them.

**QUESTION 17.1: ID CODE**

Please record the name and ID code from Section 1 – (Household Register) for **each eligible woman** in the household. An eligible woman is a female who is ever-married (is currently married or is a widow or divorced or separated from her husband). Please check to see if this person is coded as “2” in question 1.2 in the Household Register and answered “1” “2” or “3” in question 1.4 in the Household Register. Also make sure that this woman is 49 years of age or less. Since you are recording the name and ID code of each eligible woman before you start interviewing them, please make sure you enter information for the correct woman in the correct row

For example, if there are three women in the house that are married and are less than 49 years of age and their names are Farida, Shahnaz and Freba and their codes in the Household Register are 04, 05, and 06 and you enter them with Farida on the first row, Shahnaz on the second row and Freba on the third row, please make sure when you interview them, you interview them in that order. Interview Farida first and then ask for Shahnaz next and finally Freba.


**QUESTION 17.2: RESULT CODE**

The given answer choices are:

**Result Codes:**

- 1. Completed
- 2. Not at home
- 3. Partly completed
- 4. Refused
- 5. Incapacitated
- 6. Other \_\_\_\_\_ (SPECIFY)

Please record “2” if the person was not at home, “4” if the person refused, “5” If they were not able to participate and “6” if they gave any other reason for not participating. If the person agrees to participate in the survey, please finish asking them all the relevant questions and then **come back** to

17.2 and record “1” for completed. If the person agrees to answer questions but they stop in the middle because they became busy and had other things to do, **come back** to question 17.2 and record “3” for partly completed.

In the case there is only one eligible woman in the house or she is the primary female respondent who answers sections 15 and 16 and she has already agreed in the beginning of the woman’s questionnaire to participate in the survey, you can skip this question and continue with the rest of the questions. Once you finish the questions, you can come back and record “1” for completed or “3” for partly completed after you finish the interview.

#### QUESTION 17.3: EVER GIVEN BIRTH

This question’s purpose is to learn whether the respondent has ever given birth.

Even if the woman tells you that she never gave birth (17.3 is NO), you must go on to ask Question (17.8) since she may not have told you about children who died very young.

#### QUESTION 17.4: ANY CHILDREN LIVING WITH HER

Read the question slowly. The sons and daughters being considered are her OWN natural (biological) children who live with her in her household (which will usually be the household in which the interview is being held). If the woman does not have any of her children living with her – code ‘2’ (NO) -- go to Question (17.6).

#### QUESTION 17.5: NUMBER OF CHILDREN LIVING WITH HER

Fill in the number of sons and daughters who live with the respondent. If she has only sons living with her, write ‘00’ in the space provided for daughters, and vice versa. Remember that we are only interested in the respondent’s OWN natural (biological) children and not foster children, children of her husband by another woman, or children of a relative.

Note that it is never correct to record ‘00’ in the lines for both sons and daughters since women who have no children living at home should not be asked Question (17.5).

Please total the number of boys and girls living with her and write it in the space provided for Total. Additional check: first check the ID number of the respondent and then please go to the Household Register and look at question 1.9. Please look at how many children (boys and girls) that are living in the household have this current respondent listed as their mother (match ID code in 1.9 with ID code in 17.1). Once you noted how many total children have the current respondent listed as their mother, go to question 1.2 to see how many are boys and how many are girls. If the number that she has mentioned (please check total number of boys and girls separately (THIS IS VERY IMPORTANT) does not match how many boys and girls have been listed as her children in the Household Register, please go over the total number and confirm which question has incorrect information. Please change accordingly.

#### QUESTIONS (17.6 and 17.7): ANY CHILDREN LIVING ELSEWHERE

These questions refer to the respondent’s sons and daughters who are alive but not living with her. For example, they may be living with a relative, may be staying in a boarding school, may have been given up for adoption, or may be grown-up children who have left home. If she has only sons living elsewhere, write ‘00’ in the boxes in Question (17.7) for daughters, and vice versa. Make sure the respondent is not reporting dead children in this question. If she has no children living elsewhere in Question (17.6) – coded ‘2’ (NO), go to Question (17.8).

#### QUESTIONS (17.8 and 17.9): CHILDREN WHO DIED

These questions on children who have died are extremely important and are among the most difficult on which to obtain accurate data. Some respondents may fail to mention children who died very young, so if a woman answers NO, it is important to probe by asking, "Any baby who cried or showed signs of life but survived only a few hours or days?"

Also some women may have children who died when they were older, so they may not think of them as "children who died". This could be the case with women in their 40's for instance. Please be sure that the respondent knows you are speaking of any boy or girl that she gave birth to.

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

Even after probing, if the woman still says 'NO' in Question (17.8), go to Question (17.10).

#### QUESTION (17.10): TOTAL BIRTHS

Add up the 'Total' numbers in Questions (17.5, 17.7, and 17.9) and enter the total in Question (17.10).

#### QUESTION (17.11): CHECKING TOTAL WITH RESPONDENT

Ask the respondent whether the total is correct. If she says NO, first check your addition, and then go through the list to check with the respondent whether you have obtained the information correctly.

*EXAMPLE:* Starting with Q. 17.5, you would ask, "You have two sons and one daughter living with you. Is that correct?" Do the same for Qs. 17.7 and 17.9 and then enter the correct sum in Question (17.10) and repeat it for Question (17.11).

#### GENERAL NOTES ABOUT QUESTIONS (17.3 – 17.11)

These questions collect information about all births that the woman has had (if she has been married more than once and has fathered children from two different husbands, we want to know all the children she has had from the two husbands). It is important that you understand which events to include. We want to record all of the respondent's natural births. You should record all children who were born alive (that is, who showed signs of life by crying, breathing, or moving) even if they survived only for a few minutes. We want to know about all the woman's births even if the child no longer stays in the household or if the child is no longer alive.

It is also important to understand which events **should not be recorded.** You must not record adopted or foster children or children of relatives who may be living in the households. You also should not include any of her husband's children to whom the respondent did not give birth herself. Finally, you must not record children who were born dead (still births), miscarriages, or abortions.

#### QUESTION (17.12): MARITAL STATUS

This question asks whether the woman is currently married, widowed, separated or divorced. If a woman says she is either "2" widowed, "3" separated, "4" divorced, please skip to Question (17.19). Do NOT ask questions on contraception.

#### QUESTION (17.13): CURRENT PREGNANCY STATUS

If the respondent does not know for certain whether or not she is pregnant, circle '2' unsure. Skip to question 17.17 if the woman is pregnant '1'.

#### QUESTIONS (17.14 AND 17.15): CURRENT USE OF CONTRACEPTION

Depending on the method a respondent mentions, you may need to probe to determine that the method is being used currently. For example, methods such as condoms and withdrawal are used with each act of intercourse, so current users of these methods should have used them **during the most recent acts of intercourse**. Current users of the pill should be taking pills daily.

Other methods provide ongoing protection without daily or regular action by the woman. Contraceptive injections may have been administered two to six months earlier and still provide protection, while implants (such as IUD/loop) provide protection for up to five years, or until removed.

Female sterilization provides permanent protection against pregnancy.

If the woman mentions more than one method, mark the code for **all methods** that are currently being used.

If a woman is **not** using any method of contraception '2' no in Question (17.14), go to Question (17.16)

#### QUESTIONS (17.16): DECISION TO USE CONTRACEPTION

If person says "5" nobody, please check with 17.14 and 17.5 to ensure that the woman is NOT using any contraception. If she has answered "1" yes in 17.14 and has a method listed in 17.15, then press her for who makes decisions on using contraception.

#### QUESTION 17.17: DECISION WHEN TO HAVE (MORE) CHILDREN

Record who the woman says decides when to have the next child. This could be the first child for the couple.

#### QUESTIONS 17.18: HUSBAND'S NAME

Make sure the woman has answered "1" in question 17.12. Please get Husband's name and ID code from Household Register.

#### QUESTION 17.19: AGE

This is one of the **most** important questions in the interview, since almost all analysis of the health survey data depends on the respondent's age.

If the woman **knows** her age, write it in the space provided. If the woman **does not know** her age, you will need to use one of the following methods to estimate her age.

a) If the woman **does not know** her age, you will have to probe to try to estimate her age. There are several ways to probe for age:

1) Ask the respondent how old she was when she got married or had her first child, and then try to estimate how long ago she got married or had 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.

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

3) Try to determine how old she was at the time of an important event such as war, flood,

earthquake, change in political regime, etc. and add her age at that time to the number of years that have passed since the event. Use the list of events provided in Appendix 2 to help you.

b) The woman **does not know** her age and probing did not help.

If probing does not help in determining the respondent's age, you will have to estimate her age. You can see what age is listed for her in the Household Register, and you can copy that. The head of household who is going to answer the Household Register might not know the correct age of the respondent. Remember, this is a **last resort** to be used only when all your efforts at probing have failed.

#### QUESTION 17.20: AGE OF MARRIAGE OF RESPONDENT

If the woman is unable to remember when she got married, try some of the similar methods used to try and get her age. You do need to know her age or approximately her age to get this information. If she says she got married at the time of an important event such as war, flood, earthquake, change in political regime, etc, first, subtract the year the event happened from the current year and second, subtract the figure you got in the total calculation from her current age.

For example: If she says she got married close to the time when Hamid Karzai became President (in 1383), the difference between 1386 (the current year) and 1383 is 3 years. If her current age is 23 years, subtract 3 years from 23 and you will get the age of her marriage, which is 20 years.

#### QUESTION 17.21: AGE OF MARRIAGE OF HUSBAND

If the woman does not know her husband's age, you can try to probe in different ways. Please ask this question even if her husband is no longer alive. Death of a close family member is very traumatic, so please be careful when you probe for answers if husband is no longer alive.

**If the husband is alive:** Ask how long they have been married for. If she knows how long they have been married for, you can determine the age of marriage of her husband by subtracting the duration of marriage from his current age.

For example: If they have been married for 10 years, get her husband's ID from question 17.18 and match this ID and name to the ID code and name in the HR and get the age of her husband. If her husband is 33 years, you can subtract 10 years from 33. He was 23 years old when he got married.

**If the husband is not alive:** Probe to see if she or any other family member remembers (such as a close relative living in the household – i.e. her husband's family members) his age at marriage.

If she does not know, code "99"

#### QUESTION 17.22: PREVIOUS MARITAL STATUS OF HUSBAND

In this question, we are interested whether the respondent's husband has other wives. This can include both if he was a widower when he married the respondent and also if he has other living wives before you. If "2" no, go to Q. 17.24.

#### QUESTION 17.23: AGE OF PREVIOUS MARRIAGE OF HUSBAND

If the respondent does **not** know and she is not the first spouse and the first spouse is living in the house, she can ask her if she knows how old their husband was when he married her. Or, if the first

wife is dead and there is no one else in the house who can give an estimate for his age at his first marriage, you can try to estimate the age by asking how old her husband's eldest child is (son/daughter from all his previous marriages), and you can roughly estimate the husband's age at marriage by subtracting the age of the oldest child from the husband's current age and subtract 1 year from that total.

For example: If the husband is 50 years old, and his eldest child is 30 years old, his age at first marriage could approximately be  $50 - 30 - 1 = 19$  years. He was 19 years old when he got married the first time.

#### QUESTION 17.24: CHOICE IN SELECTION OF HUSBAND

If a person says "4" My family decided without consulting me, you should probe and ask what happened. It is possible that it was a badal or bad arrangement. If that was the case, code "1" or "2" instead of "4".

#### QUESTION 17.25: DELIVERY SINCE AUGUST 2005 (Asad 1384)

We would like to know if the woman has had a recent delivery. Our reference for the recent delivery will start from August 2005 (**Asad, 1384**). If she has **not** had a delivery in since Asad 1384, write '2' (NO), please probe, "Any baby who cried or showed signs of life but survived only a few minutes, few hours or days?" Some respondents may be reluctant to talk about this subject and may become sad or upset that you are asking such questions. Be sympathetic and tactful in such situations. Say that you know the subject is painful but that the information is important. Even after probing, if the woman still says 'NO' in Question (17.25), go to Question (17.26).

If she answers "1" yes, please go to Question 17.28 where you will record information on the tetanus shots she has received, and then will continue to Section 18 to record information on the pregnancies and information for the children born since August 2005 (Asad 1384). This question is very important to determine who answers in Section 18. Please make sure that the respondent understands the cutoff date of Asad, 1384.

#### QUESTION 17.26: CHILD UNDER 5 YEARS OF AGE

If the woman has not delivered since Asad 1384, ask her if she has a child under-five years of age. If she says "1" yes, go to Section 19. Since this survey is going to be conducted over a period of 1 year the cutoff time for the date after which a child should be born to be eligible as "under 5 years" will change depending on when you are interviewing. For example, if you are interviewing in November 2007 children under five years of age are any children born after November 2002. If you are interviewing in April 2008, children under five years will be any children born after April 2003.

#### QUESTION 17.27: OTHER ELIGIBLE WOMEN IN THE HOUSE

If she says "1" yes, check with who you have entered for Woman 2 in question 17.1. Make sure you interview that woman. If you have made a mistake and entered an unmarried woman because information in the Household Register is incorrect, you should correct the information in 17.1 and also correct the woman's marital status in 1.4 in the Household Register. If the current respondent has misunderstood the question and she is not including a widowed, divorced or separated woman as an ever-married woman, clarify from 1.4 and code 17.27 as "1" and go to the next row for question 17.1 and continue to interview the next respondent. If there is no other eligible respondent in the house, go to question 19.29.

#### QUESTIONS 17.28: TETANUS TOXOID (TT) CARD

Neonatal tetanus is a disease that kills many babies. This disease can be prevented by transfer of immunity to the baby while still in the womb from a mother who has been adequately immunized against tetanus. If a woman receives at least two tetanus injections during any pregnancy, she is considered to be adequately immunized to protect her baby against neonatal tetanus. A child also is considered to be adequately protected if the mother received at least five tetanus injections during her lifetime and the last booster was received within a ten-year period prior to the pregnancy.

You will ask the mother if she has a TT card. If she answers YES then ask to see the card. In some cases the mother may not be willing to take time to look for her TT card, thinking that you are in a hurry. Encourage her to look for the card and be patient if she needs to search for it.

If the mother shows you her card, circle '1' yes, seen. If the mother says that she has a card but cannot find it or it is not in the house, circle '2' had but not seen. Circle '3' never had a card if the mother never possessed a TT card. If response choices '2' or '3' are chosen, skip to Section 18.

**QUESTIONS 17.29: RECORDING TETANUS TOXOID (TT) INJECTIONS**

For each of these questions, you will look at the mother's card and record the necessary information. Record **all** the TT doses recorded in the card. Please look at the sample card shown below:

**کارت واکسیناسیون تی تی TT**  
دتی تی دواکسیناسیون کارت




نام/نوم: \_\_\_\_\_

نام پدر/د پلار نوم: \_\_\_\_\_

نام شوهر/دمیره نوم: \_\_\_\_\_

تاریخ تولد/دزیریدونیتیه: \_\_\_\_\_

عمر: \_\_\_\_\_

مرکز واکسیناسیون/د واکسیناسیون مرکز: \_\_\_\_\_

قریه/کلی: \_\_\_\_\_

ناحیه/ولسوالی: 15

شهر/بشار/ولایت: پل

شماره راجستر/دراجسترنمبر: 95 / 5764

این کارت را در محل امن نگهدارید.  
برای دوره های بعدی واکسیناسیون این کارت را با خود بیاورید.

دا کارت خان سره وساتی، او دواکسیناسیون دنورو دورونو  
د پاره خان سره راوپی.

خود را همین امروز واکسین کنید فردا ممکن است خیلی دیر باشد.  
تاسو خپل خان همدا نن واکسین کری، سبا سباي جی ډیر ناوخته وی.

تاریخ واکسین شدن دواکسین کیدو نیته	دوز های واکسین دواکسین دوزونه
5.6.77	تی تی ۱: (چهار هفته پس از تی تی ۱) (۴ هفته پس له تی تی ۱ څخه)
6.7.77	تی تی ۲: (۶ ماه پس از تی تی ۲) (۶ میاشتی پس له تی تی ۲ څخه)
6.10.78	تی تی ۳: (یک سال پس از تی تی ۳) (یک کال پس له تی تی ۳ څخه)
6.1.79	تی تی ۴: (یک سال پس از تی تی ۴) (یک کال پس له تی تی ۴ څخه)
6.1.80	تی تی ۵: (یک سال پس از تی تی ۵) (یک کال پس له تی تی ۵ څخه)

زنان ۱۵ تا ۴۵ ساله باید در مقابل تیتانوس کاملاً واکسین شوند.  
شخصی له ۱۵ کالو څخه تر ۴۵ کالو پوری باید د تیتانوس په مقابل کې واکسین شی.

## **Section 18: Recent Births: Children born since August 2005 (Asad 1384)**

### **QUESTION 18.1: ID CODE OF RESPONDENT WHO DELIVERED IN LAST 2 YRS**

Please make sure that the ID code you copy is of the correct respondent. Not all the respondents in Section 17 would have had a delivery in the last 2 years. Go to question 17.1 for the respondent who says 1"yes" in question 17.25.

### **QUESTIONS 18.2: DATE OF DELIVERY**

We would like to know the date of the respondent's most recent delivery. If this was a live birth delivery we want to record it even if the child has since died. Our reference for the period will start from August 2005 (Asad, 1384). If the respondent does not know the exact month, ask her if she was pregnant or delivered close to a religious event/period (such as Ramadan), or during some other significant event/season of the year (such as Nauroz) to try to determine the month of delivery. If she still does not remember, than just enter the year.

- a) For example: If the respondent remembers that she delivered her youngest child in Hamal of 1384 but our cutoff is Asad 1384, she should **not** be included in the women who delivered since Asad 1384. You should typically not have this problem as question 17.25 should be able to identify the correct respondents, however, if there was some misunderstanding, this question is where you can catch it.
- b) For example: If she does not remember the month at all, even after probing, you should enter "99" for month and enter the year. You can use the Table of Events in Appendix 2 to help you. If the woman does not remember the month of birth but knows that the child was born in 1384, we will record information for that delivery and child.

If the child has an immunization card, you can copy the birth date from the immunization card.

### **QUESTION 18.3: SURVIVAL OF CHILD**

We need to find out the outcome of this delivery. If the child is **not** alive, go to Question 18.5.

### **QUESTION 18.4 : LINKING CHILD TO THE HOUSEHOLD ROSTER**

If the child is alive in question 18.3, we need to link this child to the Household roster. Find out the name of the child and enter the correct ID code of the child from Section 1 -- Household Roster.

### **QUESTION 18.5 : ANTENATAL CARE PROVIDER(S)**

This question refers to any antenatal care given by a health care provider during her pregnancy. The care should have been specifically to check her pregnancy and not for other reasons.

This is a two-part question because if the respondent answers YES, you will ask whom she saw. Since we are interested in all of the persons the woman saw, you must use the prompt (e.g., "Anyone else?") to make sure the woman informs you about all the persons from whom she received care for the pregnancy.

### **QUESTION 18.6 : ASSISTANCE AT DELIVERY**

Again, when asking the question, be sure to make certain that you are referring to the most recent delivery, so that there is no confusion. If the respondent is not sure of the status of the person who

attended the delivery, for example, if she does not know whether the person was a midwife or a traditional birth attendant, probe. We want to know who assisted with the delivery itself, not who helped in other ways such as boiling water or wrapping the baby in a blanket. The codes are numbers to remind you to circle codes for all the people she says attended her. If she says that no one assisted her, do not forget to ask whether any adults were present during delivery.

#### QUESTION 18.7 : SITE OF LAST DELIVERY

This question identifies births delivered in a health facility. When asking the question, be sure to refer to the most recent delivery, so that there is no confusion with the respondent's other deliveries. If the 'other' choice is a type of health facility, please code it as one of the above categories (whichever one is most appropriate).

#### QUESTION 18.8 : FOR INTERVIEWER: CHECK TT CARD QUESTION 17.29

Find out if the mother showed a TT card with dates for **five** injections when she answered Question 17.29. If "1" yes, go to question 18.14 . If no, go to question 18.9 . For example,

- If mother **shows** a TT card with **less than 5** injections → code "2" no.
- If a mother does **not show** a TT card in 18.2 → code "2" no.
- Only if mother **shows** a TT card with **5** injections → code "1" yes.

#### QUESTION 18.9 : TETANUS TOXOID (RECALL)

This question asks whether the respondent received any tetanus injection during **the most recent pregnancy**. As mentioned earlier, if a woman receives at least two tetanus injections during any pregnancy, she is considered to be adequately immunized to protect her baby against neonatal tetanus. Please emphasize **the most recent pregnancy**. If she did not receive any TT, please go to question 18.11 .

#### QUESTION 18.10 : TOTAL NUMBER OF TETANUS TOXOID DOSES IN **THIS** PREGNANCY

Record the number of doses she got for her most recent pregnancy. If she says she got 2 or more doses in this pregnancy, write the number of doses and go to question 18.14 . If she got 1 dose of TT, go to question 18.11 .

#### QUESTION 18.11 : TETANUS TOXOID (RECALL) IN **PREVIOUS** PREGNANCIES

If the respondent received 1 dose in the previous pregnancy, ask her if she received any TT injections **before** her last pregnancy. It is possible that the respondent received TT doses before her most recent pregnancy. If "2" no, go to question 18.14 .

#### QUESTION 18.12 : TOTAL NUMBER OF TETANUS TOXOID DOSES IN **PREVIOUS** PREGNANCIES

Record the total number of doses the respondent received anytime before her last pregnancy. This includes all the TT injections she got in **all** her previous pregnancies.

#### QUESTION 18.13 : TIME WHEN LAST DOSE RECEIVED

Please record when the respondent received her **last** dose. For example, if she received 3 doses sometime in the past (before her most recent pregnancy), find out when she received her **last** dose.

#### QUESTIONS 18.14 and 18.15 : IRON TABLETS/SYRUP

Anemia is a common problem during pregnancy that can be overcome by additional intake of iron. Question 18.15 asks whether the woman was given or bought any iron tablets or syrup during her pregnancy. Since some women may not know that they were given iron tablets, show the woman the sample tablets as you ask this question. Note that we are not asking whether or not she consumed the tablets/syrup she was given or bought; rather, we want to know whether she had the tablets/syrup in **her possession** during the pregnancy.

If the respondent was given or bought iron tablets/syrup (yes in Question 18.14), ask her for how many days during her pregnancy she took the tablets/syrup. Record the response in the boxes. Remember to put a leading zero in front; 30 days would be '030'. If she was given or bought iron tablets but never took one, record '000'.

If she does not remember, probe for the approximate number of days, e.g., by asking how many months pregnant she was when she began taking the tablets and whether she took the tablets everyday after that.

#### QUESTION 18.16 : EVER BREASTFED

This question refers to the child from the most recent delivery. In this question it does not matter for how long the mother breastfed the child, only whether or not she ever gave the child the breast. If '2' no, go to question 18.23.

#### QUESTION 18.17 : TIME OF BREASTFEEDING INITIATION

Immediate breastfeeding ensures that the infant begins to receive the nutritional and antiviral/antibacterial benefits of the mother's colostrum. Colostrum is yellow and thicker than the later milk, and it contains more antibodies and white blood cells. It gives the infant protection against bacteria and viruses. Immediate breastfeeding also ensures that body warmth is maintained after delivery. In Question 18.17, record whether the baby was breastfed within the first hour of life or after the first hour of life.

#### QUESTION 18.18 : COLUSTRUM

For approximately three days after delivery, the breasts secrete colostrum. There are some communities that believe colostrum is not good for infants and do not allow them to have colostrum. Question 18.18 asks what a mother did with her colostrum

#### QUESTION 18.19 : PRELACTEAL FOODS

Fluids given to infants in the first few days after delivery are called prelacteal feeds. They may introduce pathogens that cause diarrhea and other diseases. Prelacteal feeds are given during the period when the colostrum is produced prior to the free flow of the mother's mature milk and rob the infant of this important health protecting substance. Mothers are asked what liquids the infant was fed during the first three days after birth. You should mark all the liquids the mother reports. For instance, if she says she gave some breastmilk, but also tea and glucose, you would mark answers 1 (breastmilk), 3 (glucose) and 5 (herb water or tea).

#### QUESTION 18.20 : ADDITION OF LIQUIDS TO BREASTMILK

Since a woman may give the infant other liquids in the first three days after birth, but then may be feeding only breastmilk once the colostrum stops, we are asking this question about the period following those three days. If the mother started other liquids at birth and continued giving them with the breastmilk, record 1 days as 001. If the baby was given other liquids in the first three days after birth, but then was fed only breastmilk for the next 3 months, you would record 90 days (equal to 3

months).The duration could be hours, days, weeks or months.

- Hours after birth → 001 day
- 1 week → 007 days
- 2 weeks → 014 days
- 3 weeks → 021 days
- 1 month → 030 days
- 2 months → 060 days
- 3 months → 090 days
- 4 months → 120 days

Some respondents might give you answer in weeks or months. Above are given some conversion of weeks and months into days.

It is possible that the baby is young and the mother has not given it any other liquids besides breastmilk. In this case, please record “888”. If the baby died before the mother initiated other liquids, please record “999” and go to question 18.27 .

#### QUESTION 18.21 : CURRENT BREASTFEEDING STATUS

For this question, it does not matter if the mother is giving (NAME) other liquids or foods as well as breastmilk; what is of interest is if the infant or child is breastfeeding at all. If ‘1’ yes go to Question 18.24. If the baby has died, code ‘3’ and go to Question 18.27 .

#### QUESTION 18.22 : DURATION OF BREASTFEEDING

This question is only for mothers who are no longer breastfeeding the infant or child in question. It is important to try to get as accurate information as possible. If the mother says she cannot remember how long she breastfed the infant or child, urge her to think about it for a while, or ask her if she remembers how old the infant or child was when she completely stopped breastfeeding him/her. If the mother gives an approximate answer, such as “about one year,” establish if it was exactly one year or how much more or less. You may be able to help by using local events and celebrations to help the mother remember.

Record the number of months when the mother **completely stopped** breastfeeding the infant or child. It does not matter if she was giving the infant or child other liquids or foods in addition to breastmilk; you are simply recording how many months she breastfed the infant or child.

- Anything less than 1 month → 1 month
- 1 year → 12 months
- 1 and half year → 18 months
- 2 years → 24 months

Some respondents will give you answers in years. Please convert the years to months. Above is given some conversion of years to months. Please go to 18.24 after you record the number of months.

#### QUESTION 18.23 : DID NOT BREASTFEED

Please check with 18.16 to ensure you are only coding for those respondents that said “2” no in 18.16 .

#### QUESTION 18.24 : INITIATION OF SOLID FOOD

Solid foods should include any food other than liquid foods.

QUESTION 18.25 : AGE OF CHILD WHEN SOLID FOOD WAS INCLUDED IN DIET

Record how old the child was in months when the respondent started giving it solid foods.

QUESTION 18.26 : DETERMINING PRESENCE OF ANOTHER CHILD BORN SINCE AUGUST 2005 (ASAD 1384)

It is possible that a respondent had more than 1 child born since Asad 1384. This question determines if she has any other children born since Asad 1384. The reference period is from Asad 1384 onwards. If a mother, for example, gives birth to a child in Hamal 1384, then it is outside of the reference period and it should not be counted. If she does not have another child born in the reference time, go to Section 19. If she does have another child born since Asad 1384, go to question 18.27 to the next row to record the next-to-last birth or third-to-last birth for this woman.

QUESTION 18.27 and 18.28: DETERMINING PRESENCE OF ANOTHER CHILD BORN SINCE AUGUST 2005 (ASAD 1384) WHEN BABY IN RECENT BIRTH DIED

You can only skip to Question 18.27 if the baby in the recent birth has died. We are trying to determine in 18.27 if there was another birth since Asad 1384. If not we go to 18.28 to ask if there are any children under 5 years of age, so that we do not automatically skip to Section 18 if she has no children who are alive.

**Section 19: Immunization and Child Health – for all children under 5 years (60 months).**

QUESTION 19.1: NAME AND ID CODE OF CHILD

Please check if the respondent said “1” yes in question 17.25 or “2” no in question 18.28. A respondent might have multiple children under-5 years of age. Please start with the youngest one. Record the name of the child and get the child’s corresponding ID code from the Household Register. Under-five children of each woman should be recorded when the mother is being interviewed. If there are 3 eligible respondents in the house, please finish asking respondent 1 all questions related to her and her children before going on to the next eligible respondent.

QUESTION 19.2: NAME AND ID CODE OF MOTHER

Ensure that the correct ID code of the mother is being recorded. Copy the ID of the mother who is currently answering the questions from question 17.1.

QUESTION 19.3: SEX OF CHILD

Confirm with question 1.2 from the Household Roster.

QUESTION 19.4 and 19.5: MONTH AND YEAR OF BIRTH

When collecting information on a child’s birth date, always look at any documents you collected for the child at the beginning of the interview (e.g., birth certificate or immunization record) to see whether a date of birth was recorded. Before entering a date from these documents, however, check with the respondent to determine whether she believes the date is accurate. In some cases, the information on the document may be the date when the birth was recorded and not the date when the child was born.

If the respondent gives you a year of birth but does not know the month of birth, probe to try to estimate the month.

*EXAMPLE:* if a respondent says her daughter was born in 1383, but she does not know which month, ask her if she was pregnant or delivered close to a religious event/period (such as Ramadan), or during some other significant event/season of the year (such as Nauroz) to try to determine the month of birth. Also check with the event calendar to mention any significant political events that can be used to construe the birth month. Convert months to numbers, as before. If you cannot even estimate a month, write '98' for MONTH.

**You must enter a year for all children, even if it is just your best estimate.**

If you are interviewing in Asad 1386, any child born **before Asad 1381** (that is any child born in Saratan 1381 or before) should not be included. If the woman mentions a child born before Asad 1381, do not include it in the questionnaire. Ask her if she has any other child(ren) born in or after Saratan 1381. If yes, get information on the child. If not, you need to go back to question 17.26 and correct the answer to "2" no. Since we are interviewing over 12 months, to get the time that is 5 years (60 months) ago, you must take 5 years before the interview month to get the cutoff date.

**QUESTION 19.6: VACCINATION (HEALTH) CARD**

You should have obtained documentation (birth certificates and vaccination (health) cards) for eligible children at the beginning of the interview. If you have not already collected the vaccination (health) card(s), ask the respondent to look for the card(s). In some cases, the respondent may hesitate to take time to look for the card(s), thinking that you are in a hurry. Since it is critical to obtain written documentation of the immunization history for all eligible children, be patient if the respondent needs to search for the card(s).

If the respondent shows you the card for a child, circle '1' for (Yes, Seen). If the respondent says the child has a vaccination (health) card, but she is unable to show it to you because she has lost it, someone else has it, or it is not accessible to her during the interview, circle '2' for yes, not seen for that child and go to question 19.20. If the respondent says she does not have a card for her child, circle '3' no card and go to question 19.20.

**QUESTION 19.7 to 19.18: RECORDING VACCINATIONS**

If you have a vaccination (health) card for the child, fill in the responses to questions 19.7 to 19.18, taking the information directly from the card. When there is more than one eligible child, be certain to match the correct card with the child you are asking about.

Before copying dates from the card, examine the card carefully. The card may list the vaccinations in a different order than the questionnaire. Also Q. 806 requires dates to be recorded with the day first, then the month and then the year. Check the card carefully to see which way the dates are written because sometimes the month might come first, followed by the day and year. Be very careful to record dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) on which the mother should bring her child for the next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not dates of appointments. Be patient and read the card thoroughly.

If the card shows only part of the date, record '98' for DON'T KNOW in the column for which the information is not given.

*Example:* If the date given was Sonbela 1382, you would record '98' for DAY, '06' for MONTH, and '1382' for YEAR.

If the card shows that a vaccination was given, but there is **no date recorded**, record '44' in the **DAY** column next to the vaccine and leave the month and year blank. Again, be careful to examine the card closely. For example, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since the check probably indicates that the vaccinations were given on the same day. Some immunization cards have only a single line for DPT1 and POLIO1, DPT2 and POLIO2, etc. If there is a date on just one of these lines, record the same date for both the DPT and polio injections.

**EXAMPLE:**

Farishta's health card shows the following immunizations:

BCG	Sawor 30, 1382
Polio 0	Sawor 30, 1382
Polio 1	Sonbela 03, 1382
Polio 2	Mizan, 1382
Polio 3	No date
DPT 1	Sonbela 03, 1382
DPT 2	Mizan, 1382
DPT 3	No date
Measles	Given, no date
Vitamin A	Mizan, 1382

	LAST BIRTH								
	DAY			MONTH			YEAR		
BCG	3	0	0	2	1	3	8	2	
POLIO 0	3	0	0	2	1	3	8	2	
POLIO 1	0	3	0	6	1	3	8	2	
POLIO 2	9	8	0	7	1	3	8	2	
POLIO 3									
DPT 1	0	3	0	6	1	3	8	2	
DPT 2	9	8	0	7	1	3	8	2	
DPT 3									
MEASLES	4	4							
VITAMIN A (MOST RECENT)	9	8	0	7	1	3	8	2	
VITAMIN A (2 <sup>ND</sup> MOST RECENT)									

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Hepatitis B was recently introduced as a vaccine (August or September 2006). It is a combined vaccine with DPT. That is, it is given as one vaccine. Included below is a filled in sample of an immunization card (from almost 2 years ago) and a new vaccination card after Hepatitis B was introduced. It is possible that during the transition (if people still had the old immunization cards) there might be some confusion in the recording of DPT3 and Hepatitis B. Please try to record the best possible information for DPT3. If more than 3 dates are recorded for DPT3, it is most probable that these dates are for Hepatitis B. For example, if DPT1 had two dates, write the earlier one for DPT and the more recent one for Hepatitis B1. The same reasoning applies for DPT2/ Hepatitis B2, DPT3/Hepatitis B3.

**The previous card:**

تاریخ تطبیق واکسیناسیون / د واکسیناسیون د تطبیق نیتیه										تقسیم اوقات واکسیناسیون		
دی. پی. تی. DPT			پولیو OPV							بی. سی. جی BCG	د واکسیناسیون مهالویش	
سرخکان شری	دور سوم دریم دور	دور دوم دویم دور	دور اول لمری دور	دور چهارم خلورم دور	دور سوم دریم دور	دور دوم دویم دور	دور اول لمری دور	دور صفری صفری دور	دور صفری صفری دور			
											بعد از تولد / دزیریدونه وروسته	
											۶ هفته بعد از تولد / دزیریدونه ۶ هفتی وروسته	
											۴ هفته بعد از دی پی تی ۱ / پولیو ۱ ددی پی تی ۱ / پولیو ۱ / ۴ هفتی پس	
											۴ هفته بعد از دی پی تی ۲ / پولیو ۲ ددی پی تی ۲ / پولیو ۲ / ۴ هفتی پس	
											۹ ماهگی / ۹ میاشتی	

\* دور صفری پولیو بعد از تولد تا ۱۴ روز تطبیق میشود.  
\* صفری دور ۶ زهریدونه وروسته تر ۱۴ ورغویوری تطبیق کیسی

تاریخ تطبیق واکسیناسیون / د واکسیناسیون تطبیق نیتیه										تقسیم اوقات واکسیناسیون		
DPT-Hep B			پولیو OPV							بی. سی. جی BCG	د واکسیناسیون مهالویش	
سرخکان Measles	دور سوم دور اول	دور دوم دور اول	دور اول لمری دور	دور چهارم خلورم دور	دور سوم دریم دور	دور دوم دویم دور	دور اول لمری دور	دور صفری صفری دور	دور صفری صفری دور			
											بعد از تولد / دزیریدونه وروسته	
											۶ هفته بعد از تولد / دزیریدونه ۶ هفته وروسته	
											۱ هفته بعد از دی پی تی هیپاتیس بی ۱ / پولیو ۱ ددی پی تی هیپاتیس بی ۱ / پولیو ۱ / ۴ هفتی پس	
											۱ هفته بعد از دی پی تی هیپاتیس بی ۲ / پولیو ۲ ددی پی تی هیپاتیس بی ۲ / پولیو ۲ / ۴ هفتی پس	
											۹ ماهگی / ۹ میاشتی	
											۱۸ ماهگی / ۱۸ میاشتی	

\* دور صفری پولیو بعد از تولد تا ۱۴ روز تطبیق میشود.  
\* صفری دور ۶ زهریدونه وروسته تر ۱۴ ورغویوری تطبیق کیسی

QUESTION (19.19): ANY VACCINES GIVEN BUT NOT RECORDED

Sometimes a child receives a vaccine but no record is made on the vaccination (health) card. After copying the card, ask the respondent whether the child received any vaccinations that are not recorded on the card. This includes vaccination given in national immunization campaigns.

If the mother reports that the child did receive a vaccination for which no date was recorded on the card, circle '1' yes in 19.19 and go to question 19.21.

The mother may tell you that the child did not receive any immunizations other than those recorded on the card. In this case, circle '2' for no in question 19.19 and go to question 19.27.

QUESTION 19.20: EVER HAD A VACCINATION (BUT NO HEALTH CARD)

You will ask this question only if you did not see a vaccination (health) card for this child or if the mother says the child received additional vaccines beyond those recorded in the card. In that case, all of the information about vaccination of children will be collected from the mother, based on her memory about those vaccinations.

If the mother reports that the child did receive any vaccination even though no record is available circle '1' for yes in question 19.21.

If the mother reports that the child **did not** receive any vaccination circle '2' for no in 19.21 and go to question 19.27.

If the mother is not sure whether the child received any vaccination even circle '3' for don't know in 19.21 and go to question 19.27.

QUESTIONS (19.21 to 19.26): VACCINATIONS FOR CHILDREN WITH NO CARD

If you did not see a child's vaccination (health) card and the respondent tells you that the child did receive at least one vaccination, you will ask about whether the child received each of the following vaccinations: BCG, polio, DPT, and measles.

Because there are many types of vaccines, we specify how each one is given so the mother will know which vaccine we are asking about. Read the whole sentence before accepting the woman's response.

Notice that there are follow-up questions for the polio and DPT vaccinations. For the polio vaccine, we ask whether the child received it, and how many times the child received it. For the DPT vaccination, we ask whether the child received the vaccination and how many times.

QUESTION 19.27: VITAMIN A SUPPLEMENTATION

In asking this question, emphasize that you are interested in the six-month period before the survey. Do not record "1" yes if the child received the last dose more than six months ago.

QUESTION 19.28: ADDITIONAL UNDER-FIVE CHILDREN

If the current respondent has another child under-five years of age, please go to question 19.1 for the next child of this woman. If she does not, please go to 17.1 for the next eligible woman in Section 17. If there are no more eligible women in the household, go to 19.29.

QUESTION 19.29: UNDER-FIVE CHILDREN WHOSE MOTHER IS DEAD OR AWAY FROM

## HOUSEHOLD

When you get to the **last** eligible women in a household, you will be sent here to ask this question 19.29. If there are children under-five in the house whose mother is dead or not living in the household, ask her which respondent is their primary caretaker for these children under-five. The respondent who is the primary caretaker of these children should answer the child health section, Section 19, beginning with 19.1.

### QUESTION 19.30 Number of children UNDER-FIVE CHILDREN WHOSE MOTHER IS DEAD OR AWAY FROM HOUSEHOLD

There is a possibility that there are more than 7 children under-five in the house. In that case after you have filled information for the 7<sup>th</sup> child, ask the current respondent you are interviewing if there are any other children under-five in the house besides the 7 children you have already recorded information for. If yes, please go to 19.30 and ask how many **additional** children there are and record the number.

END OF MATERNAL HEALTH SECTION \_\_\_\_\_

## **Section 20: Women's Activities**

This is the final section of the questionnaire. It is divided into two parts.

The first part is asked to the female member who is the wife of the head of the household, or the most active and important female member of the household, or in the case of a female-headed household it is asked to the head of the household.

The second part is asked to every female in the household from the age of 10 years.

Part 1 – household level questions asked to the main female. Questions 20.1- 20.10.

- Question **20.1**- you should record the ID CODE of the main female in the household, who will answer the first part of this section for the household.
- Question **20.2**. This is a fairly complicated question. We wish to know who decides various purchases, decides on health care, education and marriage of children in the household. You should ask, for each possible decision item, which family member or members makes the decision.
- Please review the possible choices of who makes the decision carefully so that you will be able to code correctly when the woman respondent tells you who decides. Do not read all the possible choices to her.
  - For example, if the household consists of the head, his wife, their son, and daughter-in-law and the son's two children, if you ask who decides on purchase of food and the woman respondent (the wife of the head) replies that she decides on all the food, you would code 2 for "spouse of household head or female household head decides alone".
  - If the woman says for the "spending on health treatment for other adult females"

- that in the case of her daughter-in-law her husband and her son decide, you would code 6 “head/father and other male members decide”.
  - If for “spending for medical treatment for children” the woman says that her son and daughter-in-law decide, you would have to code 7 “other combination of persons decide”.
  - For “care of elderly” since there are no elderly in this household, you would code 8 “does not apply to this household”
- If you are in doubt what choice to make for the persons who make a certain decision, write the names of the persons who make the decision in the margin, and then speak to your supervisor to help in figuring it out.

Part 2 – individual level questions to be asked to every female in the household 10 years and over

You will be asking a number of opinion questions, and sensitive questions that relate to ownership or control of assets. If possible take each woman in turn into the privacy of another room. If this is not possible, explain to the others that you wish to keep the answers private, and conduct the interview with each woman in the corner of the main room in a low voice.

There are spaces for 10 women to be interviewed in the second part. You should begin with the head female in the household, the woman who answered the first part of this section. Then, consulting the roster, you should ensure that every female 10 years and older has been recorded in Question 20.11

- **QUESTION 20.11: ID CODE**

Please record the name and ID code from Section 1 – (Household Register) for **each eligible woman** in the household. An eligible woman is every female in the household who is 10 years or older. Since you are recording the name and ID code of each eligible woman before you start interviewing them, please make sure you enter information for the correct woman in the correct column.

**QUESTION 20.12: RESULT CODE**

The given answer choices are:

**Result Codes:**

1. Completed
2. Not at home
3. Partly completed
4. Refused
5. Incapacitated
6. Other \_\_\_\_\_ (SPECIFY)

Please record “2” if the person was not at home, “4” if the person refused, “5” If they were not able to participate and “6” if they gave any other reason for not participating. If the person agrees to participate in the survey, please finish asking them all the relevant questions and then **come back** to 20.12 and record “1” for completed. If the person agrees to answer questions but they stop in the middle because they became busy and had other things to do, **come back** to question 20.12 and record “3” for partly completed.

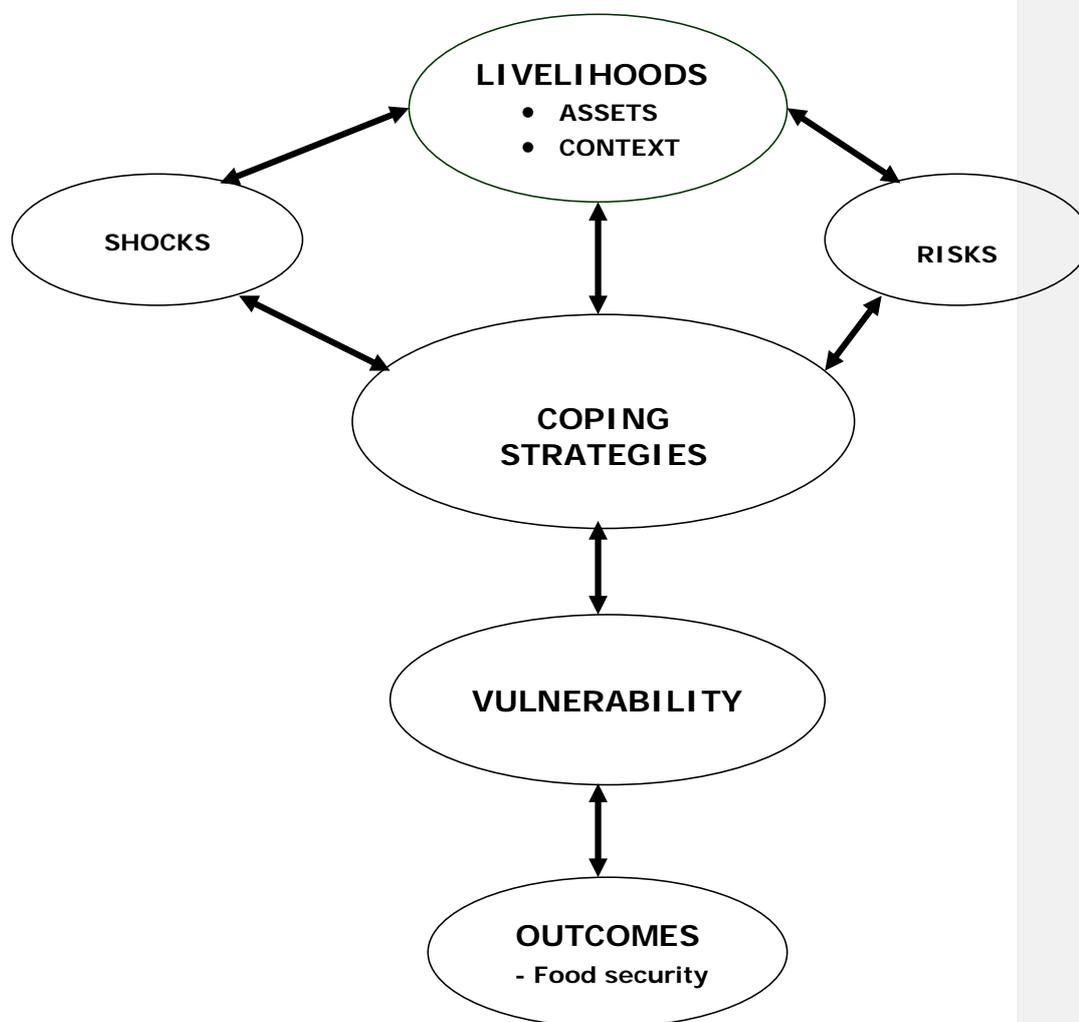
- Questions **20.13, 20.14** and **20.15**: We are checking what work the woman has done

in the past 30 days. This repeats some questions asked to the head of the household about every household member, but we may get different answers from the women, since the head may not want to admit that the females of the house do work. The questions ask about three types of work:

- In 20.13 we are asking if the woman works for a company, business, organization or anyone not a member of the household (including agricultural work if it was for someone who is not a household member). So this is work for someone or for a business, and the person cannot be a household member or the business cannot be a household business.
  - In 20.14 we are asking if the woman works on the family land doing any kind of agriculture work, or if she cares for livestock or poultry. In some cases, women tend the poultry in the compound. If so, you would answer ‘yes’ here. It does not matter if the woman is paid or not paid for the agriculture work or tending the livestock.
  - In 20.15 we ask about work that a woman does on her own - handicrafts or weaving for example- or for a business run by the family or a member of the family. For instance, if the head runs a shop and the woman helps in that shop, you would answer ‘yes’ here. |or if the woman makes cheese that her son sells at a market, you would answer “yes”.
- Question **20.16**: Can you decide what to do with earned money. There is no reference period here (this does not refer to work only in the past 30 days) but is a general question. If the woman says she does not do any income generating work, code 1.
  - Question **20.21**: Reasons to leave the household compound. This question has a reference period of the last 30 days. It gives many possible reasons that a woman may have left the compound. You should read each of the possible reasons to the woman and mark any that she says yes to – the woman should be reminded that this is for the past 30 days. For instance if she says that she has gone out for Eid and that is not within the past 30 days, you should make it clear again that you are asking for the past 30 days.
    - If a woman says that she has not been out of the compound at all in the past 30 days, you do not have to read all the choices, just mark “ did not go outside for any reason in the past 30 days” then skip to Question 20.23..
  - Question **20.26- 20.40**: These questions ask if the woman owns the following assets: jewelry, livestock, land and dwelling. If the woman says she personally owns [the asset], she is asked how she acquired it and who would decide if she wishes to sell it. For livestock and land we also ask who decides how to use the profits.
  - Question **20.41**: This is a subjective question – it depends only on the feelings of the respondent, and there are no right or wrong answers.
  - Question **20.42** : Use the cards provided to see if the respondent can read it. If there is more than one woman in the room who can hear what you are asking, please use a different card when you interview her.
  - Question **20.43**: Use the cards provided to see if the respondent can calculate. If the respondent can’t read, you can read the question to her and record if she gets the correct answer or not. If there is more than one woman in the room who can hear what you are asking, please use a different card when you interview her.

## Appendix 1: Key Concepts in Vulnerability Analysis

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## **LIVELIHOODS**

**LIVELIHOODS** can be described as:

- The ways in which people access and use resources to pursue strategies for their survival and to reduce vulnerability to shocks and risks;
- The sum of the means by which people get by;
- Or simply, livelihoods can be thought of as strategies people use to make a living in the present and to survive into the future.

For example, a farmer grows wheat for immediate household needs, for cash from sale in the market, and for a seed store for a future harvest.

The initial components of a livelihood are **ASSETS** and **CONTEXT**.

**ASSETS** can be social, human, natural, physical, and financial.

- Social assets can be family or community networks;
- Human assets can be ability to work or skill or education level;
- Natural assets can be land, water, or forests;
- Physical assets can be houses, animals, carpets, or a weaving loom;
- Financial assets can be cash, savings, or other financial resources.

Assets form the bases of livelihood strategies for individuals, households, and communities.

The **CONTEXT** is shaped by the political, social, religious, and natural environment.

- Political context is the power structure or decision-making system within which an individual is governed;
- Social context is the set of rules that determine an individual's position in the family or community;
- Religious context provides the parameters that determine the choices, options, and actions of an individual, household, or community;
- Natural context is the physical environment in which an individual, household, or community is located.

The context in which assets are found and employed will determine the way in which an individual, household, or community will pursue their livelihood. Context can have positive or negative effects on a livelihood. For example, social and religious context will support the most needy through charity, but may prevent women from accessing certain types of employment.

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## **SHOCKS AND RISKS**

**SHOCKS** and **RISKS** can be described as:

A **shock** is:

- An event that usually has negative consequences for the majority of individuals, households, or communities;
- A shock can be natural, economic, political, or social in nature;
- A shock can come at the individual level (such as illness), the village or community level (such as landslides or locust plague), or the national level (such as civil war);

- Shocks can also be entirely external, such as a collapse in the world market (export) price.

A **risk** is:

- The likelihood of a given shock occurring, for instance, the proximity of a family's house to a flood plain will determine risk to the flood;
- Risks are likely to be heightened in zones prone to natural disasters, or conflict, or in populations exposed regularly to epidemics;
- Hazards bring risks: an individual, household, or community is better able to fend off a risk (e.g., a disease) when they have greater resilience to the hazard (e.g., through better health);
- A household will be at greater risk of food insecurity if they
  - Do not have able-bodied workers in the household;
  - Live far from health care facilities, transport links, or markets;
  - Have little or no access to land;
  - Have a low level of household or productive assets.

The set of a household's assets partially determines how they manage risks and shocks. For instance, a household with a good store of wheat (physical asset) will be better able to survive the hungry season, and a household with a variety of assets (weaving looms, livestock, draught animals, human labour, etc) will be in a better position to diversify sources of income during lean times. Likewise, an individual with an education (human asset) will be better able to find a job if forced to move to a city during a drought.

Individuals, households, and communities also manage risk and shocks through their **coping strategies**.

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## COPING STRATEGIES

**COPING STRATEGIES** can be described as:

Coping strategies

- Are how an individual, household, or community adjusts their livelihood strategies in response to shocks or risks;
- Will depend on the nature of the shock or risks;
- Are embedded in livelihood systems; for example, a farmer will use different coping strategies (such as crop diversification) than will a trader (such as varying trade routes in conflict zones);
- Will depend on the assets or resources that are available;
- Will depend on the context (political, social, religious, and natural) in which the individual, household, or community lives;
- May have positive or negative impacts on the livelihood strategies and outcome; for instance, diversifying crops may protect against a shock to the price of wheat, but selling productive assets (such as a milking cow or weaving loom) may decrease livelihood options and erode future coping strategies;
- May be employed *in anticipation* of a shock; for instance, households may sell their livestock before the peak of a drought if they expect livestock prices to drop. In this way, the appearance of coping strategies can serve as an indication of coming hard times.

Some coping strategies are called **crisis strategies**. These are used when common coping strategies have failed to deal with the shock. Crisis strategies may include migration, repeatedly skipping meals, severe depletion of productive assets, and

separation of families. Crisis strategies often lead to increased vulnerability. It may be many years before a household can recover from the increased vulnerability that accompanies the exhaustion of normal coping strategies.

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## VULNERABILITY

**VULNERABILITY** can be described as:

- Vulnerability is determined by the combination of livelihood strategies, shocks, risks, assets, context, and coping strategies;
- Individuals, households, or communities are vulnerable if they are not able to cope with some or all aspects of adversity or shock;
- Individual, households, and communities are vulnerable if the combination of their livelihoods and coping strategies is likely to increase their exposure to risks and shocks, thereby making them more vulnerable in the future;
- The level of vulnerability is also determined by place in society, and is influenced by gender, age, social or political status, economic or physical well-being, ethnicity, geographical location, etc;
- Vulnerability comes in different forms: some people are vulnerable to food insecurity, others are vulnerable to disease, others are vulnerable to economic crisis;
- Vulnerability is linked to poverty, but is not the same as poverty: not all poor people are vulnerable and not all vulnerable are poor. For example, a big landowner is vulnerable to crop disease, but he is not poor. A poor person with no assets is less vulnerable to theft.

Coping strategies will lessen or increase vulnerability. Likewise, vulnerability will affect the available range of coping strategies. For instance, a more vulnerable household is likely to have already sold most essential and productive assets, and thus can no longer employ asset depletion as a coping strategy.

The combination of livelihoods, coping strategies, and vulnerability will determine the ultimate **outcome** for the individual, household, or community.

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## OUTCOMES

**OUTCOMES** can be described as:

- An outcome is the end result of a livelihood strategy,
  - made up of assets and context,
  - affected by risks and shocks,
  - determined by coping strategies,
  - influenced by the extent of vulnerability;
- An outcome can be the levels of production, education achieved, or job obtained;
- An outcome can be the desired livelihood (such as being a teacher), or can be the state that the individual, household, or community is seeking to achieve, such as good health or food security;
- An outcome will determine the set of assets, the context, and the livelihood strategy to be employed in the future.

For the purpose of this assessment, we are focusing on one possible outcome-- **food security**.

### FOOD SECURITY

Although "food security" has been defined many different ways over time, we are using the following definition:

*Food security is achieved when all people at all times have secure access to the sufficient quantity and quality of food needed for an active and health life.* S. Jaspars and W.J. Fielding, "Rapid Emergency Food Needs Assessment: Analytical Framework and Approach," Afghanistan: 2002.

The chart below helps to explain what we mean by food security. The column on the right explains what we mean in each part of the definition in the shaded column on the left.

Food security is achieved when...	
...all people...	<i>Poor or otherwise</i> <i>Infants and adults</i> <i>Agriculturists or pastoralists</i> <i>Urban or rural</i> <i>Close to or far from roads etc.</i>
...at all times...	<i>From year to year</i> <i>Season by season</i> <i>Month by month</i> <i>Week to week</i> <i>In times of disaster etc.</i>
...have secure access to... (physical, economic and social)	<i>From their crops or animals</i> <i>Fish or wild foods</i> <i>From markets or relatives</i> <i>From food aid etc.</i>
...the sufficient quantity...	<i>Of food energy – typically based on 2,100 kcals/ person/day</i>
...and quality... (safe, nutritious and culturally acceptable)	<i>From the right mixture of carbohydrates, proteins, fats, minerals and vitamins</i>
...of food...	<i>Whether cooked or uncooked</i> <i>Whether in solid or liquid forms</i>
...needed for an active and healthy life.	

The two key components of food security are **availability** of food and **access** to food.

**Availability of food** is a measure of the food that is, and will be, physically available in the relevant vicinity of a population during the given consumption period through a combination of domestic (national) production, stocks, trade and transfers. In other words, is there enough food available at the individual, household, community, district, provincial, and national level?

**Access to food** is a measure of the population's ability to acquire available food during the given consumption period through a combination of its own production and stocks, market transactions, and transfers. In other words, if there is food available, are individuals, households, communities, districts, provinces, and nations able to access sufficient amounts of this food?

## **Appendix 2 - Event Calendar in Afghanistan** (only in Dari (Persian) in both Dari and Pashto manuals)

## **Appendix 3 – Terms of Reference for Surveyor, Team Supervisor, and Regional Supervisor**

### **NRVA 2007-08 SURVEYORS**

Under the general supervision of CSO/MRRD/WFP national and international staff, the direct supervision of the team supervisor and area Supervisor for the National Risk and Vulnerability Assessment (NRVA), the NRVA Surveyor will perform the following duties:

1. The surveyor will work as part of a team. The surveyor must behave in a manner that is part of a team and in the interest of maximizing the efficiency and quality of the data collected, while maintaining respect for the community members and household respondents in line with acceptable Afghan social norms.
2. To conduct in a timely and precise manner and following the guidelines provided, and according to the instructions given during training, Household interviews, District price, and Male and Female Shura interviews for the NRVA in all selected districts and villages for the team he/she has been assigned.
3. To document fully any refusals or other reasons for a selected household not being interviewed, thus requiring the replacement of that household by one of that reserve households. When a replacement occurs, be in contact with the team supervisor and Regional Supervisor
4. Maintain contact with the team supervisor and regional supervisor on a daily basis to inform of any security concerns, problems in the field of any kind, and progress made.
5. Each interview will be fully executed in the presence of, and in a respectful manner to, the interviewee – market traders, community and household members.
6. Every aspect of the questionnaire will be considered and discussed during the interview with the interviewee, and before leaving the village, the Team supervisor will crosscheck the information collected from each of the team members and make sure that the data collected in the village is accurate and the form is properly filled.
7. On a daily basis, the surveyor will compare and discuss the results of the interviews with his team supervisor and team members, particularly to discuss ways to improve the survey implementation.
8. Within the timeframe of the survey, the surveyor will perform any other related duties to ensure smooth implementation of the survey.

9. Write the numbers that are required to be written in the questionnaire in a clear and legible manner, within the box for the answer, so that the Teleform program can read the numbers properly during data entry in Kabul.
10. Keep all pages of one questionnaire together in the envelope provided so that pages do not get mixed.
11. Surveyors should try to complete assessment of enumeration areas and the whole enumeration areas to be assessed based on the schedule for each month on time as the data management needs further processes.

#### **TEAM SUPERVISOR**

Under the general supervision of CSO/MRRD/WFP national and international staff, the direct supervision of the Regional Supervisor for the National Risk and Vulnerability Assessment (NRVA), the NRVA Team Supervisor will perform the following duties:

1. Lead and supervise a survey team of 5 members (including him/herself) in the field, by accompanying the team on every field day when they are interviewing (the team will interview from 10-22 days per month depending on the province).
2. Be responsible for the appropriate introduction of the team and the purpose of the NRVA to the Provincial and district level Government authorities, and local community Shura.
3. Help the team to conduct Household interviews in the same manner as the ToR's of the NRVA Surveyors. Coordinate and assign surveyors to conduct interviews, both at District for market price collection, and for Household level. This coordination should maximize the use of the team's time in each community, and to ensure that the correct number of interviews are conducted.
4. Document fully on the appropriate form any assigned households that refuse to be interviewed or for which the enumeration cannot be carried out for any reason (household head away, death in the family, household cannot be found, etc.). Assign a reserve household from the list for replacing this household. If there are more than two such replacements, contact the Regional Supervisor to discuss the village and how to proceed.
5. Resolve any queries from team members during the interviews, if possible. If not possible to resolve at the time of enumeration, contact the Regional Supervisor, and await the response. Collect the completed questionnaires on a daily basis from the surveyors in the team and place them in a clearly marked and referenced village envelope.
6. Be responsible for the GPS and the geo-referencing of the villages.
7. There will be two days of visits to a village. After the first day, the supervisor should verify each completed questionnaire fully, to ensure that it is entirely filled in and that there are no inconsistencies. The data should be cross-checked with the provided guidelines, and the reference codes should be checked. Any problems noted should be discussed with the

appropriate surveyor and corrected with a return visit to the household during the second day in the village. For surveys done on the second day in the village, the supervisor must review in a quick manner the questionnaires before leaving the village, so that a revisit is made immediately if anything is identified.

8. Within two days following the completion of the village enumeration, the surveyor must carefully review all the questionnaires done in the village, especially those done on day 2. Any missing data or inconsistencies should be discussed with the appropriate enumerator. If a phone number has been supplied by the head of the household, the inconsistency or missing data may be resolved with a phone call if it is not wide-reaching problem. For households without phone numbers or if the problem is larger (section missing, number of household members inconsistent, etc, etc) the supervisor should schedule a return visit to the village.
9. Be responsible for ensuring that the appropriate key informants for the male and female shura interviews are convened at each village visited, and personally conduct the shura interviews in each village.
10. Collect market price data from the main food market of the assessed village of each month at monthly bases.
11. The supervisor will have five days extra work in the field each month. The supervisor will carry out revisits to any household for which he or she has determined that there are inconsistencies, problems or missing data for the questionnaire. Furthermore, if problems are discovered in Kabul at the data entry stage, questionnaires will be sent back to the supervisor, through the Regional Supervisor, for revisits to complete the questionnaire. The supervisor will document the cause of such revisits, and the surveyor who did not complete the questionnaire properly. The other task for the five extra days in the field, and the one that should take up most of the five days, is revisiting selected households for a short revisit interview (10-15 minutes) to ensure that the original interviews were properly completed. A form will be filled out for each household revisited. The list of households to revisit will be determined from a list sent from the Regional Supervisor.
12. Send the revisit forms to the Regional Supervisor, and discuss any inconsistencies or problems encountered. (Ongoing problems with specific surveyors may result in the replacement of the surveyors.)
13. Coordinate and compile the briefing summaries of observations for each district surveyed, including problems encountered according to the experience of the team.
14. Be responsible for ensuring that the village visit schedule is given to the District Administrative Office to enable Regional Supervisors can track the progress of the team. Update the schedule with changes that occur.
15. Within the timeframe of the survey, the team supervisor will perform any other related duties to insure smooth implementation of the survey.

16. Manage the Teleform questionnaires in such a manner ensure that they can be scanned easily once they are returned to Kabul for data processing, while ensuring the pages do not get mixed up as this year questionnaires will not be stapled together.
17. Place all village surveys in a clearly marked and referenced Province envelope and arrange for its delivery to the Regional Supervisor according to the monthly schedule.

### **REGIONAL SUPERVISOR**

Under the general supervision of CSO/MRRD/WFP national and international staff, and under the direct supervision of National Risk and Vulnerability Assessment National Coordinator, the NRVA Regional Supervisor will perform the following duties:

1. Ensure that the fieldwork and data collection of the NRVA runs smoothly, and to the highest standard of quality that is expected of the NRVA.
2. Supervise, assist and provide technical guidance and guidelines to the team supervisors during their fieldwork activities. Be available at all times to discuss problems encountered during field work and resolve them in a timely manner by contacting head office if necessary.
3. To ensure that survey teams are supplied with printed Teleform questionnaires, and that the management of the forms is such that they are maintained in the condition that will facilitate easy scanning.
4. To ensure that surveyors are performing their duties according to the guidelines provided them and to the quality expected of them.
5. To check that that survey teams have visited the villages and district markets assigned to them, and to crosscheck to ensure that the correct number of household interviews and male and female shuras interviews are being returned from each of the districts.
6. To randomly visit survey teams and evaluate the quality of the interviews conducted. Shadow and backstop a team throughout the whole process of assessing a community. Give feedback at the end of the day to the team on strong points and weak points observed, and how the weak points can be strengthened.
7. To report to NRVA national coordinator in Kabul if there are issues of practical and logistic implementation or quality of the work of the surveyors that the Area Supervisors themselves cannot immediately address.
8. To review and screen all the questionnaires with the surveyors and team supervisors concerned before sending the forms to Kabul. No changing of data is to be done by the

Supervisor to make it seem more logical. Any changes must come from revisits to the household, or from corrections by the surveyor if they realize that they have made an error. Any cleaning of questionnaires must be documented and sent back with questionnaires to Kabul. Records of number of households are refused to be interviewed or replaced due to replacement or other reasons and any villages entertain the NRVA survey teams should also be kept.

9. After completion of the field survey in all selected villages, the regional supervisor will consult the Team supervisor and prepare a brief summary of their observations on the weaknesses and strengths of the NRVA 2007-08 survey.
10. At the end of the survey, the supervisor will evaluate the overall performance of each team.
11. Should take part in the random checks of household already interviewed by the survey teams with team supervisors, to ensure that the data is being collected properly. Use the lists sent out from head quarters to do these random checks, and transmit the results of the revisits to the households within 2 days to head quarters on the form provided.
12. Maintain contact with the Headquarters to advise of any field problems encountered that could not be solved, and any on-going security problems.
13. Responsible for delivering the forms sent out from Kabul to the teams monthly and arranging transportation of the forms back to Kabul monthly. He or she also should do the payment arrangement of the assigned region's teams, make the payments and return the signed payment sheet to the head quarter on a monthly base in a fully transparent manner.
14. Responsible to ensure that the assigned and recruited enumerators are taking part in the field work of NRVA 2007-08 and inform headquarters if any team member wants to leave the job.
15. As the Regional Supervisor is entitled to separate transportation cost, so he/she has to use it for supervision of the teams in his region of responsibility.
16. Provide a monthly report of his activities and the work of the team, and the main issues to be considered by headquarters. Submit reports by the 25<sup>th</sup> of each month.
17. Ensure that his/her region's forms are fully scanned on monthly basis and give feed back to team members with problem in their forms and guide them how to avoid and limit mistakes that delay the processing.

## Appendix 4 – Example of PSU (cluster) Tracking Sheet

### National Risk and Vulnerability Assessment 2007-2008

#### PSU (Cluster) tracking form

Cluster No:

**0180**

Target Month

**1**

Province | 1 | کابل

District | 105 | قره باغ

Village / Nahia | 28 | کاریز | Sub-Nahia | 0 | Block | 0

HH No.	Dwelling No.	List No.
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Head of the Household	Number of persons in 2003				
	Total	Total		Under 18	
		Male	Female	Male	Female

<b>01</b>	9	16
<b>02</b>	38	55
<b>03</b>	67	94
<b>04</b>	100	134
<b>05</b>	135	173
<b>06</b>	160	212
<b>07</b>	183	251
<b>08</b>	208	290

Abdul Shahi	3	2	1	1	0
Amanuatullah	2	1	1	0	0
Moh. Khalid	9	4	5	3	3
etc.	3	2	1	1	0
	8	4	4	2	3
	3	2	1	0	0
	7	2	5	1	2
	3	2	1	1	0

Reserve households

<b>11</b>	182	248
<b>12</b>	141	184
<b>13</b>	100	133
<b>14</b>	36	52

	6	4	2	2	1
	6	4	2	0	0
	2	1	1	0	0
	4	1	3	0	1

Only Team Supervisors can authorize the use of reserve households.

If reserve households are used, explain the reasons in full detail:


## Appendix 5: NRVA Background

### THE BEGINNING OF THE NATIONAL RISK AND VULNERABILITY ASSESSMENT – NRVA – IN 2003

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#### BACKGROUND:

- November 2002: The MRRD called for a stakeholder review of the methodology of the 2002 WFP VAM Countywide Assessment of Food Needs. As WFP/VAM was the only technical unit that has had the experience and capability in Afghanistan to conduct countrywide food security assessments for two years in a row, the purpose of the stakeholder review was to explore ways in which the VAM methodology could be expanded to meet greater information needs of stakeholders in the country, allowing for data that could be used to guide government policies and plan interventions beyond food aid.
- February to March 2003: A coordinator hired on behalf of the government by the Afghanistan Research and Evaluation Unit – AREU – arrived to lead the stakeholder review. Key stakeholders included the MRRD, Ministry of Agriculture and Animal Husbandry (MAAH), the Ministry of Health (MoH), FAO, UNICEF, and NGO's that are involved in food security activities in Afghanistan. The process is initiated, and all relevant Ministries, Agencies, and NGO's are consulted on requirements and needs for incorporation into the VAM methodology.
- April 2003: Stakeholder needs were consolidated, and an Afghan team comprising of Ministerial, WFP VAM, FAO, and NGO stakeholders, together with representatives of UNICEF, prepare a methodology in Mazar that incorporates all needs – where possible – of the stakeholders.
- May 2003: The developed methodology is presented to the stakeholders, comments and feedback received and incorporated into the methodology. This methodology has now become, and is called, the National Risk and Vulnerability Assessment - NRVA.
- June 2003: The World Bank becomes involved in the methodology of the assessment, and incorporates a poverty line questionnaire at the household level.