Study of the Impacts of COVID-19 and Other Recent Shocks in Haiti

February 2022 | Volume II – Annexes C, D, & E

IMPEL | Implementer-Led Evaluation & Learning Associate Award

ABOUT IMPEL

The Implementer-Led Evaluation & Learning (IMPEL) Associate Award works to improve the design and implementation of Bureau for Humanitarian Assistance (BHA)-funded resilience food security activities (RFSAs) through implementer-led evaluations and knowledge sharing. Funded by the United States Agency for International Development (USAID) BHA, IMPEL will gather information and knowledge in order to measure performance of RFSAs, strengthen accountability, and improve guidance and policy. This information will help the food security community of practice and USAID to design projects and modify existing projects in ways that bolster performance, efficiency, and effectiveness. IMPEL is a seven-year activity (2019–2026) implemented by Save the Children (lead), TANGO International, Tulane University, Causal Design, Innovations for Poverty Action, and the International Food Policy Research Institute.

RECOMMENDED CITATION

IMPEL. (2022). *Study of the Impacts of COVID-19 and Other Recent Shocks in Haiti (Vol. II)*. Washington, DC: The Implementer-Led Evaluation & Learning Associate Award.

PHOTO CREDITS

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DISCLAIMER

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ACRONYMS

ACF	Action Contre la Faim
BAC	Communal Agriculture Extension Office
BHA	Bureau for Humanitarian Assistance
CNSA	Coordination National de la Sécurité Alimentaire
CPI	Consumer Price Index
DFSA	Development food security activities
DHS	Demographic and Health Survey
ET	Evaluation Team
FCS	Food Consumption Score
FFP	USAID's Office of Food for Peace
FGD	Focus Group Discussion
GHI	Global Hunger Index
GoH	Government of Haiti
GHQ-12	General Health Questionnaire- 12
HDDS	Household Dietary Diversity Score
HDVI	Haitian Deprivation and Vulnerability Index
HH	Household
HHS	Household Hunger Scale
IFOS	Institut de Formation du Sud
IMPEL	Implementer Led Evaluation and Learning
IP	Implementing partner
IR	Intermediate Result
KI	Key Informant
KII	Key Informant Interview
KL	Kore Lavi
MAST	Ministère des Affaires Sociaux et du Travail
MSPP	Ministère de Sante Publique et de la Population
ODK	Open Data Kit
RFSA	Resilience Food Security Activity
SO	Strategic Objective
USAID	United States Agency for International Development
USD	United States Dollar
USG	United States Government
VSLA	Village Savings and Loan Association
WFP	World Food Programme

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ANNEX C: COVID-19 RESEARCH SAFETY PROTOCOL AND GUIDANCE

General guidance for planning and logistics:

- Avoid/minimize travel between regions and between regions and the capital
- Minimize duration of contact between data collection teams and households and time spent in the communities.
- Abide by local rules, regulations, and social/physical distancing guidelines
- Avoid large gatherings and minimize proximity
- Ensure adequate training of all staff and data collection teams on Do No Harm and safe approaches for face-to-face interviewing and knowledge of COVID-19 transmission and mitigation (including frequent handwashing with water and soap)
- Ensure availability of needed equipment/materials to mitigate virus spread (i.e., face covers, hand sanitizer, soap, and thermometers)
- Maintain close oversight and adherence to Do No Harm protocols
- Provide information on what to do/whom to contact in the event of a suspected COVID case (i.e., referral to health clinic)

Guidance to data collection teams when conducting interviews:

- Be respectful if households express concern or apprehension to participate in the interview. If households express reservation to conduct the interview for any reason, respect their position and move onto the next household
- Perform temperature checks every day before deploying
- Wear a mask or facial cover before, during, and after the interview
- Encourage the respondent to wear a face cover
- Conduct the interview outside or in a well-ventilated space
- Discourage other household members from congregating, if this is not possible, try to minimize the number of people present
- Maintain at least one-meter distance apart throughout the interview
- Avoid handshakes or physical contact
- Wash hands with water and soap or use sanitizer/hand alcohol – before and after
- Sanitize frequently touched surfaces (e.g., tablets).

Tulane University Research Protocol for Home Research Visits as part of Research Studies
Version 081420
Home Research Visits

PURPOSE: To describe the Home Research Visits program, provided under Covid-19 conditions

SCOPE: This Standard Operating Procedure applies to all the University Research staff who participate in Home Research Visits related to research studies, conducted by the University staff and approved by the appropriate IRB of record

DEFINITIONS:

Home Research Visits – Any services that are provided to research participants in their own home environment.

Covid-19 Conditions – That period of time that began in 2019 and is ongoing in 2020 that includes the current pandemic related to the disease Covid-19. Pandemic conditions include the respiratory virus, currently assumed to be aerosol in nature that includes significant risks associated with the virus.

ROLES AND RESPONSIBILITIES:

Research Staff, including Investigators, Directors, Research Nurses, Research Coordinators and all support staff

PROCEDURE:

Process Overview: This Standard Operating Procedure is designed to assist in reducing the transmission of Covid-19 while conducting Home Research Visits. This SOP does not include management of Covid-19 positive patients. Home Research Visits should not be conducted if anyone in the residence currently, or in the past 7 days, tested positive for COVID-19, or has been in direct contact with someone that has tested positive for COVID-19, or has new onset of COVID-19 symptoms. By traveling to subjects' homes and conducting Home Research Visits, there is an inherent risk of exposure to the Covid-19 virus within those homes. Whenever possible visits should be conducted remotely via teleconferencing or video. When a Home Research Visit must be conducted, every attempt will be made to instruct staff members to avoid exposure to Covid-19 through good clinical practice techniques.

IMPLEMENTATION:

The following are the Standard Operating Procedures to guide practice of Home Research Visits:

- To the extent possible, in person home visits should be replaced with virtual or telephone study visits on a platform that is both compliant with HIPAA and HIPAA-secure.
- If a Home Research Visit is necessary, follow the following recommendations:
- On the day of the scheduled Home Research Visit, research staff should conduct COVID-19 self-screening. Research staff should screen participants for COVID-19 symptoms** and household members in advance by phone *and* again at the time of the arrival at the subjects' homes. Document screening results in the medical record:

- Research staff will check the temperature of the participant and anyone else that will be present for the visit.
    - Ask, "Has anyone who is in the residence currently, or was in the residence in the past 14 days, tested positive for COVID-19, been in direct contact with someone that has tested positive for COVID-19, or have new onset of:
        - Fever or chills
        - Cough
        - Shortness of breath
        - Fatigue
        - Muscles or body aches
        - Headache
        - Loss of smell or taste
        - Sore throat
        - Congestion or runny nose
        - Nausea, vomiting or diarrhea

**Check https://www.cdc.gov/coronavirus/2019-ncov/faq.html

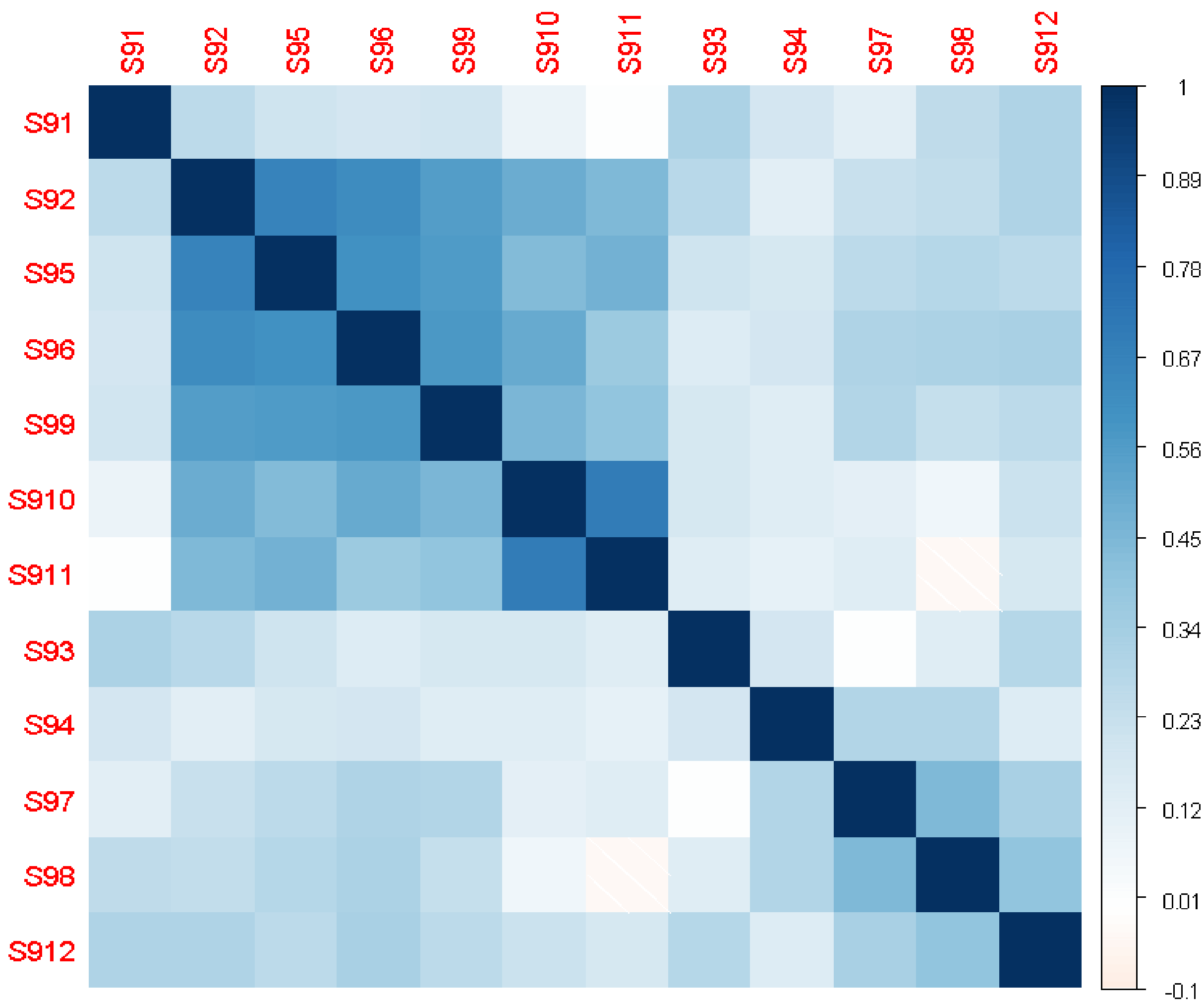
- If the subject or someone else in the home has the above symptoms, tested positive, or been in direct contact with someone who has tested positive for COVID-19, re-schedule the visit for another time.
- Conduct the visit outside of the house whenever possible, i.e. on the porch or in the backyard.
- If a parent or another person must be present for the visit, limit to one person in addition to the subject.
- Make decisions regarding the type of PPE necessary for each Home Research Visit prior to the visit and once in the home based on the associated risks encountered.
    - Face masks shall always be worn by research staff, the participant and any additional persons that are present for the visit.
    - Practice social distancing as best as circumstances permit. Try to stay 6 feet from participant or others whenever possible.
    - If once in the home, it becomes evident that someone in the home has been exposed to COVID-19, leave and contact the participant at a later time to reschedule the appointment.
    - Clean hands with soap and water or sanitizer before donning PPE.
    - Utilized Universal Precautions, Standard CDC precautions and assume that all blood, body fluids, secretions, excretions (except sweat), non-intact skin and mucous membranes may contain transmissible infectious agents.
    - The School of Medicine has determined that, at a minimum, any patient-provider interaction that will last >15 minutes requires both a face mask and a face shield. An extra precaution would be to consider use of both a face mask and face shield in addition to gloves and gowns for blood or other body fluid collection.
- Review CDC PPE requirements for donning and doffing https://www.cdc.gov/niosh/npptl/pdfs/PPE-Sequence-508.pdf

ANNEX D: GHQ-12 ADDITIONAL ANALYSIS

Strong correlations were observed among responses to the GHQ, with the most strongly correlated being S910: “Have you lost self-confidence?” and S911: “Do you think you are worthless?,” the questions with the lowest number of affirmative responses.

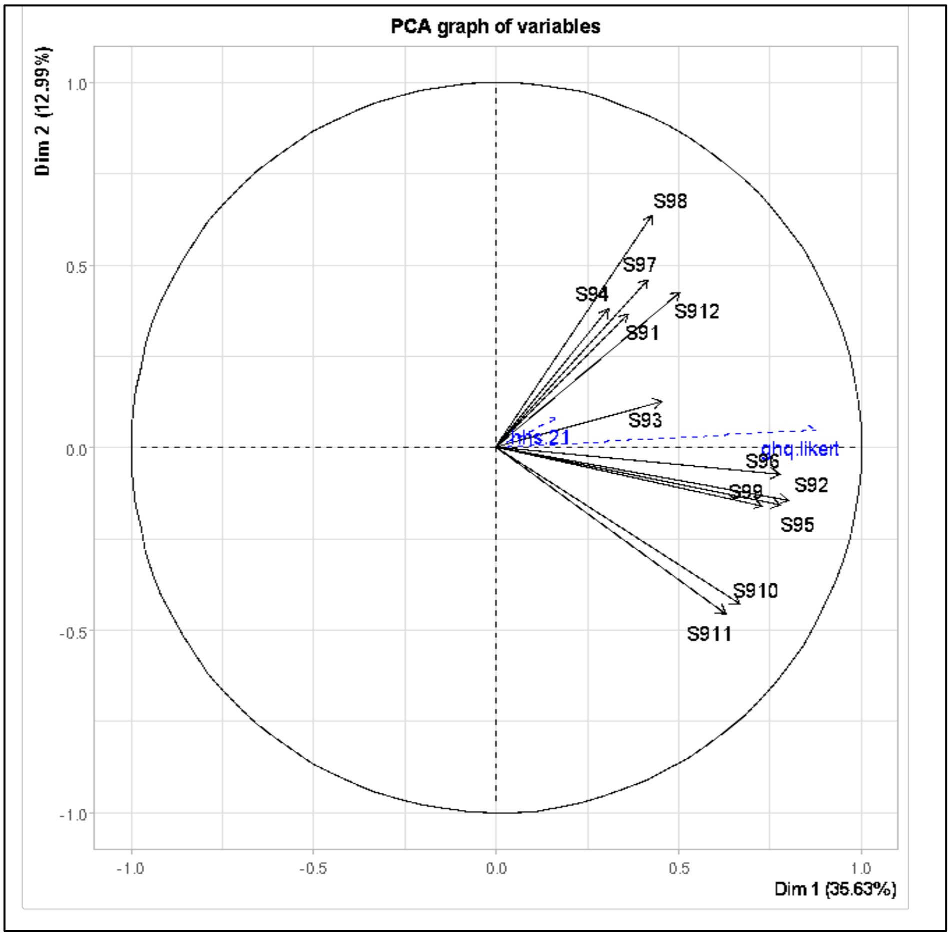
Figure 1: Correlations in GHQ-12 question responses

The GHQ12 questions are (abbreviated): S91- Able to concentrate?; S92- worries kept you from sleeping?; S93- play useful role?; S94- able to make decisions?; S95 – constantly under pressure? ; S96- unable to overcome difficulties?; S97- enjoy daily activities?; S98- able to cope with problems?; S99- felt unhappy/depressed? ; S910- lost self-confidence? ; S911- think you are worthless?; S912 – feeling relative happy?



While the overall GHQ Likert score was most strongly associated with the individual GHQ-12 questions “Have worries kept you from sleeping?”, “Are you constantly under pressure?”, and “Are you unable to overcome difficulties?” higher scores on the HHS were most closely associated with S91 and S97: “Are you able to concentrate?” and “Do you enjoy daily activities?” There were no significant associations with other measures of food security, such as the FCS or the HDDS.

Figure 2: Associations between GHQ12 question responses, overall scores, and the H HS



ANNEX E: PROTOCOL

Note that two protocol documents exist. The portions of the protocol related to the initial Kore Lavi quantitative impact evaluation were finalized in January 2020. After the impact evaluation was cancelled, and the objectives reoriented to a study of the impacts of COVID-19 and other shocks, a revised protocol document was drafted.

HAITI FINAL PERFORMANCE AND FINAL IMPACT MONITORING & EVALUATION PLAN

Implementer-led Evaluation & Learning Associate Award: Haiti Final Performance and Final Impact Monitoring & Evaluation Plan

Submitted: January 12, 2020

Associate Cooperative Agreement No. 72DFFP19LA00003

Submitted by Save the Children Federation, Inc.

Submitted by:

Save the Children

Prepared by:

Tulane University

ABOUT IDEAL

IDEAL is an activity funded by the USAID Office of Food for Peace (FFP) that works to support the United States Government's goal of improving food and nutrition security among the world's most vulnerable households and communities. IDEAL addresses knowledge and capacity gaps expressed by the food and nutrition security implementing community to support them in the design and implementation of effective development and emergency food security activities.

PHOTO CREDITS

Fruit and Frescoes: A selection of goods sits in stalls at the at the inauguration of a USAID-funded market. In the background, rich frescoes painted by local artists flank the market's walkways. 5/27/2011, Port-au-Prince, Haiti. Photo by Ben Edwards/USAID.

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SO	Strategic Objective
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A. BACKGROUND AND INCEPTION REPORT

1. Country Setting

Haiti has historically suffered from very high poverty levels, as measured by socio-economic indicators such as levels of undernourishment, stunting, and underweight Children coupled with poor performance in gross domestic product. Haiti was ranked 168th out of 189 countries on the United Nations 2018 Human Development Index.[1] The Global Hunger Index (GHI) for 2018 ranks Haiti 113 out of 119 countries, with 'alarming' levels of undernourishment, child wasting, child stunting and child mortality.[2] Chronic food insecurity is a significant challenge for Haiti. Almost one-third of Haiti's population is considered food insecure.[3] Moreover, the high incidence of climatic shocks, environmental hazards and the government's limited capacity to mitigate risks or respond to disasters further impedes the country's ability to improve socio-economic development. As a result, a majority of the Haitian population still faces significant challenges in all four pillars food security: availability, access, utilization and stability.

2. Project Description

Kore Lavi (KL) "Support to the National Food Security and Nutrition Program" is a Food For Peace (FFP) funded Development Food Assistance Project (DFAP) implemented in Haiti by a consortium of partners comprised of CARE Haiti (as prime), Action Against Hunger (Accion Contre la Faim, ACF), World Food Program (WFP) and World Vision (WF). The program started in August 2013, and a two-year extension was granted from the original October 2017 end date to September 2019.

The purpose of KL is to support the Government of Haiti (GoH) in creating a social safety net for food and nutrition security that prioritizes consumption of locally grown quality products. The overall goal is to contribute to reducing food insecurity and vulnerability in targeted communities by establishing a replicable safety net system and expanding government capacities to prevent child undernutrition.

KL covers communes found in five departments (Artibonite, Central Plateau, Northwest, Southeast and West-La Gonave Island) and 23 communes, targeting over 17,000 households. KL directly supports the Ministry of Social Affairs & Labor (MAST) and the Ministry of Health (MSPP) to deliver social services to vulnerable families. It has two safety net components: distribution of food vouchers to targeted families, and distribution of counseling and nutrition supplements to pregnant and lactating women. The nutrition components of KL were phased out in October 2017. The program budget was approximately USD $80 million for the first 4 years and USD $24 million for the two years of extension.

At the end of its implementation, the program is expected to achieve the following key results:

- National systems for vulnerability targeting strengthened.
- Access of extremely vulnerable households to local and nutritious food increased.
- Maternal and child nutritional status improved.
- Haitian institutions' capacity to effectively lead and manage safety net programming improved.

[1] United Nations Development Programme (UNDP). (2018). Human Development Index. Available at http://hdr.undp.org/en/composite/HDI
[2] International Food Policy Research Institute (IFPR). (2013). 2013 Global Hunger Index: Country case study: Haiti. Available at https://www.globalhungerindex.org/haiti.html
[3] United Nations World Food Programme (WFP). Haiti: Overview. Available at http://www.wfp.org/countries/haiti/overview

3. Kore Lavi Goals, Objectives, and Key Indicators

The overall program goal of KL is to strengthen the national social safety net and improve the food security and nutritional status of deprived populations in Haiti. To achieve this Goal, core programming under Kore Lavi is endeavoring to:

- Address the urgent needs of extremely poor households in the five departments of Artibonite, Center, Northwest, Southeast, and West/La Gonave, and
- Build Haitian institutional capacity to replicate and scale-up, at the national level, the knowledge, behavioral changes and models of social assistance for preventing food insecurity andmalnutrition.

Kore Lavi's Theory of Change (TOC) holds that positive and lasting transformation happen within interrelated domains:

- Where effective social safety net (SSN) programming and complementary servicesreachthemost vulnerablepopulationsandprotecttheiraccesstofoodwhilebuildingself-reliance,
- That achieve breadth and depth in behavior and social change needed to tackle under-nutrition among vulnerable women and children,
- That institutionalize accountability, transparency and quality of delivery for mutually reinforcing social protection programs under the leadership of MAST
- Where a targeted effort at the national level to improve programming for those in extreme poverty in Haiti can also help them to escape chronic food and nutritional insecurity and experience a dignified recovery.

Towards these ends, Kore Lavi has four Strategic Objectives (SOs) supported by 10 Intermediate Results (IRs):

- SO1: National systems for vulnerability targeting strengthened
    - IR1.1: MAST-led equitable vulnerability targeting methodology developed, tested and implemented
- SO2: Access of extremely vulnerable households to local and nutritious foods increased
    - IR 2.1: MAST-led, gender-responsive food voucher-based safety net model developed and implemented
    - IR 2.2: Inclusion of local foods in the voucher-based safety net increased
    - IR 2.3: Access to complementary services for safety net households increased (including particularly access to village savings and loan groups, or VSLAs)
- SO3: Maternal and child nutritional status improved
    - IR3.1: Household practice of appropriate nutrition behaviors to prevent malnutrition increased
    - IR 3.2: Capacity of community-based entities to promote appropriate nutrition practices to prevent malnutrition improved
    - IR3.3: Capacity of health facilities to deliver appropriate nutritional services strengthened
    - To achieve the third strategic objective, Kore Lavi implements a Social Behavior Change Communication (SBCC) strategy in line with the preventative approach focusing on the window of opportunity in the first 1,000 days of life.
- SO4: Haitian institutions' capacity to effectively lead and manage safety net programming improved
    - IR4.1: Institutional capacity of various levels of government to lead, coordinate and implement safety net programs reinforced
    - IR4.2: Capacity of civil society to monitor and support safety net programs reinforced
    - IR4.3: Government capacity to respond to food emergencies expanded.

4. Evaluation Purpose and Intended uses

This study makes use of mixed methods, employing a range of qualitative and quantitative data collection and analysis approaches. The work will be split into two stages, each with a separate report.

Stage 1: Final Performance Evaluation- This is the mainly qualitative assessment.

Stage 2: Final Impact Evaluation- This is the quantitative measurement focusing on the SO2 component of the activity.

The objective of the final performance (qualitative) and impact (quantitative) evaluations is to assess the development outcomes of the KL activities and implications for sustainability. Through qualitative inquiry, the final performance evaluation report will speak to challenges and lessons from the KL activities in order to increase learning across partners and USAID. Through quantitative inquiry, the final impact evaluation will attempt to measure the impact of the SO2 activities on food security and poverty of targeted households. Findings from both studies will also inform the design and implementation of future USAID investments in Haiti.

The primary audience of both evaluation reports will be USAID, as well as CARE and their consortium partners. The report will also be shared with the Government of Haiti and other stakeholders, particularly the Ministry of Social Affairs. USAID will make use of the findings from the evaluation to make presentations as part of a wider dissemination of best practices and lessons learned. The evaluation recommendations may be used by FFP to refine proposal guidelines and project policy. USAID/Haiti and GoH may use the evaluation recommendations for design of future activities.

The qualitative study will assess all four objectives of the KL program. The main objectives are:

- To analyze perceptions about practices and behaviors,
- To assess the quality of and access to services, organizations, systems, and safety nets,
- To evaluate targeting mechanisms used to identify vulnerable households,
- To assess the quality and effectiveness of food voucher delivery systems, and
- To capture lessons learned from the government handover process of MAST systems.

Particular attention will be directed at the processes and around the use of SIMAST (the GoH proxy means testing database). Changes in participant's lives as a result of the program will also be discussed as well as issues around participant exclusion and any effects of those dynamics. In addition, although SO3 was severely reduced during the extension award, efforts will be made to attain meaningful information about that objective. The design and will also seek to understand the context and community perceptions about key practices and behaviors.

The quantitative study will focus on the impacts of the Strategic Objective (SO) 2 activities (see KL strategic objectives further below).

5. Evaluation Approach

The approach to the final qualitative evaluation to be conducted in Haiti 2019 is unique. The Kore Lavi final performance evaluation will forego the population-based quantitative data collection used in the baseline study. Instead, the evaluation approach will utilize performance monitoring data, as well as qualitative interview methods, to robustly answer evaluation questions. Then, as a separate exercise, a final impact evaluation will conduct a follow-up survey to the baseline quantitative study will be conducted to measure the impacts of the SO2 related activities, using a quasi-experimental design with an intervention and comparison group.

Prior evaluations include a baseline study and a midterm evaluation. The baseline evaluation consisted of two separate studies (rather than two components of the same baseline). These were: 1) a mixed-method qualitative and population-based quantitative study of the Kore Lavi implementation area, and 2) an impact evaluation quantitative baseline of SO2 to study the impact of the food voucher safety net component of the KL program. Various changes occurred during program implementation, most significantly a decision to end interventions around SO3, maternal and child nutrition. Largely for this reason, FFP has decided not to conduct a population-based final evaluation, and will instead focus on conducting a qualitative performance evaluation, which will cover all of KL's SOs, including trying to glean information on lessons from SO3, even though those interventions were not implemented in the two extension years.

The qualitative performance evaluation will use KL project activity documents, including baseline and midterm reports, monitoring data, and qualitative primary data collection to evaluate the DFAP and document learning that can be used to inform future programming at CARE, FFP, USAID Haiti, and the Ministry of Social Affairs (MAST) Haiti. Data collection for the qualitative evaluation is scheduled for August 2019.

After completion of the qualitative evaluation, a separate impact evaluation to capture quantitative data concerning SO2 will be scheduled to take place from November 2019 to December 2020, in order to meet the evidence needs of USAID Mission Haiti and the GoH.

6. Study Objectives

The objective of this final evaluation is to assess the development outcomes of the KL and implications for sustainability. Evaluation results will speak to challenges and lessons that can be better understood through qualitative inquiry and increase learning across partners and USAID. Findings will also inform the design and implementation of future USAID investments in Haiti.

QUALITATIVE (FINAL PERFORMANCE) STUDY OBJECTIVES AND QUESTIONS

The objective of the purposively sampled qualitative final performance evaluation is to assess the development outcomes of KL and implications for sustainability. Evaluation results will speak to challenges and lessons that can be better understood through qualitative inquiry and increase learning across partners and USAID. Findings will also inform the design and implementation of future USAID investments in Haiti. Particular attention should be directed at the processes and collaborations of stakeholders around the use of SIMAST. To address the process portion of the evaluation, there will be an additional focus on "implementation methods and outputs" and on exploring "how well the project is following implementation plans and meeting targets, the acceptability of the methods employed to the participant population, and signs of changes that beneficiaries associate with project interventions."[4]

Consistent with the above methods, the evaluation will answer the following questions as defined by USAID:

Q1: To what extent has the project met its defined goals, purpose, and outcomes?

The ET will evaluate the contribution of Kore Lavi to USAID's efforts to *reducing food insecurity and vulnerability in targeted communities by establishing a replicable safety net system and expanding government capacities to prevent child under nutrition*.

[4] "USAID's Office of Food for Peace Policy and Guidance for Monitoring, Evaluation, and Reporting for Development Food Assistance Projects: Draft for Public Comment," September 2015, p. 12.

The ET will support these determinations using qualitative methodologies and document reviews when discussing the following:

- Project performance on indicators measured against targets set by the partners and FFP indicators*;
- Factors that promoted or inhibited the achievement of the project objectives, including but not limited to the effectiveness of interventions including MAST systems transfer to GoH, food voucher safety net, and earlier maternal and child health interventions.
- Plausibility of pathways and the determinants of achieving the key outcomes;
- Targeting strategies and their contribution to achieving project goals (especially with regard to gender and reaching the most vulnerable) including analyzing if the HDVI methodology systematically identified the poorest households;
- The appropriateness and effectiveness of interventions for the poorest individuals and HH's.

Monitoring indicators that represent proxies along the pathway to reductions in Depth of Poverty, stunting and underweight will be identified and studied.

Q2: Based on the evidence, which project outcomes are likely to be sustained?

The ET will evaluate the functionality and performance of systems and processes established independently KL, as well as in collaboration with the private sector, Government of Haiti, non-governmental organizations, and academic organizations to achieve project outcomes and sustainability. It will support its determination using qualitative methodologies that explore the following:

- The quality of the processes, systems, and institutional arrangements developed and/or strengthened to sustain the necessary and critical services;
- Communities' perceptions on the quality, frequency, effectiveness, and sustainability of the services provided by the project;
- The likelihood that service providers will continue providing services after the project ends;
- The motivation of the community and beneficiaries to demand and pay (or invest time) for the services;
- Whether the necessary resources and capacity strengthening will exist to sustain service providers;
- The extent to which the projects leveraged other USG and non-USG investments to achieve sustained outcomes as identified in the theories of change;
- Evidence of enhanced linkages with other service providers.

Q3: In each technical sector, what are the strengths and challenges of the selected interventions and their implementation, and how are these received by the target communities?

The ET will evaluate the effectiveness and relevance of the technical interventions to achieve project outcomes, and discuss those findings in relation to the theory of change. Determinations will be supported when discussing the following:

- Factors in the implementation and context associated with greater or lesser effectiveness in producing Outputs of higher or lower quality;
- Interventions and implementation processes deemed more/less acceptable to members of the target communities.

Q4: What are the key lessons learned and best practices that should inform future projects in the country?

During the course of research, the ET will identify best practices, strengths, and challenges in the project designs (including theories of change), that support project achievements, as well as approaches that should be considered favorably in designing future food and nutrition security projects and strengthening household and communities' resilience capacities.

The ET will support determinations using evidence when discussing the following:

- The unintended positive and/or negative consequences of the projects;
- Ways to minimize potential unintended negative consequences and systematically capture positive consequences.

Additional Evaluation Questions

In addition, the Evaluation Team will pay particular attention to areas of specific interest expressed by USAID. These include the following:

SO 2: Food Voucher-based Safety Net

- To what extent and in what ways is the project's food voucher-based safety net model shock-responsive when a natural disaster strikes. (KL voucher provided support for the drought response and Hurricane Matthew. How did the project respond? What were the challenges? What was the impact of the response?).
- What structural, governance obstacles exist that caused challenges to achieving this IR? How did the program try to overcome them? What would have been a more effective approach to establish more sustainability in the program to achieve the goal of replicating and scaling up Kore Lavi?
- What data has the program gathered that might show the economic or food security impacts of the KL program had at the household level? How might the experience of the program, supported by data, demonstrate to the Government the benefits of a longer-term food-based social safety net supported by the GOH?
- What are some of the most notable economic multiplier effects and how can these be quantified or demonstrated in terms of unanticipated positive outcomes? For example, what was the impact of the project on the market for fresh and dried foods? Will changes to these markets be sustainable after the end of the project? How did the voucher system impact partner market vendors? How did it impact non-partner vendors and non-beneficiaries?

SO 3: Maternal and Child Health and Nutrition

- How was CARE's work training community health workers, traditional birth attendants and other health professionals to improve nutrition practices coordinated with other donor activities and USAID activities?
- Did the health workers find this useful or was it duplicative of other efforts?
- How did they use the information?
- Are they continuing to use the information?
- Did the end of the food distribution under this SO dis-incentivize the work in the community on changing behavior/continuing to use the nutrition information provided?

SO 4: Haitian institutions' capacity to effectively lead and manage safety net programming improved

The Consortium measured capacity building progress against an internally developed evaluation system that showed improvements in readiness to assume leadership over the KL program.

- Was this evaluation system effective?
- Did it provide an accurate account of the 'readiness" of the MAST counterparts?
- Did the system take into account external, non-Kore Lavi, factors in 'readiness" of MAST to manage and assume ownership of KL activities?
- Did CARE meet its objectives of civil society engagement to monitor safety nets?
- Was this aspect of the program implemented evenly across the project implementation areas (ie across all 5 departments)? If not why not?

- What were the main achievements of this work and how did it benefit the overall results of the program?
- The results of IR 4.3 are unclear. Did the Consortium have a plan for this IR and how to achieve it?

Crosscutting Questions:

- Did the Consortium fully integrate gender across the program as was originally conceived in the program?
- What were the benefits and lost opportunities of this approach?

QUANTITATIVE (FINAL IMPACT) STUDY OBJECTIVES

The SO2 survey data collection is a follow up to the SO2 baseline data collection, and is the second step in the two-part evaluation process. Together, the two surveys will be used for a final impact evaluation of the SO2 activities (vouchers). The approach is a quasi-experimental design in which study participants are non-randomly assigned to an intervention or comparison group, rather than a true experimental design in which study participants are randomly assigned to an intervention or control group. This study is designed to determine whether changes in the identified key food security and poverty indicators for direct participant households over time are attributable to the SO2 intervention. The difference-in-difference (DID) will be used to evaluation the SO2 program.

B. METHODOLOGY FOR THE FINAL PERFORMANCE EVALUATION (QUALITATIVE)

The methodology of the final performance evaluation will consist of the following data collection activities:

- A desk review of documents and data relevant to the program,
- A purposively-sampled qualitative study based on Key Informant Interviews and Focus Group Discussions.

The evaluation team (ET) will begin with a desk review of KL project activity documents, validate their understanding of KL through consultations with USAID and the implementing partner, and lead a purposively-sampled qualitative study. While the evaluation will primarily draw on qualitative data, the Evaluation Team will also use available quantitative data (e.g. annual reporting data and secondary data) to answer the evaluation questions.

The Evaluation Team will consult with the Kore Lavi implementing partners in Haiti, USAID/Haiti Mission, and FFP/Washington teams to identify the most appropriate data collection and analysis methods.

The work plan, including the fieldwork plan, is found in Annex 1.

1. Desk Review

The desk review will serve two primary purposes. One purpose is to inform the evaluation design and implementation. Another purpose is to integrate information from project documents and other secondary sources with the primary source information collected during the fieldwork in order to generate a set of evaluation findings and conclusions. The desk review will also include an inventory of other reports and studies that may provide relevant information to the project themes or contextual information about Haiti, focusing on the areas of project implementation.

The review will include a range of program documents describing different aspects of program design, implementation, monitoring and evaluation, and results. Documents reviewed will contextualize the evaluation questions, as well as gain an in-depth understanding about the project design, implementation and the food security situation in general. Annual monitoring data will be reviewed to prepare for qualitative research, considered in relation to the evaluation findings, and incorporated into the report as evidence of evaluation findings.

The below documents represent the initial literature review. This list will be further developed during implementation of the evaluation.

- Project RFA and proposals
- Annual Results Reports (ARRs), Quarterly reports including Indicator Performance Tracking Tables (IPTTs) for performance against targets
- Midterm review and corresponding action plans developed by the project
- Baseline Study for the Title II Development Food Assistance Project in Haiti
- Haiti Demographic and Health Survey
- Monitoring data and field reports
- Sustainability and Exit Strategy Plan.

2. Consultation with Implementing Partners and USAID

As a supplement to the desk review, and in preparation for qualitative research, consultations with FFP and partner staff in Washington, DC and Haiti will allow the ET to corroborate its understanding of the design, approaches and interventions employed by the DFAP and acquired through the desk review. Prior to the beginning of field research, USAID and implementing partners will have the opportunity to review and provide input and feedback on the draft evaluation protocol and on data collection tools. Equally important, the ET will consult with FFP/Haiti and implementing partner (IP) staff post-data collection to validate initial findings.

After an initial briefing with USAID FFP staff, the ET will consult with the main IP (CARE) to discuss their expectations of what will be assessed in the evaluation, to brief the team on the overall activities of Kore Lavi, and to help identify other key information such as monitoring data that may inform the evaluation. The ET will also request lists of project implementation locations and specific activities, in order to inform the purposive sampling for the qualitative research in the field.

Additional discussions with CARE and other KL stakeholders will continue following these initial consultations. Initial in-country discussions help the ET go gain an understanding the context and to gather basic information about the program. In addition, the ET will seek information regarding the following:

- Areas of success,
- Missed opportunities,
- Evidence of sustainability,
- Initial thoughts/conclusions on KL from the partners,
- Specific challenges that may be hindering implementation of activities,
- Success stories or aspects of the implementation,
- Adoption of practices by community members not formally participating in FFP activities,
- Approaches to promote adoption of practices by non-participants
- Areas of learning and mechanism for knowledge sharing.

We anticipate that these initial sessions will be conducted over a few meetings with key staff during the first few days in country. Additional consultations with implementing partners (most notably CARE and FFP) over the course of the evaluation will ensure that key stakeholders kept informed of progress and findings as they are happening, rather than only at the end of the mission.

3. Qualitative Design

Qualitative research will involve a mix of methods including key informant interviews, in-depth interviews, observations, and focus group discussions. Qualitative methods will be used to collect information to answer evaluation questions, and also to support the interpretation of findings from the desk review.

The overall design of the qualitative study will include a variety of primary data collection methods, such as semi-structured in-depth interviews, group discussions, key informant interviews, direct observations and case studies. These methods - to the maximum extent possible - will ensure that if a different, well-qualified evaluator were to undertake the same evaluation, he or she would arrive at the same or similar findings and conclusions.

The research protocol submitted to FFP presents specific methodologies along with the proposed sampling methodology, the number and location of interviews, type of respondent and type of interview (KII, FGD, etc.) Following feedback, discussion and agreement (between ET, FFP/W, FFP/Haiti, and CARE), the ET will finalize the research protocol and methods, which will be translated in to Creole.

The evaluation team leader and members will be responsible for interviewing direct, indirect, and non-participant community members and households as well as looking for evidence of ongoing learning and activities. The ET will also be responsible for analyzing the qualitative data. The ET has engaged a local survey firm, IFOS, to complement the data collection effort, however they will not replace the Evaluations Team's role in data collection and analysis.

In addition to providing evidence and interpreting findings around the factors specified in the evaluation questions, the ET will also consider the efficacy of the following crosscutting interests:

- Project management,
- Performance monitoring,
- Strategies to improve gender equality at the participant and project management levels,
- Conflict sensitivity,
- Government system-strengthening,
- Lessons learned, best practices, and facilitators and inhibitors of sustainability.

The ET will begin by collecting data at the central level with FFP staff and implementing partners to get an overview of project activities, contextual factors that have influenced implementation, and changes in project implementation. Subsequently, the ET and IFOS will travel to communities located in the identified departments where Kore Lavi activities have taken/are taking place, to assess these interventions.

Through department and commune-level KII and FGD interviews, we aim to assess:

- The range and quality of activities being carried out,
- The appropriateness and effectiveness of interventions including cross-cutting themes such as gender and sustainability,
- The extent to which the projects have been implemented according to plan,
- The incorporation of findings and recommendations from the baseline study and mid-term evaluation,
- Perceptions related to strengths and weaknesses of the interventions, as well as positive and negative consequences of the KL activities.

The combination of data collection at the central, department, and community levels will allow us to identify factors that have enhanced or constrained achieving the desired objectives and longer-term sustainability. Key informant interviews will be carried out with FFP staff and implementing partners in Port-au-Prince as well as in the field. In-depth interviews, observations and focus groups discussions will be conducted in community settings.

The ET will use data triangulation to validate and interpret the research findings. This involves ensuring that findings are confirmed from multiple sources, indicating a general trend. In some cases, important findings that stem from only one respondent may be included if they indicate a specific scenario or case, though those cases will be identified as such, and not presented as overall trends. Data will be collected from a wide range of respondents including stakeholders involved in the design and implementation of interventions, influential village leaders, and KL participants (beneficiaries) as well as non-participants (non-beneficiaries). The research process will be iterative, with ongoing sampling and data collection guided by findings identified during the evaluation process.

The draft evaluation tools (discussion guides) are found in Annex 3.

4. Identification of Key Informants

Key informant interviews are one-on-one or small group in-depth and semi- structured interviews conducted with key program stakeholders. To the extent possible, interviews will be conducted in-person using a combination of prepared questions and follow-up probing questions, taking an average of 60 minutes to complete. To the extent possible, Key Informant Interviews will be held in each of the five departments where KL was active including: Artibonite, Center, Northwest, Southeast and West/La Gonave.

The following initial set of Key Informants will continue to be built upon throughout the mission:

- CARE
- ACF
- WFP
- World Vision
- MAST
- MSPP
- MCFDF
- CNSA
- CASEC
- World Bank

5. Selection of Community Sites Sample

The sampling strategies at both the community-level and the respondent-level will purposively capture the range of variability in project outcomes. Sampling criteria will capture the potential range of experience across the operating context for communities, participant respondents, staff and other stakeholders.

Implementing partners will be asked to provide lists of sites where interventions are being carried out and information related to the project activities. The sample will be designed with the goal of selecting communities that demonstrate a range of program activities and characteristics such as food security and livelihoods. Potential community sites will be identified during the first days of fieldwork planning, though an attempt will be made to prevent excessive forewarning of the communities to prevent potential bias. The assistance of implementing partners will be requested in organizing meetings for KII and FGD interviews.

Sampling for the evaluation will include both individuals who directly participated in the KL program and those not targeted with any intervention (non-participants). The ET is particularly sensitive to evaluating spillover effects, community equity issues, and to understanding the broader impacts of the program at the community level. In addition, the qualitative team will interview USAID personnel, project staff, knowledgeable people from the community, local government staff, community leaders, GoH officials and other agencies and individuals as appropriate. A complete list/map of these key stakeholders will be developed in collaboration with FFP/Haiti and CARE.

An initial sample size of 10 to 15 communes is envisioned, covering all five departments where Kore Lavi activities are taking place (Artibonite, Center, Northwest, Southwest, and West). The purposive selection of communities will include a range of program activities (coupons, VSLA, nutrition, hygiene, etc.) in different zones (urban, peri-urban, rural, etc.). In each commune, two to three focus groups will be conducted.

The following decision-making factors were used in selecting communes:

- Achieving, to the extent possible, a representative sample of program locations and stakeholder groups.
- To work in at least one commune in each of the five departments; eight communes in total.
- To be attentive to commune population variation and ensuring coverage of both peri-urban and more rural communes.
- Sites with a range of different respondent groups (beneficiaries, non-beneficiaries, vendors, etc.)
- A review of the baseline and midterm sample locations.
- The desire to follow-up on findings from previous FGDs with specific stakeholder groups.
- Include communes where multiple interventions took place and where a range of respondent groups is present (coupons, VSLA, vendors, non-beneficiaries, etc.)
- Consider climatic and geographical variations (i.e. presence of trees and sand, dry heat, drought, hurricane patterns, proximity to the ocean, border, etc.).
- Include communes that border the Dominican Republic to ensure consideration of the impacts of migration and cross-border trading.
- Travel, logistics, ease of access, security and working within a tight budget and a short timeframe.
- The availability of key informants to participate on the days the relevant members of evaluation team are in a particular location.
- The difficulties in finding respondents familiar with discontinued SO3 activities.

6. Identification of Focus Group Participants

Focus group discussions are facilitated discussions conducted with groups of 6-10 program beneficiaries and implementing partners. FGDs will be conducted using a combination of pre-prepared interview questions and facilitator follow-up probing questions and took on average around 60-90 minutes to complete.

The following initial set of Focus Group Discussions will continue to be built upon throughout the data collection planning and implementation:

- Voucher beneficiaries
- Nutritional supplement beneficiaries
- VSLA members
- Vendors
- Lead mothers and fathers
- CADEPs/CADECs
- Non-beneficiaries

The evaluation team will work with CARE to develop selection criteria to identify individuals in communities where project activities took place who were not direct project beneficiaries, but who can offer informed opinions about their outside perceptions of project activities.

In addition, during implementation the following may impact the sampling strategy:

- Logistical issues requiring the substitution of one stakeholder group for another, cancelation of planned FGDs, or the decision to forego certain communes where work had been planned.
- The availability of key informants to participate on the days the relevant members of evaluation team are in a particular location.

7. Evaluation Fieldwork

Evaluation fieldwork will commence with kick-off meetings with USAID at the US Embassy and with senior management teams from CARE and other implementing partners at the Kore Lavi headquarters in Port-au-Prince. After approval of the protocol and tools, the Evaluation Team will train enumerators for Focus Group interviews and field test the discussion guides. Training of the data collection teams will emphasize, among other aspects, the importance of accurate and ethically-sound data collection.

The Evaluation Team will then begin conducting a series of initial Key Informant Interviews in Port-au-Prince and begin supervising the fieldwork of IFOS interview teams. Two person teams from IFOS will conduct Focus Group Discussion in the following departments: Center, Northwest, Artibonite, Southeast and West/La Gonave. The ET will work closely with IFOS to oversee the data collection process, making field visits and when feasible in order to participate in interviews and focus group discussions. Additionally, the ET and IFOS will work collaboratively during the data collection phase to troubleshoot any logistical challenges and ensure the smooth transition from data collection to transcription and translation.

The ET will also work closely with the Kore Lavi staff to develop the fieldwork interview schedule and to receive appropriate introductions and contact information. The ET will also request the support of the Kore Lavi team to make the appropriate arrangements with the intended KII and FGD participants.

Interviewers will conduct all interviews and focus group discussions in the language in which the participant is most comfortable in speaking. Discussion Guides for each respondent group will be translated into Creole. With permission from the participants, a digital recorder will be used to record all Focus Group Discussions. (Key Informant Interviews will be recorded on a case-by-case basis, with the expectation that coding from KIIs will be primarily based on written notes rather than recorded transcripts.) In the event that a participant refuses to have their interview recorded, the interviewers' notes will be used to create a transcript of the respondents' answers to the questions.

All digitally recorded interviews will be shared with IFOS managers and the ET within 24 hours of completing the interview. IFOS will transcribe all digitally recorded interviews in Creole and then translate them into French. The ET will have both the local language and English versions of the transcripts. The transcripts will be verbatim, as heard on the audio recordings. Quality checks of the transcription will occur in the field. IFOS will produce the first set of transcriptions for examination one week following the start of interviewing. The transcription and translation process will logically extend beyond the data collection period; however, the ET envisions that all transcripts will delivered approximately two weeks after data collection ends.

Tulane will implement quality assurance and quality control activities before, during, and following data collection. Quality assurance procedures include thoughtful development of training materials, an interview guide, and a fieldwork plan. Training of the data collection teams will emphasize, among other aspects, the importance of accurate and ethically sound data collection. Quality control procedures will include clear documentation on how the data is collected, translated and transferred to Tulane, in-field monitoring, supervision and additional training if necessary, daily debriefings and problem solving sessions, and the consistent review of the transcribed interviews.

8. Data Analysis

After completion of fieldwork, the Evaluation Team will return to Port-au-Prince to consolidate its interview/discussion notes, begin writing-up their evaluation findings and conclusions and prepare a presentation of the team’s initial impressions for validation by USAID and other stakeholders.

To analyze the qualitative data, the evaluation team will create detailed summaries of all KIIs and FGDs drawing on their detailed interview notes. The evaluation team will then conduct a thematic analysis of the summaries organizing them into recurring themes and sub-themes associated with each of the evaluation questions and research hypotheses. Interviews and focus group discussions will be transcribed and translated in Port-au-Prince by IFOS. Data coding and preliminary data analysis will also take place in Haiti.

At the end of fieldwork, a validation workshop will be held at Kore Lavi headquarters with the participation of key members of the Kore Lavi and Kore Lavi consortium member management teams, USAID and other Port-au-Prince based program stakeholders. The initial findings will be presented for discussion, and the remaining analysis plan outlined. While the analysis at this point will only be very preliminary, it will allow for initial feedback from the key stakeholders and input on the interpretation of key findings to date.

All of the interviews and focus group discussion recordings will be transcribed. These data—the transcripts—will be codified based on key words and phrases. Data analysis will begin with sorting and organizing data, in order to summarize and synthesize the data for coding and analysis.

Drawing on the aforementioned criteria, the qualitative team will develop a set of key word codes, which they will apply on the qualitative data. During the data coding and analysis process, the team will add emergent codes, concept, meanings or relationships to the codebook. The findings from the qualitative study will be compared with findings from the desk review and analysis of performance data and combined into the final evaluation report.

9. Known Limitations to the Qualitative Evaluation Methodology

The Kore Lavi mid-term evaluation will rely almost exclusively on qualitative data collection methods. By its nature, qualitative data lacks representativeness. In this case, and owing to time and logistical constraints, the evaluation team will not be able to cover all of the program communes in the five program departments.

While the evaluation team is conscious of avoiding bias in the selection of study communes, logistical conditions make it impossible to visit certain communes within the timeframe allotted for the fieldwork. In those communes visited by the evaluation team it will not be possible to meet with all primary stakeholders. While the evaluation team will work with Kore Lavi to identify a set of representative communes and stakeholders in each department, these may not give a full picture of the program.

Because the final evaluation comes at the end of the project implementation period, this may limit the ability of the evaluation team to contact informants who are no longer engaged with the project, particularly those involved in SO 2 activities that ended in 2017. However, through close collaboration with the KL staff, the ET will endeavor to define a broad sample of respondent groups and to interview as many respondents as possible.

The evaluation will be careful in their analysis to separate unique occurrences from generalizable trends. Some findings, particularly those based on respondent anecdotes, may be true in certain cases, but are not necessarily representative of the program as a whole. To mitigate the risk of reporting anecdotal evidence, the evaluation team will capture findings that occur with sufficient frequency across different data collection methods to indicate that they provide useful insights into program operations and results. In those cases where the ET is required to draw on more limited anecdotes, or where we cannot comfortably assert that something generalizable in occurring, we will make this explicit.

10. Qualitative Evaluation Report

The ET will produce a well-researched and well-organized evaluation report, not to exceed 60-pages, that responds to all of the evaluation questions and explains the evaluation methodology in detail. The narrative of the report will use findings from the fieldwork to illustrate conclusions regarding what worked in the project, what did not, and why. All recommendations will be supported by a specific findings, and be action-oriented, practical and specific. Particular emphasis will be placed on the analysis of gender outcomes and impacts and the potential sustainability of project activities.

All findings in the evaluation report will be specific, concise, and supported by quantitative and/or qualitative evidence, and presented as analyzed measurable and verifiable facts, not simply a compilation of opinions. The ET will also contextualize qualitative findings regarding program achievements, taking particular care to explain findings that may not be representative of the experience of all participants and stakeholders. The report will clearly describe limitations to the evaluation, particularly attention the limitations of the evaluation methodology.

The format of the final report will include a table of contents, table of figures, acronyms, executive summary, introduction, purpose of the evaluation, research design and methodology, limitations, findings, conclusions, lessons learned and recommendations.

The draft report will be shared within FFP, USAID/Haiti, and with CARE for review and comment. The final reports will address and incorporate feedback, as appropriate, from the reviewers. Should the ET disagree with any of the comments, it will raise this with the COR immediately for discussion.

11. Background on Research Team

The qualitative study will require in-country participation from the Evaluation Team Leader and up to three subject matter specialists. In addition, the ET will be supported by a well-respected local survey firm, IFOS. The Evaluation Team possesses multi-sector expertise in food security, nutrition and field experience with rural integrated programming. Specifically, ET members have in-depth knowledge of the following technical sectors and cross-cutting areas, as outlined in table 1 below.

Table 1: Evaluation Team Roles and Responsibilities

Role	Responsibilities
Team Leader Peter Horjus	• Manage the entire evaluation, overseeing ET, and producing timely, high-quality deliverables. • Lead the development of all deliverables by delegating assignments to team members, then reviewing and consolidating their inputs • Deliver briefings and presentations to USAID and other stakeholders.
Deputy Team Leader John Berry	• Contribute significantly to the desk review, development of the design and data collection tools, data analysis, and report writing. • Conduct data collection and help oversee the data collection firms. • Provide subject matter expertise in the development of the evaluation design, data collection tools and data analysis. • Assist the TL to prepare and deliver briefings and presentations.
Technical Specialist (remote) Michelle Lacey	• Review and provide feedback on Evaluation Design, data collection tools, draft and final reports to ensure quality, focusing on evaluation logic. • Provide high-level guidance on methodology, major deliverables' quality, and any problems encountered during the evaluation. • Conduct in-depth review of deliverables.
Technical Specialist (remote) Nancy Mock	• Review and provide feedback on Evaluation Design, data collection tools, draft and final reports to ensure quality, focusing on evaluation logic. • Provide high-level guidance on methodology, major deliverables' quality, and any problems encountered during the evaluation. • Conduct in-depth review of deliverables.

C. METHODOLOGY FINAL IMPACT EVALUATION (QUANTITATIVE)

1. DESIGN

The SO2 survey data collection is a follow up to the SO2 baseline data collection[5] (collected between November 2014 and December 2015). Together, the two surveys will be used for a final impact evaluation. This study is designed to determine whether changes in food security and poverty indicators for direct participant households over time are attributable to the SO2 intervention.

[5] Food for Peace Impact Evaluation of the Kore Lavi Program's Strategic Objective 2 in Haiti. BASELINE HOUSEHOLD SURVEY FINAL REPORT

STUDY DESIGN

The proposed approach follows that set forth in the baseline study: a quasi-experimental design in which study participants are non-randomly assigned to an intervention or comparison group, rather than a true experimental design in which study participants are randomly assigned to an intervention or control group. For this study, the intervention group comprises vulnerable households that receive food vouchers through the SO2 program. The comparison group comprises comparable vulnerable households that do not receive food vouchers. Change in food security and poverty indicators will be measured over time for both groups, and the difference-in-difference (DID) will be used to evaluate the impact of the SO2 program.

INDICATORS TO BE MEASURED

The outcome indicators selected for the SO2 impact study include three measures of food security and three measures of poverty[6]:

<u>Food security:</u>

- moderate or severe hunger, Household Hunger Scale (HHS)
- Household Dietary Diversity Score (HDDS)
- Food consumption score (FCS)

<u>Poverty (all three derived from the consumption/expenditure module data):</u>

- Per capita expenditures (as a proxy for income)
- Poverty: people living on less than $1.90 (or $1.25) per day
- Depth of poverty

Additionally, other indicators that will be explored as part of the analysis include:

- Main livelihood(s)
- Household demographics (size, age, sex of head of household)

SAMPLING PLAN

The target population and sampling frame for the **baseline intervention group** is the lowest 11 percent of vulnerable households identified through the vulnerability analysis under Kore Lavi's SO1 in 11 communes where the SO2 and SO3 components were implemented. At the beginning of the SO2 baseline study (October 2014), distributions of SO2 food vouchers had already begun in five of these communes. These five communes were excluded to preserve the purity of the intervention group and ensure that baseline indicator estimates reflect only those areas where the intervention had not yet begun.

The target population and sampling frame for the **baseline comparison group** is the lowest 11 percent of vulnerable households identified through the SO1 vulnerability analysis in three Kore Fanmi communes: Saut d'Eau, Trou du Nord and Terrier Rouge. These three communes are outside of the Kore Lavi SO2 Program area and did not receive food security benefits. They do, however, receive benefits from the Kore Fanmi Program which focuses on health care and access to health care providers.

The sample size for the baseline study was 1,325 vulnerable households selected from the six intervention communes and 1,325 vulnerable households selected from the three control communes using simple random sampling from the lists of vulnerable households (2,650 total). This sample size was calculated to detect a minimum difference in differences of 7 percentage points for each of the five outcome indicators (expected

6 see SO2 baseline survey report for more details on these indicators

change of 10 percentage points for the intervention, and an expected change of the control of 3 percentage points) (see Table 2 in Annex 1 of the baseline survey report). However, the calculations for this sample size assumed a simple random sample in both baseline and follow up.

Because the sample size approaches the size of the sampling frame, particularly in the intervention communities (see table 2 below), the sample would be a heavily paired sample by default, even if not by design. Therefore, a decision was made to adjust the sampling approach from the baseline methodology and recommendations in the baseline document.

For the final impact evaluation, rather than take a random sample from the same sampling frame, the sampling frame will be limited to only households that were included in the baseline survey, allowing a paired pre-post analysis at the household level could be made, which would allow for a smaller sample in the follow-up without sacrificing power. The comparative analysis (difference-in-differences and other analyses) will make use of only this sub-set of households that participated in both the baseline and follow-up survey. Households that were visited at baseline but not at follow-up will not be included in the analysis, except in the case were an analysis of attrition (households selected for interview in the follow up, but not found) is required (see below).

After discussion with FFP, the sample size for the paired post-test survey that will yield sufficient precision to measure desired changes in key outcomes, and differences between differences in those changes, has been estimated to be approximately 1,100 households (600 in the intervention group, 900 in the control). See Annex 4 for the sample size calculation.

The prevalences of some of the key outcome indicators such as the FCS and HHS were significantly different between the intervention and comparison groups. The sampling approach will take this into account by using propensity score matching to create a balanced sample between the intervention and comparison groups. That is, the sub-set of households selected from the baseline survey for inclusion in the follow-up survey will be selected such that they have similar prevalences/distributions of these key indicators in each group. Indicators that will be used in the propensity score matching will be the FCS, HHS, poverty, depth of poverty, and possibly others such as household size. Initial analysis indicates that these indicators have enough distributional overlap to support the identification of the 600 households in the intervention group and the 600 in the treatment group with similar characteristics. However, the sample size within each commune will be retained (and accounted for in the propensity score matching).

As there will be some degree of attrition (households that have moved away, restructured, etc.), in the cases where households cannot be found, substitute households will be selected randomly from the same (or nearest) localite (village area). Attrition is not expected to be extreme. During the life of KL, the attrition of household receiving food vouchers was about 5 to 10%, roughly[7]. This attrition rate would still leave sufficient households in all commune sampling frames to achieve the desired sample size.

It should be noted that attrition will introduce a possible bias. If significant numbers of households that were interviewed in the baseline are not found in the follow-up survey, an analysis will be done of the baseline information for these households to determine if they had unique characteristics that could bias the results.

The allocation of the follow-up survey sample to the communes followed the baseline, which sampled from each commune proportional to the number of vulnerable households.

[7] Informal discussions with CARE

Table 2: Population, sampling frame, baseline sample and proposed follow-up sample

Dept.	Commune	Number of rural hhs	Number of vulnerable hhs	Baseline sample allocation	Baseline surveyed households	**Follow-up sample**
Intervention Group						
Northwest	Bombardopolis	6,876	900	200	192	**90**
Northwest	Mole Saint Nicolas	6,463	900	200	193	**90**
Artibonite	Anse Rouge	8,282	900	200	191	**90**
Center	Cerca Carvajal	4,438	500	110	108	**50**
Center	Thomassique	12,067	1,300	265	238	**125**
Artibonite	Gonaives (rural)	16,851	1,600	350	340	**155**
TOTAL Intervention		54,977	6,100	1,325	1,262	**600**
Comparison Group						
Center	Saut d'Eau	8,611	832	725	687	**340**
Northeast	Trou du Nord	4,114	321	300	285	**130**
Northeast	Terrier Rouge	14,019	312	300	262	**130**
TOTAL Control		14,019	1,464	1,325	1,234	**600**

Sampling weights will be calculated using the same approach as in the baseline sample. Sampling weights will be calculated separately for the intervention group and the comparison group. The sample weight will be the inverse of the probability of selection for each household in the commune. The probability of selection for each household is the total number of households with completed interviews in each commune divided by the total number of vulnerable households in each commune.

STUDY LIMITATIONS

Some limitations to the impact study should be considered:

- The survey is planned after the end of the voucher distribution, so the survey can only measure the lasting impact from the vouchers, not the impact of the vouchers during the implementation of the voucher activity.
- The time between the end of the voucher distribution and the impact follow-up survey may impact the analysis and the results of the survey. The qualitative data collection seems to indicate the perception that, to a large extent, the positive impact of the vouchers on food security/poverty was temporary. Generally, people interviewed indicated that the coupons were not transformational. If this is true, then it is unlikely to see impact from the vouchers.
- The current food security crisis in Haiti, stemming from the prolonged political crisis, inflation of the Haitian gourde against the US dollar, and increases in food prices may eliminate the observation of positive impacts which would have been observed under more stable conditions.
- The complexity of the indicators, particularly the poverty indicator, means that enumerator and respondent bias is a concern that can result in imprecise data. The ET is making all efforts to minimize this bias through training and field supervision, and close adherence to the baseline protocols.
- The sampling of the households for the follow-up survey from those interviewed in the baseline survey will likely involve a certain amount of attrition (households that have moved away or dissolved). To minimize impacts on the sample size, substitute households will be randomly selected. If attrition is high, an analysis of the characteristics of these households' baseline data will be conducted to explore possible bias.

2. FIELD PROCEDURES

DATA COLLECTION MODE

Data will be collected using Android tablets, using the Open Date Kit (ODK) Collect app. The data collection tool will programmed by IFOS using XLSForm from ODK, and converted to XForm for upload of the tool to the the ODK aggregate server, and then downloaded onto the tablets.

The enumerators have experience in using this data collection modality.

Paper questionnaires will be used only as back-up (in the case of the failure of a tablet, or loss of charge during fieldwork). These paper questionnaires will then be entered by the enumerator into the ODK data entry tool as soon as they have access to a tablet.

The data will be transmitted to a central ODK server on a regular bases, when an internet connection is available. Alternatively, the filled forms (questionnaires) will be pulled from the tablets onto a computer on a regular basis as back-up, until they can be uploaded via an internet connection to the ODK server.

QUESTIONNAIRE AND FIELD MANUALS

The SO2 household survey questionnaire used in the follow-up survey will be adapted from the Kore Lavi SO2 baseline study survey instrument. The questionnaire consists of separate modules for the following topics:

- Module A: Household identification and informed consent
- Module B: Household roster
- Module C: Household food diversity and hunger
- Module H: Household expenditures

Questions for Modules A through C were adapted using questions from the FFP Standard Indicators Handbook and the Demographic and Health Survey (DHS) questionnaire; and questions for Module H from the 2012 Living Standards Measurement Survey.

The follow-up data collection tool will make use of the same survey instrument as the baseline study, to ensure comparability. Additional questions on livelihoods and voucher program exposure/other food security program exposure have been drafted for inclusion in the tool.

- The qualitative data indicated that livelihoods may have some determining effect on the impact of vouchers, and additionally indicate that the vouchers may have allowed households to change/improve their livelihood activities.
- A filter question to ensure that interviewed households in the intervention areas actually received vouchers will be added.
- In both the intervention and comparison areas, a question on food security exposure will allow for the consideration of this exposure on the outcome variables.

The baseline tool (used as the draft follow-up tool) and the initial suggestions for the additional questions are found in Annex 5.

The tools will be adapted for collection using smartphones/tablets (see Data Collection, below).

For training and field guidance, manuals and guidelines have been adapted from the baseline survey:

1) **Supervisor and interviewer Manuals**- includes topics such as objectives of study, survey organization, supervisor roles and responsibilities, rules and regulations, ethics, quality control. Guidelines for implementing survey and fieldwork procedures, including interviewing techniques and procedures for completing the questionnaires.
2) **Question by question detailed explanations**: Includes detailed explanations and instructions for each question in the questionnaire.

The draft manuals are found in Annex 6.

TRAINING

Training will take place at the IFOS office conference room. It will be led by the Tulane survey expert, IFOS supervisor, and the expert on Haitian consumption/expenditure surveys hired by IFOS. The training will last 6 days, including the pretest. A draft agenda for the training and field preparation is found in Annex 7.

DATA COLLECTION

Tulane's partner, IFOS, will be responsible for the coordination and fieldwork of the data collection according to the proposed calendar. Tulane will support IFOS in the enumerator training, pre-testing before the start of field work, and will conduct regular data quality checks throughout the data collection period.

The field data collection will be conducted by a one team, made up of seven members: one team leader, and six enumerators. Field supervision will be done by the team leader, as well as the survey coordinator at IFOS. Additionally, an expert in consumption-expenditure survey data collection and analysis in Haiti (Haitian national) will be hired by IFOS to assist in the training and field supervision. Overall supervision will be done remotely by Tulane staff, including regular checks of the data quality.

To locate the households, the surveyors will be given the list of baseline survey household information provided to Tulane by FFP. This data includes the following information:

- Geographic
    - Commune (sub-department administrative unit),
    - seccion communal (sub-commune level administrative unit)
    - Localite (village/community name)
    - GPS coordinates (for some communes)
- Household
    - Names of the household members
    - Code from the Kore Fami program written on the households (For some communes)
    - If possible, the name of the person interviewed in the baseline survey.

The survey team will speak with local residents to identify who in the communities can help identify the selected households based on the above information. If a household is not found, a substitute household from the same localite will be randomly selected (the substitution will be recorded). If the household is found but nobody is home/available for interview, two to three re-visits will be made in an attempt to interview the household. If nobody is found available for interview, a substitute household within the same localite will be selected (the substitution will be recorded).

FIELD QUALITY CONTROL

The survey data will be collected using tablets/smart phones, allowing a real-time monitoring of the data quality. Tulane will work together with IFOS to ensure that the data coming from the field is of good quality, and feedback can be provided over the course of the data collection.

Data checks will include:

- Checking sample
    - Check department and commune and validate against selected sample
    - Check ID numbers of households for each commune against selected sample
    - Checking household data against baseline information to ensure proper matching of pre/post household information
- Household data integrity
    - Check that the ID formed by concatenation of the household/line no. from the roster is a unique combination, with no duplicate values.
    - Check that line no. IDs recorded for all modules match to roster line nos.
- Check integrity of data dictionary
    - All expected variables in dataset
    - All variables correctly labeled
    - All nominal variables correctly coded and labeled
    - All values within valid range
- Check data validity
    - Check all skip patterns for validity
    - Missing data, including filtered variables. Check if there are cases that should have a response but don't have it.
    - Not applicable data (outside of skip). Check if there are any cases that should not have a response but have one.
    - Check distributions of continuous measures to identify outliers.

3. DATA MANAGEMENT AND ANALYSIS

DATA TRANSFERS

A secure server will be used to store the data, managed by IFOS. Data will be shared with Tulane via secure file transfer protocols. Identifying information will be separated from the database to preserve anonymity of the household data.

DATA EDITING AND CLEANING

In general, the data editing and cleaning will follow the established protocol as outlined in the baseline methodology, including review and use of the syntax used in the baseline to clean and edit the data and calculate the key outcome indicators.

Missing and Don't Know responses

Single questionnaire items with missing responses will not be imputed for and will not be included in the calculations for relevant indicators, with the exception of the poverty indicators where imputation is necessary for some items. "Don't Know" responses, recoded to the null value, will be included in the denominator. For example, for the household dietary diversity score, "Yes," "No" and "Don't Know" responses will be included in the denominator, but only "Yes" responses will be counted in the numerator.

- level of assets from the expenditures module related to the poverty indicators
- Livelihoods (if added to questionnaire).

DATA ANALYSIS

Sampling weights

Sampling weights will be applied in all analysis (see section on sampling above).

Household Characteristics at follow-up

Basic household characteristics will be compared between the intervention and control communes to identify differences between the two groups at follow up. The following household level characteristics will be tested for statistically significant differences:

- Average household size (number of household members)
- Average number of children (age 15 and under) per household
- Household headship (% male)
- Average age of head of household
- Education level of head of household
- Gendered household type

Poverty and Food security measures at follow-up

The indicators selected for the SO2 impact study include three measures of food security and three measures of poverty, which will be compared between the intervention and control communes to identify differences between the two groups at follow up. These indicators are:

- Prevalence of households with moderate or severe hunger, Household Hunger Scale (HHS)
- Average Household Dietary Diversity Score (HDDS)
- Food consumption score (FCS) reported in percentages for each of three categories
- Per capita expenditures (as a proxy for income) of USG targeted beneficiaries
- Prevalence of poverty: Percent of people living on less than $1.90 (or $1.25) per day
- Mean depth of poverty

The distribution of food vouchers is expected to allow intervention households to access more diverse foods and to invest the time and money that they would have spent to obtain food on income generating activities; thus, these indicators are expected to improve over the life of the Kore Lavi Program. Definitions and tabulation instructions for these indicators can be found in the FFP Standard Indicators Handbook, except for the FCS, which is not a required FFP indicator. Consumption aggregates—used to compute prevalence of poverty, mean depth of poverty, and per capita expenditure indicators—follow the World Bank Living Standards Measurement Study methodology for estimating daily per capita consumption of goods and services.

Differences in Differences

To measure the possible impact of the study, the baseline and follow-up surveys will be combined. A paired analysis of households with both baseline and follow-up data will be conducted, which will allow for a comparison of change in the key outcome indicators among control households vs. intervention households (differences in differences). Additionally, multi-level modeling will be used to control for random and fixed effects, such as geographical location, household characteristics, etc. to analyze the robustness of the relationship between the outcomes and the intervention exposure.

Additional Analyses

Further analyses will be conducted to determine whether differences in the change of the key outcome indicators between the intervention and control communes are associated with:

- geographic variations (department and commune level)
- type and frequency of food groups consumed
- Components of per capita consumption (i.e. food, housing, durable goods, etc.)

DISSEMINATION OF FINDINGS

Findings from the analysis will be prepared in a summary report following the end of the data collection. A draft of this will be shared with FFP in February, 2021 for review. A final report will be produced at the end of March, 2021.

4. ETHICAL CONSIDERATIONS

ETHICS APPROVAL

Ethics approval has been granted from the Tulane Institutional Review Board, as well as the Haitian Comite National de Bioethique housed at the Ministry of Health. Any changes or modifications to the tools or protocol will be submitted to both IRBs by Tulane as appropriate.

INFORMED CONSENT

Informed consent will be secured verbally from all participants in the survey. The script from the baseline survey will be used (see below) with a slight alternation of wording recommended by FFP (that change pending).

> "HELLO. MY NAME IS ____. I AM WORKING WITH ICF/IHE. WE ARE CONDUCTING A SURVEY TO LEARN ABOUT FOOD SECURITY, FOOD CONSUMPTION, NUTRITION AND WELLBEING OF HOUSEHOLDS IN HAITI. YOUR HOUSEHOLD WAS SELECTED FOR THE SURVEY. I WOULD LIKE TO ASK YOU SOME QUESTIONS ABOUT YOUR HOUSEHOLD. THE QUESTIONS USUALLY TAKE ABOUT ONE HOUR. WE CAN RETURN TOMORROW IF YOU DON'T HAVE TIME TO FINISH ALL THE QUESTIONS TODAY. ALL OF THE ANSWERS YOU GIVE WILL BE CONFIDENTIAL AND WILL NOT BE SHARED WITH ANYONE OTHER THAN MEMBERS OF OUR SURVEY TEAM. YOU DON'T HAVE TO BE IN THE SURVEY, BUT WE HOPE YOU WILL AGREE TO ANSWER THE QUESTIONS SINCE YOUR VIEWS ARE IMPORTANT. IF I ASK YOU ANY QUESTION YOU DON'T WANT TO ANSWER, JUST LET ME KNOW AND I WILL GO ON TO THE NEXT QUESTION OR YOU CAN STOP THE INTERVIEW AT ANY TIME. IN CASE YOU NEED MORE INFORMATION ABOUT THE SURVEY, WE ARE WILLING TO ANSWER ANY QUESTIONS NOW, OR AT THE END THE INTERVIEW"

5. TIMELINE

The baseline study was conducted between November 2014 and December 2015. The follow-up survey was planned to follow the same seasonal sampling approach to limit the biases that could otherwise stem from seasonal differences in baseline and follow-up. However, due to security issues in late 2019, the start of field work was delayed. Consultations with FFP and a review of seasonal calendars from Haiti indicated that they delay in the start of data collection would not likely have a large seasonality bias, as long as the areas originally planned for November, December, and January were collected by March 2020. The survey will follow the following calendar, roughly:

- Preparation, planning, programming of data entry tools: January 1-20, 2020
- Enumerator training: January 20-25, 2020.
- Pre-test: January 24, 2020.
- Data collection: January 29 – Dec. 11, 2020 (see detailed calendar below).
- Data cleaning and analysis: December 2020-February 2021.
- Draft report: 10 February, 2021
- Final report: 30 March, 2021.

The field data collection calendar is found in Annex 2.

ANNEX 1: FIELD PLAN (QUALITATIVE)

Activity	Responsible	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7 to 24	Description	Deliverable
Preparation of evaluation work plan	Evaluation Team	X							Brief description and timeline for performance evaluation	Draft protocol
Arrival of evaluators in PAP	Evaluation Team		X						Peter and John Arrive	
Meet with USAID/FFP at US Embassy	USAID Evaluation Team		X						Discussion of methods and plans	
Meet with CARE and IFOS staff	USAID Evaluation Team		X						Planning field work and analysis	
Preparation of evaluation design protocol and tools	Evaluation Team		X						Brief synthesis of literature review Evaluation questions Research design and plan Analytical methods and plan Evaluation team and local data collection firm Site selection criteria and sampling plan Fieldwork plan Interview guides	Evaluation protocol
USAID Approval of the Work Plan and Inception Report	USAID		X						Official approval from all relevant institutions to collect data, conduct the evaluation, and release data and reports	Evaluation approval
Pre-test tools and train of qualitative interviewers	Evaluation Team IFOS			X					Enumerators trained and tools tested	
Finalize field plan and tools	Evaluation Team IFOS			X					Planning and tools refined	Revised methods and tools
Conduct qualitative interviews	Evaluation Team IFOS			X	X				KII and FGD implemented	
Supervision and quality control of interviews	Evaluation Team			X	X					
Verify and clean data	Evaluation Team IFOS				X					
Data analysis (preliminary)	Evaluation Team IFOS				X				KII and FGD responses coded and analyzed (preliminary)	
Validation workshop	USAID Stakeholders Evaluation Team IFOS				X				Initial findings, conclusions, recommendations presented	
Team departs	Evaluation Team					X			Peter, John depart	
Continued data analysis							X			

Activity	Responsible	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7 to 24	Description	Deliverable
Draft Report writing	Evaluation Team						X		Findings, conclusions, recommendations refined	Draft evaluation report
USAID review of draft report	USAID							X	Technical review of evaluation	
Incorporate USAID comments and prepare Final Report	Evaluation Team							X	Final report preparation	Final evaluation report

ANNEX 2: FIELD PLAN (QUANTITATIVE)

Dept.	Commune	Baseline data collection dates	**Follow-up planned collection dates (approx.).**	Follow-up sample
Intervention Group				
Northwest	Bombardopolis	Nov. 13-20, 2014	**January 29-Feb. 14, 2020**	90
Northwest	Mole Saint Nicolas	Dec. 4-12, 2014	**January 29-Feb. 14, 2020**	90
Artibonite	Anse Rouge	Feb. 20-Mar. 4, 2015	**Feb. 17-28, 2020**	90
Center	Cerca Carvajal	May 15-22, 2015	**May 18-22, 2020**	50
Center	Thomassique	May 22-Jun 6, 2015	**May 25-June 5, 2020**	125
Artibonite	Gonaives (rural)	Jun 17 – Jul 6, 2015	**June 8- June 26, 2020**	155
TOTAL				600
Comparison Group				
Center	Saut d'Eau	Sep. 25-Nov 5, 2015	**October 5-30, 2020**	340
Northeast	Trou du Nord	Nov. 17-Dec. 18, 2015	**Nov. 16 – Dec. 11, 2020**	130
Northeast	Terrier Rouge	Nov. 17-Dec. 18, 2015	**Nov. 16-Dec. 11, 2020**	130
TOTAL				600

*originally planned dates were to be the same months as the baseline data collection. As discussed in the body of the document, the dates were changed because of delays due to insecurity.

ANNEX 3: DRAFT QUALITATIVE DISCUSSION GUIDES

08/06/19

DISCUSSION GUIDES

KORE LAVI QUALITATIVE EVALUATION

The purpose of the evaluation is to obtain information through qualitative instruments (key information interviews, focus group discussions) to provide context and explanations for the performance results indicated in the quantitative household survey. The guides are designed to address the following evaluation questions:

EVALUATION QUESTIONS

EQ1: To what extent has the project met its defined goals, purpose, and outcomes?
EQ2: Based on the evidence, which project outcomes are likely to be sustained?
EQ3: In each technical sector, what are the strengths and challenges of the selected interventions and their implementation, and how are these received by the target communities?
EQ4: What are the key lessons learned and best practices that should inform future projects in the country?

PROJECT OBJECTIVES

Information will be gathered in conversation with program participants, interviews with program implementation staff and managers, partners and beneficiaries. Towards these ends, Kore Lavi has four Strategic Objectives (SOs) supported by 10 Intermediate Results (IRs):

- SO1: National systems for vulnerability targeting strengthened
  - IR1.1: MAST-led equitable vulnerability targeting methodology developed, tested and implemented
- SO2: Access of extremely vulnerable households to local and nutritious foods increased
  - IR 2.1: MAST-led, gender-responsive food voucher-based safety net model developed and implemented
  - IR 2.2: Inclusion of local foods in the voucher-based safety net increased
  - IR 2.3: Access to complementary services for safety net households increased (including particularly access to village savings and loan groups, or VSLAs)
- SO3: Maternal and child nutritional status improved
  - IR3.1: Household practice of appropriate nutrition behaviors to prevent malnutrition increased
  - IR 3.2: Capacity of community-based entities to promote appropriate nutrition practices to prevent malnutrition improved
  - IR3.3: Capacity of health facilities to deliver appropriate nutritional services strengthened
- SO4: Haitian institutions' capacity to effectively lead and manage safety net programming improved
  - IR4.1: Institutional capacity of various levels of government to lead, coordinate and implement safety net programs reinforced
  - IR4.2: Capacity of civil society to monitor and support safety net programs reinforced
  - IR4.3: Government capacity to respond to food emergencies expanded

RESPONDENT GROUP: IMPLEMENTING PARTNERS
KEY INFORMANT INTERVIEWS

IMPLEMENTING PARTNERS

- CARE
- Action Contre la Faim (ACF)
- World Food Programme (WFP)
- World Vision

TOPICS TO BE COVERED: IMPLEMENTING PARTNERS

EQ1: To what extent has the project met its defined goals, purpose, and outcomes?
EQ2: Based on the evidence, which project outcomes are likely to be sustained?
EQ3: In each technical sector, what are the strengths and challenges of the selected interventions and their implementation, and how are these received by the target communities?
EQ4: What are the key lessons learned and best practices that should inform future projects in the country?

DISCUSSION GUIDE: IMPLEMENTING PARTNERS

EQ1: To what extent has the project met its defined goals, purpose, and outcomes?

1. What is your current position? What is your association with the Kore Lavi Program? How long have you worked with program?
2. Explain your understanding of the strategy for the KORE LAVI Program, i.e., how is the program expected to achieve its objectives?
3. What are the main activities being implemented?
4. What is working well and why? (Promoting achievement of project objectives)
5. What is not working well and why? (Inhibiting achievement of project objectives)
6. How are the challenges being addressed?
7. Have you seen changes in food insecurity as a result of the project? What kind?
8. Have you seen changes in vulnerability as a result of the project? What kind?
9. Have you seen changes among poor or extreme poor households as a result of the program?
10. How did the project engage communities in the planning and implementation of its activities?
11. Do you think project interventions were in alignment with community priority needs?
12. Are project activities appropriate to reach the poorest households? Why or why not?
13. Are project activities effective at reaching the poorest households? Why or why not?
14. Did targeting strategies achieve project goals of outreach to women and the most vulnerable?
15. Are you familiar with the Haitian Deprivation and Vulnerability Index (HDVI)?
16. If so, what do you feel are its strengths and weaknesses?
17. What is your opinion of its effectiveness in systematically identified the poorest households?
18. Who, in your opinion, has benefitted most from the program?
19. Are there other people who should be benefitting from the program but are not? Please describe them for us.

20. Who should have been included in the activities but were not? Who?
21. Who should NOT have been included in the activities? Who?
22. How did the food voucher program respond to shocks (Hurricane Matthew, drought)?
23. What were the challenges to the voucher program during these events?
24. What was the impact of the voucher system during these events?
25. What was the project's contribution to establishing a social safety net system?
26. What were the challenges to strengthening safety net programs? How did the project overcome these challenges?
27. How did your organization promote civil society engagement to monitor social safety nets?
28. What approaches would have been more effective?
29. Are you familiar with the MAST capacity building evaluation system? Do you think it was effective? Why or why not? Was it accurate? Did is take into account external factors?
30. What data did the project collect regarding HH level impact?
31. Were these data be used to improve social safety nets? How?
32. What were the achievements in safety net monitoring? What were the benefits?
33. Was monitoring implemented in the same way across all 5 departments? Why not?

EQ2: Based on the evidence, which project outcomes are likely to be sustained?

1. How permanent are the changes facilitated by the program?
2. What are the biggest challenges to sustaining the changes facilitated by the project? How can these challenges be addressed?
3. What is the opinion of beneficiaries of the activities promoted by the project?
4. What is the opinion of project partners of the activities promoted by the project (i.e. vendors, health centers, etc.)?
5. What were communities' perceptions on the quality of the services provided by the project?
6. How motivated will participants and partners be to continue to maintain or support these activities after the end of the project?
7. Do you think services providers will have the capacity to continue providing services after the project ends? Which services?
8. What has been the involvement of other non-project organizations during KORE LAVI? (Government, donor, NGO)
9. Do you think that these organizations will continue the activities started under KORE LAVI? (Government, donor, NGO)
10. How was the program end date been communicated to the beneficiaries? What was their reaction?
11. What exit strategies are in place to ensure sustainability? Are you confident in the strategy?

EQ3: In each technical sector, what are the strengths and challenges of the selected interventions and their implementation, and how are these received by the target communities?

34. What do you feel beneficiaries most appreciated about the project?
35. What do you feel beneficiaries least appreciated about the project?
36. Were some beneficiaries much more successful than others? Which and why?

37. Did any conflicts take place in the communities during implementation? How did the program respond/handle the situation?
38. How effective were the complaint mechanisms established by the project?
39. What were the unexpected positive and/or unintended negative consequences of the projects?
40. How could the project have predicted and addressed these?

EQ4: What are the key lessons learned and best practices that should inform future projects in the country?

41. What do you think were the most innovative approaches of the Kore Lavi project?
42. Describe the major changes in the project/activities since start up in 2013? Since the extension 2016? Give examples.
43. Did the project become more effective in achieving its outputs and outcomes over time? How?
44. How could the project have been more effective?
45. What were the lessons learned or to be learned from KORE LAVI?

Cross-Cutting Theme: Women's Empowerment and Gender Equity

46. What activities are you engaged in on gender?
47. What have been some of the greatest successes to date regarding gender inclusion? For whom?
48. What were the most successful gender-related activities? What were less successful training activities? Why? What has been happening after the trainings?
49. We were the greatest challenges for gender inclusion?
50. Were gender objectives integrated across the program? If not, why?
51. How were they monitored? How were they evaluated?
52. Do you think the program has been able to empower women in the program area? How?
53. In your opinion, were the right gender activities identified? Have the activities fit the needs of the communities?
54. Have gender norms/cultural beliefs in the community impacted outcomes? How?
55. Have there been any negative gender-related outcomes? [Probe for possible increase in gender-based violence as a result of vouchers given to women].
56. Do you think programming has had a sustainable impact on gender equity within the communities? How?
57. What has been the key lessons learned from the implementation of the program as well as partnering with different stakeholders to achieve gender equality?
58. What program activities should be included to promote gender and equity for future programs? Why?

SUBGROUP: M and E Staff

59. What was/is the role of your organization in the design, roll-out or implementation of the HDVI?
60. What was particularly effective in the design and rollout of the HDVI?
61. What was particularly challenging in the design and rollout of the HDVI?
62. How can the implementation of HDVI be improved?

63. What elements of HDVI do you find most useful?
64. Is the HDVI data collection methodology consistently used across geographies and beneficiary types/groups?
65. What is your experience with the household score card/household vulnerability scoring?
66. What is working well with the household scoring methodology? What can be improved?
67. Is MAST working effectively towards a singular beneficiary registry? If not, what are the constraints that may be impeding progress towards this stated objective?
68. What are the key/critical emerging learning from the HDVI that could improve quality of social protection in Haiti and FFP programs globally?

RESPONDENT GROUP: INTERNATIONAL ORGANIZATIONS

KEY INFORMANT INTERVIEWS

INTERNATIONAL ORGANIZATIONS

- USAID
- World Bank
- European Union

TOPICS TO BE COVERED: INTERNATIONAL ORGANIZATIONS

EQ1: To what extent has the project met its defined goals, purpose, and outcomes?
EQ2: Based on the evidence, which project outcomes are likely to be sustained?
EQ3: In each technical sector, what are the strengths and challenges of the selected interventions and their implementation, and how are these received by the target communities?
EQ4: What are the key lessons learned and best practices that should inform future projects?

DISCUSSION GUIDE: INTERNATIONAL ORGANIZATIONS

EQ1: To what extent has the project met its defined goals, purpose, and outcomes?

1. Do you think the KL program had impacts on food security:
    a. At beneficiary household level?
    b. In the community?
    c. With market effects on vendors in the community and in the region?
2. Do you believe that the KL voucher program is preferable to a cash transfer? Why or why not and under what circumstances?
3. What is your assessment of the extent to which KL provided a scalable model for targeting and resource transfers for both chronically vulnerable and emergency contexts?
4. What are the strengths and limitations of the targeting tool?
5. Has it been superseded at MAST by another approach? If so, why?

EQ2: Based on the evidence, which project outcomes are likely to be sustained?

6. Do you feel that MAST has the capacity to implement the poverty targeting tool in the future?
7. Do you feel that MAST has the capacity to manage resource transfers for the chronically vulnerable and transitorily vulnerable in the future?
8. If not MAST, is there another governmental entity that should administer emergency resource transfers?
9. Do you think any aspects of KL have led to sustainable effects in households, communities, systems (government programs)? Which?

EQ4: What are the key lessons learned and best practices that should inform future projects in the country?

10. How could KL have been designed and implemented to have better results?
11. If USAID were to plan a follow on activity to Kore Lavi, what do you recommend should be the key elements? Who should be its partners?

RESPONDENT GROUP: GOH STAKEHOLDERS
KEY INFORMANT INTERVIEWS

GOVERNMENT OF HAITI

- Ministry of Social Affairs and Labor (MAST)
- Ministry of Public Health and Population (MSPP) Directorate of Nutrition
- Ministry for Women's Affairs and Women's Rights (MCFDF)
- National Coordination for Food Security (CNSA)
- Collective Territorial Administration Councils (CASEC)
- Health center staff

TOPICS TO BE COVERED: GOH STAKEHOLDERS

EQ1: To what extent has the project met its defined goals, purpose, and outcomes?
EQ2: Based on the evidence, which project outcomes are likely to be sustained?
EQ3: In each technical sector, what are the strengths and challenges of the selected interventions and their implementation, and how are these received by the target communities?
EQ4: What are the key lessons learned and best practices that should inform future projects in the country?

DISCUSSION GUIDE: GOH STAKEHOLDERS

EQ1: To what extent has the project met its defined goals, purpose, and outcomes?

12. What is your current position? What is your association with the Kore Lavi Program? How long have you worked with program?
13. Explain your understanding of the strategy for the KORE LAVI Program, i.e., how is the program expected to achieve its objectives?
14. What are the main activities being implemented?
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26. Are you familiar with the Haitian Deprivation and Vulnerability Index (HDVI)?
27. If so, what do you feel are its strengths and weaknesses?
28. What is your opinion of its effectiveness in systematically identified the poorest households?

29. Who, in your opinion, has benefitted most from the program?
30. Are there other people who should be benefitting from the program but are not? Please describe them for us.
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34. What were the challenges to the voucher program during these events?
35. What was the impact of the voucher system during these events?
36. What was the project's contribution to establishing a social safety net system?
37. What were the challenges to strengthening safety net programs? How did the project overcome these challenges?
38. What were the achievements in safety net monitoring? What were the benefits?
39. Was monitoring implemented in the same way across all 5 departments? Why not?
40. Are you familiar with the MAST capacity building evaluation system? Do you think it was effective? Why or why not? Was it accurate? Did is take into account external factors?

EQ2: Based on the evidence, which project outcomes are likely to be sustained?

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48. What has been the involvement of other non-project organizations during KORE LAVI? (Government, donor, NGO)
49. Do you think that these organizations will continue the activities started under KORE LAVI? (Government, donor, NGO)
50. How was the program end date been communicated to the beneficiaries? What was their reaction?
51. What exit strategies are in place to ensure sustainability? Are you confident in the strategy?

EQ3: In each technical sector, what are the strengths and challenges of the selected interventions and their implementation, and how are these received by the target communities?

1. What do you feel beneficiaries most appreciated about the project?
2. What do you feel beneficiaries least appreciated about the project?
3. Were some beneficiaries much more successful than others? Which and why?
4. Did any conflicts take place in the communities during implementation? How did the program respond/handle the situation?
5. How effective were the complaint mechanisms established by the project?
6. What were the unexpected positive and/or unintended negative consequences of the projects?
7. How could the project have predicted and addressed these?

EQ4: What are the key lessons learned and best practices that should inform future projects in the country?

8. What do you think were the most innovative approaches of the Kore Lavi project?
9. Describe the major changes in the project/activities since start up in 2013? Since the extension 2016? Give examples.
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21. Have gender norms/cultural beliefs in the community impacted outcomes? How?
22. Have there been any negative gender-related outcomes? [Probe for possible increase in gender-based violence as a result of vouchers given to women].
23. Do you think programming has had a sustainable impact on gender equity within the communities? How?
24. What has been the key lessons learned from the implementation of the program as well as partnering with different stakeholders to achieve gender equality?
25. What program activities should be included to promote gender and equity for future programs? Why?

SUBGROUP: MAST and CNSA

26. How your institution been strengthened by its involvement with the MAST project?
27. Do you feel the support provided by the Kore Lavi project was appropriate to your needs?
28. What are the key strengths and weaknesses of the program related to capacity development of the Haitian government institution?
29. Has coordination between national-level and department-level MAST staff improved/worsened as a result of Kore Lavi activities?
30. What is the key/critical emerging learning that can improve social protection in Haiti?

SUBGROUP: MCFDF

1. Can you tell us about your experiences with the development and implementation of the gender integration to safety net programs?
2. What worked best and what did not work so well? What are your suggestions for improving the process and outcomes with regards to gender integration in Safety Net program?
3. Overall, how would you describe the relevance, usefulness and impact of your collaboration with Kore Lavi?
4. What were the tools developed?
5. What has been the outcome of using these tools, particularly with regards to how the government institutions are changing how they do things with regards to gender integration?
6. What are your suggestions for improving the gender aspects of this program? For instance, what difference might the presence of MCFDF at the oversight and management level had?
7. From a gender perspective, what are the key/critical emerging learning from this intervention related to social protection in Haiti? Within Food for Peace programs more generally?

RESPONDENT GROUP: PROJECT BENEFICIARIES

FOCUS GROUP DISCUSSION

The following persons or groups at the community-level will be engaged in interviews or focus group discussions (this is not a complete list):

<u>Project Beneficiaries</u>
Voluntary Saving and Loan Association (VSLA) members
Voucher beneficiaries
Training beneficiaries
Lead mothers
Lead fathers
Non-beneficiaries

TOPICS TO BE COVERED: PROJECT BENEFICIARIES

EQ1: To what extent has the project met its defined goals, purpose, and outcomes?
EQ2: Based on the evidence, which project outcomes are likely to be sustained?
EQ3: In each technical sector, what are the strengths and challenges of the selected interventions and their implementation, and how are these received by the target communities?
EQ4: What are the key lessons learned and best practices that should inform future projects in the country?

DISCUSSION GUIDE: PROJECT BENEFICIARIES

EQ1: To what extent has the project met its defined goals, purpose, and outcomes?

1. Are you familiar with the KORE LAVI Program?
2. How would you describe what this program seeks to accomplish?
3. For how long have you/they been involved with the project?
4. How has food security changed in your household as a result of the project? In your community?
5. How has child malnutrition changed as a result of the project?
6. How has your ability to manage negative shocks changed as a result of the project (bad harvest, flooding, health crisis, etc.)?
7. What do you think went well with the project?
8. What do you think went not so well?
9. Were there ways that the project did not help you, or negatively affected you, your family and community? Give examples.
10. How else could the project have helped you/your family/your community?
11. Who, in your opinion, has benefitted most from the program? (In your household, in you're your community)
12. Do you feel the project reached the right people in your community?
13. Are there people who should have been included in the activities but were not? Who?
14. Is there anyone you feel should NOT have been included in the activities? Who?
15. Have there been changes in project activities since start up in 2013? Give examples.
16. What aspects of the voucher system worked best for you and others in your community; what aspects did not work so well? Explain.
17. What are your suggestions on how to the voucher program?

18. Are there aspects of the voucher system that affected women different than men?
19. If 'Yes,', what were they and how did they affect the outcomes?
20. How can aspects of the voucher system be changed to improve the outcomes for both women and men?

EQ2: Based on the evidence, which project outcomes are likely to be sustained?

21. How motivated are you to continue to maintain or support these activities?
22. Now that the project is ending, what do you think will be sustainable? (At household level, community level)
23. What project activities should be continued by future projects?
24. What project activities should NOT be continued by future projects?
25. How could these activities be improved?

EQ3: In each technical sector, what are the strengths and challenges of the selected interventions and their implementation, and how are these received by the target communities?

26. What did you most appreciate about the project?
27. What did you least appreciate about the project?
28. What is your opinion of the quality of the services provided by the project?
29. What constraints do you believe prevented the program from accomplishing its objectives?
30. What suggestions do you have for addressing these constraints?

EQ4: What are the key lessons learned and best practices that should inform future projects in the country?

31. If you had any problem with any activity/staff, what did you do/would have done? (hotline, staff, box, external person, etc.)
32. Are you aware that the project has system for making complaints?
33. Have you ever made a complaint to the project? If so, was the complaint resolved to your satisfaction? Why or why not?

SUBGROUP: Lead Mothers and Lead Fathers

34. How/why did you get selected as a Lead Mother/Father?
35. Did the training you received though Kore Lavi meet your needs and priorities?
36. What did you most appreciate about the training?
37. What did you least appreciate?
38. What changes within the household, particularly, in terms attitudes and behaviors, are you observing within target households as a result of your work?
39. How do you assess the food security situation in your community?
40. Is food insecurity is a problem in your community? How?
41. What factors trigger the food insecurity?
42. Do you think that malnutrition is a problem in your household? In your community?
43. How has the overall living situation in your community changed over the last 5 years? (Security, markets, food, health, women's rights, and agricultural production)
44. Who is active in improving food security in your community?
45. What has been done to address food insecurity in your community?
46. What needs to be done to address this problem more effectively?

SUBGROUP: VSLA

47. How/why did you get into the VSLA program?
48. How long ago did your savings group form?
49. How many members are in your savings group?
50. Has involvement in the program enhanced food security in your household? How?
51. Has involvement in the program enhanced your status in your household? In your community?
52. Overall, what would you say are the key strengths and weakness of the program/
53. Are there business development opportunities that you believe would help build food security? Please explain your thoughts?
54. How would improvements in food security help businesses in your community?
55. Have there been other USAID programs to promote livelihoods in your community? What was there impact on your community?
56. Is it common for individuals or families to save money? Why or why not? And if so, what are savings commonly directed towards?
57. Is it possible to secure business loans in your community? What types of loans?
58. What are some of the roadblocks to securing loans?
59. How best can communities be supported to improve on their livelihoods?

RESPONDENT GROUP: PROJECT PARTNERS
KEY INFORMANT INTERVIEWS

Project Partners
- Vendors
- Community Health Agents (CHA)
- Participatory Development Support Council (CADEP)

TOPICS TO BE COVERED: PROJECT PARTNERS

EQ1: To what extent has the project met its defined goals, purpose, and outcomes?
EQ2: Based on the evidence, which project outcomes are likely to be sustained?
EQ3: In each technical sector, what are the strengths and challenges of the selected interventions and their implementation, and how are these received by the target communities?
EQ4: What are the key lessons learned and best practices that should inform future projects in the country?

DISCUSSION GUIDE: PROJECT PARTNERS

EQ1: To what extent has the project met its defined goals, purpose, and outcomes?

1. Are you familiar with the KORE LAVI Program?
2. How would you describe what this program seeks to accomplish?
3. For how long have you/they been involved with the project?
4. How has food security changed in your household as a result of the project? In your community?
5. How has child malnutrition changed as a result of the project?
6. How has your ability to manage negative shocks changed as a result of the project (bad harvest, flooding, health crisis, etc.)?
7. What do you think went well with the project?
8. What do you think went not so well?
9. Were there ways that the project did not help you, or negatively affected you, your family and community? Give examples.
10. How else could the project have helped you/your family/your community?
11. Who, in your opinion, has benefitted most from the program? (In your household, in you're your community)
12. Do you feel the project reached the right people in your community?
13. Are there people who should have been included in the activities but were not? Who?
14. Is there anyone you feel should NOT have been included in the activities? Who?
15. Have there been changes in project activities since start up in 2013? Give examples.

EQ2: Based on the evidence, which project outcomes are likely to be sustained?

16. Did you undertake new activities as a result of your work with the project?
17. What is the likelihood that you will continue providing services after the project ends?
18. Did you establish new relationships as a result of your work with the project? (New clients, new partners)
19. What is the likelihood that you will continue these relationships after the project ends?
20. Now that the project is ending, what activities are sustainable? (HH level, community level)
21. What project activities should be continued by future projects?

22. What project activities should NOT be continued by future projects?
23. How could these activities be improved?

EQ3: In each technical sector, what are the strengths and challenges of the selected interventions and their implementation, and how are these received by the target communities?

24. What did you most appreciate about the project?
25. What did you least appreciate about the project?
26. What is your opinion of the quality of the services provided by the project?
27. What constraints do you believe prevented the program from accomplishing its objectives?
28. What suggestions do you have for addressing these constraints?

EQ4: What are the key lessons learned and best practices that should inform future projects in the country?

29. If you had any problem with any activity/staff, what did you do/would have done? (hotline, staff, box, external person, etc.)
30. Are you aware that the project has system for making complaints?
31. Have you ever made a complaint to the project? If so, was the complaint resolved to your satisfaction? Why or why not?

SUBGROUP: Community Health Agents

1. How has the overall context and living situations changed within the last 5 years? (Security, markets, food, health, women's rights, and agricultural production)
2. How do you assess the food security situation in your community?
3. Is food insecurity is a problem in your community? How?
4. What factors trigger the food insecurity?
5. What has been done to address food insecurity in your community?
6. What were some of the strengths of those programs? And weaknesses?
7. What needs to be done to address this problem more effectively?
8. Do you think that malnutrition is a problem in your household? In your community?
9. What type of support from the Kore Lavi project did you find most useful?
10. How did you use the information provided in the training? Are you still using it?
11. How have your clients used the information provided in the training? Are they still using it?
12. How did the end of food distribution change motivation to use nutrition practices?
13. Who is active in improving food security in your community?
14. How was training on improved nutrition practices coordinated with other donor activities?

SUBGROUP: Vendors

15. How do you feel about your experience as a vendor for the Kore Lavi project?
16. Did working with the project change the number of clients you serve? Did it increase the amount of money your business earned?
17. Did you experience a change in prices for your goods as a result of the project?
18. Did you experience a change in demand for your goods as a result of the project?
19. Were you able to meet all of the demand for goods?
20. What were the best selling items purchased with project vouchers?
21. Did you experience a change in your supply goods as a result of the project?

Annex 4: Sample Size Calculations (Quantitative)

Sample Size Calculations for Haiti SO2 Final Impact Evaluation Survey

Sample sizes calculated in the baseline survey to measure differences-in-differences assumed independent samples between the baseline and follow-up surveys, and the study was designed to detect an overall difference in improvement between the control and intervention groups of 7 percentage points (an expected change of an improvement of 10 percentage points in the control group and 3 percentage points in the control group). This yielded a sample size of 1,325 households in the control, and another 1,325 households in the intervention group.

However, the samples are not independent, because the sample size at baseline of the intervention group was 21% of the entire sampling frame of the intervention areas, and 91% of the sampling frame in the control areas. This means that even if random samples were drawn in the follow-up, there would be significant overlap between the baseline and follow-up sample. As such, rather than conducting two cross-sectional surveys, a panel design will be used. A random selection of households from the baseline will be evaluated in the follow-up survey, and their outcome indicators compared at the household level pre-post. This panel design has several advantages in analytical power and possibilities, and additionally allows for a smaller sample size that still provides sufficient precision in detecting changes.

Looking at three prevalence indicators as measured in the baseline below:

Baseline outcome indicators		Percent of HHs
Household Hunger Scale (% hhs with severe hunger)	Intervention	36%
	Control	40%
FCS (% hhs with poor/borderline FCS)	Intervention	74%
	Control	66%
Poverty (% hhs <$1.25/p/d)	Intervention	74%
	Control	72%

First, to measure a change pre/post separately in the intervention group and in the control group, sample sizes were calculated for a McNemar test, which is a statistic that tests changes in proportions of paired data. This statistic tests if the discordance in the proportion of households that have a positive change (poor to not-poor, for example) is significantly different from the proportion of households that have a negative change (not-poor to poor). The following assumptions/requirements are made to calculate the sample required for this test:

- The variables tested are the dichotomous FS or Poverty outcomes
- For all indicators, assumes a 5% overall change we would want to be able to detect.
  - Assumes 10% of households improve, and 5% will decline for all indicators.
- Power (1-beta) 80%
- Error (alpha) 5%
- All cells in the contingency table have more than 10 observations (otherwise, Fisher's exact test for small samples will be used in place of the McNemar test).

The following contingency table and formula present how the McNemar statistic (chi-square) is calculated, using poor/not poor as an example. This test will be run to detect changes the prevalence of poverty between the baseline and the follow-up survey in the intervention group and in the control group (separately).

Number of hhs	Poor (follow-up)	Not Poor (follow-up)	TOTAL
Poor (baseline)	A	B	A+B
Not-poor (baseline)	C	D	C+D
TOTAL	A+C	B+D	A+B+C+D

Chi squared = (B-C)^2/(B+C)

The sample size required for the McNemar test based on the above assumptions is 489 households in each of the groups (978 total).[8] To subsequently determine whether the difference in magnitude of the improvements between the intervention and control groups is statistically significant, a standard two-sample test for difference of proportions can be applied. Based on the calculated sample sizes, we would have nearly 100% power to detect the expected difference of 10% in the intervention group vs 3% in the controls.

As this is a panel design, several additional approaches will be taken to explore the differences in differences, to ensure the robustness of any findings. This will involve regression analysis, propensity score matching (possibly), and a deeper analysis of changes in the continuous outcome variables to measure changes not captured if a household's change did not cross a threshold.

For example, a regression analysis with the household's change in depth-of-poverty pre/post as the outcome, and SO2 program participation as the independent variable, and then controlling for certain factors such as size of household, geographic location, etc. will allow for a deeper analysis of the data. However, calculating a fixed sample size needed for such analysis is not possible.

In order to allow more precision in analysis, and to allow for possible non-response error, the sample size in each group was increased to 600 hhs (1,200 total).

The sample will be distributed proportionally to the number of vulnerable households (as was done in the baseline survey). The sample size per commune is presented in the table below.

Dept.	Commune	Number of rural hhs	Number of vulnerable hhs	Baseline sample allocation	Baseline surveyed households	**Follow-up sample**
Intervention Group						
Northwest	Bombardopolis	6,876	900	200	192	**90**
Northwest	Mole Saint Nicolas	6,463	900	200	193	**90**
Artibonite	Anse Rouge	8,282	900	200	191	**90**
Center	Cerca Carvajal	4,438	500	110	108	**50**
Center	Thomassique	12,067	1,300	265	238	**125**
Artibonite	Gonaives (rural)	16,851	1,600	350	340	**155**
TOTAL Intervention		54,977	6,100	1,325	1,262	**600**
Control Group						
Center	Saut d'Eau	8,611	832	725	687	**340**
Northeast	Trou du Nord	4,114	321	300	285	**130**
Northeast	Terrier Rouge	14,019	312	300	262	**130**
TOTAL Control		14,019	1,464	1,325	1,234	**600**

[8] The sample size calculator and table used is found at http://statulator.com/SampleSize/ss2PP.html#

ANNEX 5: DRAFT QUANTITATIVE QUESTIONNAIRE

As noted above, the baseline tool will be used in the follow up survey. The tool is found here.

INSTITUT HAITIEN DE L'ENFANCE (IHE)

USAID Title II Program Baseline Study

Module A. Identification and Informed Consent

IDENTIFICATION (1)

A01 HOUSEHOLD NUMBER (HH) ....

A02 Sectione D'Enumeration (SDE) CODE ....

A03 COMMUNE CODE (SEE LIST) ....

A04 DEPARTMENT (CIRCLE ONE)

ARTIBONITE 1	CENTRE 2	NORD-OUEST 3
OUEST 4	SUD-EST 5	

INTERVIEWER VISITS

	FIRST VISIT	SECOND VISIT	THIRD VISIT	**FINAL VISIT**
A05 DATE (DD/MM/YY)				A09 DAY
A06 INTERVIEWER				A10 MONTH
A07 DAY OF VISIT				A11 YEAR
A08 RESULT (USE CODES)				A12 INT. NUMBER
NEXT VISIT: DATE				A13 TOTAL NUMBER OF VISITS
TIME				

A14 **FINAL OUTCOME OF INTERVIEW (CIRCLE ONE)**

1 COMPLETED
2 NO HOUSEHOLD MEMBER AT HOME OR NO COMPETENT RESPONDENT AT HOME AT TIME OF VISIT
3 POSTPONED
4 NOT COMPLETED
5 ENTIRE HOUSEHOLD ABSENT FOR EXTENDED PERIOD OF TIME
6 REFUSED
7 REFUSED
9 OTHER ______________ (SPECIFY)

A17 TOTAL ELIGIBLE WOMEN 15-49 YRS

A18 TOTAL CHILDREN UNDER FIVE

A19 LINE NO. OF RESPONDENT TO HOUSEHOLD ROSTER

A15 **PRIMARY MALE DECISION-MAKER* NAME AND LINE NO.** ______________

A16 **PRIMARY FEMALE DECISION-MAKER* NAME AND LINE NO.** ______________

A20 **SUPERVISOR**	A21 **FIELD COORDINATOR**	A22 **OFFICE EDITOR**	A23 **DATA ENTRY**
NAME ______	NAME ______	NAME ______	OPERATOR ______
CODE	CODE	CODE	DAY . MONTH . YEAR

*THE **PRIMARY MALE AND FEMALIE DECISION MAKERS** ARE THOSE WHO SELF-IDENTIFY AS THE PRIMARY MALE AND FEMALE (OR FEMALE ONLY) MEMBERS RESPONSIBLE FOR DECISION MAKING, BOTH SOCIAL AND ECONOMIC, WITHIN THE HOUSEHOLD. IN MALE AND FEMALE ADULT HOUSEHOLDS, THEY ARE USUALLY THE HUSBAND AND WIFE; HOWEVER THEY CAN ALSO BE OTHER HOUSEHOLD MEMBERS AS LONG AS THEY ARE AGED 15 AND OVER.

Household Survey Questionnaire Back-Translated into English
Baseline Study of the Title II Development Food Assistance Program in Haiti

Module A. Identification and Informed Consent

INFORMED CONSENT

START TIME

		:		
Hour			Minute	

INFORMED CONSENT: IT IS NECESSARY TO INTRODUCE THE HOUSEHOLD TO THE SURVEY AND OBTAIN THE CONSENT OF ALL PROSPECTIVE RESPONDENTS TO PARTICIPATE. IF A PROSPECTIVE RESPONDENT (E.G. A WOMAN DECISION MAKER) IS NOT PRESENT AT THE BEGINNING OF THE INTERVIEW, BE SURE TO RETURN TO THIS PAGE AND OBTAIN CONSENT BEFORE INTERVIEWING HIM OR HER. ASK TO SPEAK WITH A RESPONSIBLE ADULT IN THE HOUSEHOLD.

HELLO. MY NAME IS ___________________________________. I AM WORKING WITH ICF/IHE. WE ARE CONDUCTING A SURVEY TO LEARN ABOUT FOOD SECURITY, FOOD CONSUMPTION, NUTRITION AND WELLBEING OF HOUSEHOLDS IN HAITI. YOUR HOUSEHOLD WAS SELECTED FOR THE SURVEY. I WOULD LIKE TO ASK YOU SOME QUESTIONS ABOUT YOUR HOUSEHOLD. WE ALSO WISH TO TAKE WEIGHT AND HEIGHT OF CHILDREN LESS THAN 5 YEARS OF AGE AND WOMAN OF 15-49 YEARS OLD. THE QUESTIONS USUALLY TAKE ABOUT 2 HOURS. WE CAN RETURN TOMORROW IF YOU DON'T HAVE TIME TO FINISH ALL THE QUESTIONS TODAY. ALL OF THE ANSWERS YOU GIVE WILL BE CONFIDENTIAL AND WILL NOT BE SHARED WITH ANYONE OTHER THAN MEMBERS OF OUR SURVEY TEAM. YOU DON'T HAVE TO BE IN THE SURVEY, BUT WE HOPE YOU WILL AGREE TO ANSWER THE QUESTIONS SINCE YOUR VIEWS ARE IMPORTANT. IF I ASK YOU ANY QUESTION YOU DON'T WANT TO ANSWER, JUST LET ME KNOW AND I WILL GO ON TO THE NEXT QUESTION OR YOU CAN STOP THE INTERVIEW AT ANY TIME. IN CASE YOU NEED MORE INFORMATION ABOUT THE SURVEY, WE ARE WILLING TO ANSWER ANY QUESTIONS NOW, OR AT THE END THE INTERVIEW

Do you have any questions about the study or about your participation?

ASK THE FOLLOWING CONSENT QUESTIONS OF <u>ALL</u> PROSPECTIVE RESPONDENTS.
AS APPLICABLE, CHECK AND SIGN THE CONSENT BOX BELOW.

1. Who is the main male adult (15 years or older) decision-maker in the household?
   [NAME], do you agree to participate in the survey?
   NAME: __________________ RESPONDENT AGREED ____ RESPONDENT DID NOT AGREE ____
2. Who is the main female adult (15 years or older) decision-maker in the household?
   [NAME], do you agree to participate in the survey?
   NAME: __________________ RESPONDENT AGREED ____ RESPONDENT DID NOT AGREE ____
3. Are there other mothers or caregivers for children under five years of age with whom I haven't talked yet?
   [NAME], do you agree to participate in the survey and allow your child to be weighed and measured?
   NAME: __________________ RESPONDENT AGREED ____ RESPONDENT DID NOT AGREE ____
   NAME: __________________ RESPONDENT AGREED ____ RESPONDENT DID NOT AGREE ____
   NAME: __________________ RESPONDENT AGREED ____ RESPONDENT DID NOT AGREE ____
   NO CHILDREN UNDER FIVE IN THE HOUSEHOLD ______

ADDITIONAL ELIGIBLE HOUSEHOLD MEMBERS		RESPONDENT AGREED	RESPONDENT DID NOT AGREE
4. NAME___________________________	Do you agree to participate in the survey?	___	___
5. NAME___________________________	Do you agree to participate in the survey?	___	___
6. NAME___________________________	Do you agree to participate in the survey?	___	___

My signature affirms that I have read the verbal informed consent statement to the respondent(s), and I have answered any questions asked about the study. The respondent consented to the interview.

INTERVIEWER'S NAME AND CODE ______________________________ [|]

SIGNATURE AND DATE ______________________ DAY [|] . MONTH [|] . YEAR [| | |]

INTERVIEWER'S NAME AND CODE ______________________________ [|]

SIGNATURE AND DATE ______________________ DAY [|] . MONTH [|] . YEAR [| | |]

INTERVIEWER'S NAME AND CODE ______________________________ [|]

SIGNATURE AND DATE ______________________ DAY [|] . MONTH [|] . YEAR [| | |]

Module A. Identification and Informed Consent

COMMUNE CODES

Artibonite Department:

511 Gonaives
522 Terre Neuve
523 Anse Rouge

Centre Department:

611 Hinche
613 Thomonde
614 Cerca Carvajal
623 Boucan Carre
641 Cerca La Source
642 Thomassique

Nord-Ouest Department:

911 Port de Paix
913 Bassin Bleu
931 Mole Saint Nicholas
932 Baie de Henne
933 Bombardopolis
934 Jean Rabel

Ouest Department:

151 Anse-à-Galets
152 Pointe-à-Raquette

Sud-Est Department:

214 La Vallée de Jacmel
222 Côtes de Fer
231 Belle Anse
232 Grand Gosier
233 Thiotte
234 Anse-à-Pitres

MODULE B. HOUSEHOLD ROSTER

START TIME: HOUR | | MINUTE | |

							IF UNDER 5 YEARS			IF AGE 15 OR OLDER	IF AGE 0-17 YEARS				IF AGE 5 YEARS OR OLDER		IF AGE 5-24 YEARS	
LINE NO.	USUAL RESIDENTS	RELATIONSHIP TO HEAD OF HOUSEHOLD	SEX	AGE	ELIGIBILITY					MARITAL STATUS	SURVIVORSHIP AND RESIDENCE OF BIOLOGICAL PARENTS				EVER ATTENDED SCHOOL		CURRENT/RECENT SCHOOL ATTENDANCE	
					MODULE C, H1	MODULE D	PRIMARY CAREGIVER	MODULE E	MODULE F, H2-H5									
1	2	3	4	5	6	7	8	9	10	12	13	14	15	16	17	18	19	20
	Please tell me the name and sex of each person who lives here, starting with the head of the household. For our purposes today, members of a household are adults or children that live together and eat from the "same pot". It should include anyone who has lived in your house for 6 of the last 12 months, but it does not include anyone who lives here but eats separately. AFTER LISTING NAMES, RELATIONSHIP, AND SEX FOR EACH PERSON, ASK QUESTIONS 2A-2C TO BE SURE THAT THE LISTING IS COMPLETE. THEN ASK APPROPRIATE QUESTIONS IN COLUMNS 5-20 FOR EACH PERSON.	What is the relationship of (NAME) to the head of the household? SEE CODES BELOW.	Is (NAME) male or female?	How old is (NAME)? IF 95 OR MORE, RECORD '95'. '98'=DON'T KNOW. USE ONLY FOR PERSONS WHO ARE ≥ 50. USE '00' IF CHILD IS LESS THAN 1 YEAR	Was [NAME] in charge of the food preparation during the past 7 days?	IS THIS PERSON UNDER 5 YEARS OF AGE?	Who is the primary caregiver of [NAME]? *SEE DEFINITION BELOW ENTER LINE NUMBER OF PRIMARY CAREGIVER	IS THIS A WOMAN 15-49 YEARS OF AGE?	IS THIS PERSON THE HEAD OF THE HH; OR A RESPON-SIBLE ADULT IF HEAD OF HH IS ABSENT?	What is (NAME)'s current marital status? 1 = MARRIED OR LIVING TOGETHER 2 = DIVORCED/ SEPARATED 3 = WIDOWED 4 = NEVER-MARRIED AND NEVER LIVED TOGETHER	Is (NAME)'s natural mother alive?	Does (NAME)'s natural mother usually live in this household? IF YES: What is his name? RECORD MOTHER'S LINE NUMBER. IF NO, RECORD '00'.	Is (NAME)'s natural father alive?	Does (NAME)'s natural father usually live in this household? IF YES: What is his name? RECORD FATHER'S LINE NUMBER. IF NO, RECORD '00'.	Has (NAME) ever attended school?	What is the highest level of school (NAME) has attended? SEE CODES BELOW. What is the highest grade (NAME) completed at that level? SEE CODES BELOW.	Did (NAME) attend school at any time during the 2013 school year?	During this/that school year, what level and grade [is/was] (NAME) attending? SEE CODES BELOW.
			M F	IN YEARS	Y N	Y N		Y N	Y N		Y N DK		Y N DK		Y N	LEVEL GRADE	Y N	LEVEL GRADE
01			1 2		1 2	1 2		1 2	1 2		1 2 8 GO TO 15		1 2 8 GO TO 17		1 2 NEXT LINE		1 2 NEXT LINE	
02			1 2		1 2	1 2		1 2	1 2		1 2 8 GO TO 15		1 2 8 GO TO 17		1 2 NEXT LINE		1 2 NEXT LINE	
03			1 2		1 2	1 2		1 2	1 2		1 2 8 GO TO 15		1 2 8 GO TO 17		1 2 NEXT LINE		1 2 NEXT LINE	
04			1 2		1 2	1 2		1 2	1 2		1 2 8 GO TO 15		1 2 8 GO TO 17		1 2 NEXT LINE		1 2 NEXT LINE	
05			1 2		1 2	1 2		1 2	1 2		1 2 8 GO TO 15		1 2 8 GO TO 17		1 2 NEXT LINE		1 2 NEXT LINE	
06			1 2		1 2	1 2		1 2	1 2		1 2 8 GO TO 15		1 2 8 GO TO 17		1 2 NEXT LINE		1 2 NEXT LINE	
07			1 2		1 2	1 2		1 2	1 2		1 2 8 GO TO 15		1 2 8 GO TO 17		1 2 NEXT LINE		1 2 NEXT LINE	
08			1 2		1 2	1 2		1 2	1 2		1 2 8 GO TO 15		1 2 8 GO TO 17		1 2 NEXT LINE		1 2 NEXT LINE	
09			1 2		1 2	1 2		1 2	1 2		1 2 8 GO TO 15		1 2 8 GO TO 17		1 2 NEXT LINE		1 2 NEXT LINE	

CODES FOR Q. 3: RELATIONSHIP TO HEAD OF HOUSEHOLD

01 = HEAD OF HOUSEHOLD
02 = WIFE OR HUSBAND
03 = SON OR DAUGHTER
04 = SON-IN-LAW OR DAUGHTER-IN-LAW
05 = GRANDCHILD
06 = PARENT
07 = PARENT-IN-LAW
08 = BROTHER OR SISTER
09 = OTHER RELATIVE
10 = ADOPTED/FOSTER/ STEPCHILD
11 = NOT RELATED
98 = DON'T KNOW

DEFINITIONS

*The primary caregiver is the person who knows the most about how and what the child is fed. Usually, but not always, this will be the child"s mother.

CODES FOR Qs. 18 AND 20: EDUCATION

NIVEAU	0 = PRÉ-SCOLAIRE	1=PRIMAIRE	2=SECONDAIRE	3=SUPÉRIEUR
CLASSE	1' POUR TOUTES LES ANNEES SI RÉPONSE = PRIMAIRE, ENFANTINE 1, 2 OU 13è, ENREGISTRER NIVEAU=0, CLASSE=1	0 =MOINS D'1 AN COMPLÉTÉ 1= 12è/CP1/1ère année 2= 11è/CP2/2è année 3= 10è/CE1/3è année 4= 9è/CE2/4è année 5= 8è/CM1/5è année 6= 7è/CM2/6è année 8=NSP	0 =MOINS D'1 AN COMPLÉTÉ 1 = 6è 2 = 5è 3 = 4è 4 = 3è 5 = 2è 6 = Rétho 7 = Philo 8 = NSP	0 =MOINS D'1 AN COMPLÉTÉ 1 = 1ère année 2 = 2è année 3 = 3è année 4 = 4è année ou plus 8 = NSP

06- CM2 06- enseignement professionnel III

							IF UNDER 5 YEARS			IF AGE 15 OR OLDER	IF AGE 0-17 YEARS				IF AGE 5 YEARS OR OLDER		IF AGE 5-24 YEARS	
LINE NO.	USUAL RESIDENTS	RELATIONSHIP TO HEAD OF HOUSEHOLD	SEX	AGE	ELIGIBILITY					MARITAL STATUS	SURVIVORSHIP AND RESIDENCE OF BIOLOGICAL PARENTS				EVER ATTENDED SCHOOL		CURRENT/RECENT SCHOOL ATTENDANCE	
					MODULE C, H1	MODULE D	PRIMARY CAREGIVER	MODULE E	MODULE F, H2-H5									
1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**20**
	Please tell me the name and sex of each person who lives here, starting with the head of the household. For our purposes today, members of a household are adults or children that live together and eat from the "same pot". It should include anyone who has lived in your house for 6 of the last 12 months, but it does not include anyone who lives here but eats separately. AFTER LISTING NAMES, RELATIONSHIP, AND SEX FOR EACH PERSON, ASK QUESTIONS 2A-2C TO BE SURE THAT THE LISTING IS COMPLETE. THEN ASK APPROPRIATE QUESTIONS IN COLUMNS 5-20 FOR EACH PERSON.	What is the relationship of (NAME) to the head of the household? SEE CODES BELOW.	Is (NAME) male or female?	How old is (NAME)? IF 95 OR MORE, RECORD '95'. '98'=DON'T KNOW. USE ONLY FOR PERSONS WHO ARE ≥ 50. USE '00' IF CHILD IS LESS THAN 1 YEAR	Was [NAME] in charge of the food preparation during the past 7 days?	IS THIS PERSON UNDER 5 YEARS OF AGE?	Who is the primary caregiver of [NAME]? *SEE DEFINITION BELOW ENTER LINE NUMBER OF PRIMARY CAREGIVER	IS THIS A WOMAN 15-49 YEARS OF AGE?	IS THIS PERSON THE HEAD OF THE HH; OR A RESPON-SIBLE ADULT IF HEAD OF HH IS ABSENT?	What is (NAME)'s current marital status? 1 = MARRIED OR LIVING TOGETHER 2 = DIVORCED/ SEPARATED 3 = WIDOWED 4 = NEVER-MARRIED AND NEVER LIVED TOGETHER	Is (NAME)'s natural mother alive?	Does (NAME)'s natural mother usually live in this household? IF YES: What is his name? RECORD MOTHER'S LINE NUMBER. IF NO, RECORD '00'.	Is (NAME)'s natural father alive?	Does (NAME)'s natural father usually live in this household? IF YES: What is his name? RECORD FATHER'S LINE NUMBER. IF NO, RECORD '00'.	Has (NAME) ever attended school?	What is the highest level of school (NAME) has attended? SEE CODES BELOW. What is the highest grade (NAME) completed at that level? SEE CODES BELOW.	Did (NAME) attend school at any time during the 2013 school year?	During this/that school year, what level and grade [is/was] (NAME) attending? SEE CODES BELOW.
10			M F 1 2	IN YEARS	Y N 1 2	Y N 1 2		Y N 1 2	Y N 1 2		Y N DK 1 2 8 GO TO 15		Y N DK 1 2 8 GO TO 17		Y N 1 2 NEXT LINE	LEVEL GRADE	Y N 1 2 NEXT LINE	LEVEL GRADE
11			1 2		1 2	1 2		1 2	1 2		1 2 8 GO TO 15		1 2 8 GO TO 17		1 2 NEXT LINE		1 2 NEXT LINE	
12			1 2		1 2	1 2		1 2	1 2		1 2 8 GO TO 15		1 2 8 GO TO 17		1 2 NEXT LINE		1 2 NEXT LINE	
13			1 2		1 2	1 2		1 2	1 2		1 2 8 GO TO 15		1 2 8 GO TO 17		1 2 NEXT LINE		1 2 NEXT LINE	
14			1 2		1 2	1 2		1 2	1 2		1 2 8 GO TO 15		1 2 8 GO TO 17		1 2 NEXT LINE		1 2 NEXT LINE	
15			1 2		1 2	1 2		1 2	1 2		1 2 8 GO TO 15		1 2 8 GO TO 17		1 2 NEXT LINE		1 2 NEXT LINE	
16			1 2		1 2	1 2		1 2	1 2		1 2 8 GO TO 15		1 2 8 GO TO 17		1 2 NEXT LINE		1 2 NEXT LINE	
17			1 2		1 2	1 2		1 2	1 2		1 2 8 GO TO 15		1 2 8 GO TO 17		1 2 NEXT LINE		1 2 NEXT LINE	

CODES FOR Q. 3: RELATIONSHIP TO HEAD OF HOUSEHOLD

01 = HEAD OF HOUSEHOLD	07 = PARENT-IN-LAW
02 = WIFE OR HUSBAND	08 = BROTHER OR SISTER
03 = SON OR DAUGHTER	09 = OTHER RELATIVE
04 = SON-IN-LAW OR DAUGHTER-IN-LAW	10 = ADOPTED/FOSTER/ STEPCHILD
05 = GRANDCHILD	11 = NOT RELATED
06 = PARENT	98 = DON'T KNOW

DEFINITIONS

*The primary caregiver is the person who knows the most about how and what the child is fed. Usually, but not always, this will be the child"s mother.

CODES FOR Qs. 18 AND 20: EDUCATION

NIVEAU	0 = PRÉ-SCOLAIRE	1=PRIMAIRE	2=SECONDAIRE	3=SUPÉRIEUR
CLASSE	1' POUR TOUTES LES ANNEES SI RÉPONSE = PRIMAIRE, ENFANTINE 1, 2 OU 13è, ENREGISTRER NIVEAU=0, CLASSE=1	0 =MOINS D'1 AN COMPLÉTÉ 1= 12è/CP1/1ère année 2= 11è/CP2/2è année 3= 10è/CE1/3è année 4= 9è/CE2/4è année 5= 8è/CM1/5è année 6= 7è/CM2/6è année 8=NSP	0 =MOINS D'1 AN COMPLÉTÉ 1 = 6è 2 = 5è 3 = 4è 4 = 3è 5 = 2è 6 = Rétho 7 = Philo 8 = NSP	0 =MOINS D'1 AN COMPLÉTÉ 1 = 1ère année 2 = 2è année 3 = 3è année 4 = 4è année ou plus 8 = NSP

TICK HERE IF CONTINUATION SHEET USED ☐

2A) Just to make sure that I have a complete listing: are there any other persons such as small children or infants that we have not listed? YES → ADD TO TABLE NO

2B) Are there any other people who may not be members of your family, such as domestic servants, lodgers, or friends who usually live here? YES → ADD TO TABLE NO

2C) Does anyone else live here even if they are not at home now? Include children in school or household members at work or migrated. YES → ADD TO TABLE NO

END TIME: HOUR

Module F. Water, Sanitation and Hygiene

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
F00	INSERT TIME MODULE STARTED	HOUR ☐☐ MINUTE ☐☐	
F01	HOUSEHOLD NUMBER AND SDE CODE	HH ☐☐ SDE ☐☐	
F02	LINE NUMBER FROM THE HOUSEHOLD ROSTER OF THE HEAD OF HOUSEHOLD OR RESPONSIBLE ADULT (COLUMN 10 = YES)	LINE NUMBER ☐☐	
DRINKING WATER			
F04	What is currently the main source of drinking water for members of your household?	**PIPED WATER** PIPED INTO HOME . . . . . 11 PIPED TO YARD/PLOT . . . . . 12 PIPED TO STANDPIPE . . . . . 13 PUBLIC PIPE . . . . . 14 PROTECTED WELL PROTECTED WELL IN THE COURTYARD . . . . . 21 OTHER PROTECTED WELL . . . . . 22 UNPROTECTED WELL UNPROTECTED WELL IN THE COURTYARD . . . . . 31 PUBLIC WELL OR OTHER OPEN . . . . . 32 WATER FROM SPRING PROTECTED SPRING . . . . . 41 UNPROTECTED SPRING . . . . . 42 SURFACE WATER (RIVER/DAM/ LAKE/POND/STREAM/CANAL/IRRIGATION CHANNEL) . 51 RAINWATER . . . . . 61 TANKER TRUCK . . . . . 71 WATER SELLER . . . . . 72 BOTTLED WATER . . . . . 81 WATER SELLING SOCIETY . . . . . 91 OTHER ________ (SPECIFY) 96	11, 12 → F07 21 → F07 31 → F07 61 → F07
F05	Where is that water source located?	IN OWN HOME . . . . . 1 IN OWN YARD/PLOT . . . . . 2 ELSEWHERE 3	1, 2 → F07
F06	How long does it take to go there, get water, and come back?	MINUTES . . . . . ☐☐☐ DON'T KNOW 998	
F07	Is water available from this source all year round?	YES . . . . . 1 NO . . . . . 2 DON'T KNOW 8	
F08	In the last two weeks, was water unavailable from this source for a day or longer?	YES . . . . . 1 NO . . . . . 2 DON'T KNOW 8	
F09	Do you do anything to the water to make it safer to drink?	YES . . . . . 1 NO . . . . . 2 DON'T KNOW 8	2, 8 → F11
F10	What do you usually do to make the water safer to drink? Anything else? RECORD ALL MENTIONED.	BOIL . . . . . 01 ADD BLEACH/CHLORINE . . . . . 02 AQUATABS . . . . . 03 STRAIN THROUGH A CLOTH . . . . . 04 USE WATER FILTER (CERAMIC/SAND/COMPOSITE/ETC. 05 SOLAR DISINFECTION . . . . . 06 LET IT STAND AND SETTLE . . . . . 07 OTHER ________ (SPECIFY) 96 DON'T KNOW 98	

Household Survey Questionnaire Back-Translated into English
Baseline Study of the Title II Development Food Assistance Program in Haiti

Module F. Water, Sanitation and Hygiene

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
SANITATION			
F11	What kind of toilet facility do members of your household usually use ?	**FLUSH OR POUR FLUSH TOILET** FLUSH TO PIPED SEWER SYTEM .... 11 FLUSH TO SEPTIC TANK .... 12 FLUSH TO PIT LATRINE .... 13 FLUSH TO SOMEWHERE ELSE .... 14 FLUSH, DON'T KNOW WHERE 15 **PIT LATRINE** VENTILATED IMPROVED PIT LITRINE .... 21 PIT LATRINE WITH SLAB .... 22 PIT LATRINE WITHOUT SLAB/OPEN PIT .... 23 COMPOSTING TOILET .... 31 BUCKET .... 41 SUSPENDED LATRINE .... 51 NO FACILITY/BUSH/FIELD .... 61 HANGING LATRINE (PILE) .... 71 PORTABLE CHEMICAL TOILET .... 81 OTHER ______ (SPECIFY) 96	61 → F14
F12	Does your household share the toilet facility with other households?	YES .... 1 NO 2	2 → F14
F13	How many households share that toilet facility?	NUMBER OF HOUSEHOLDS IF LESS THAN 10 .... [0][ ] 10 OR MORE HOUSEHOLDS .... 95 DON'T KNOW 98	
HANDWASHING			
F14	Please show me where members of your household most often wash their hands.	OBSERVED .... 1 NOT OBSERVED, NOT IN DWELLING/YARD/PLOT .... 2 NOT OBSERVED, NO PERMISSION TO SEE .... 3 NOT OBSERVED, OTHER REASON .... 4 (SKIP TO F17)	2, 3, 4 → F17
F15	OBSERVATION ONLY: OBSERVE PRESENCE OF WATER AT THE PLACE FOR HANDWASHING.	WATER IS AVAILABLE .... 1 WATER IS NOT AVAILABLE 2	
F16	OBSERVATION ONLY: OBSERVE PRESENCE OF SOAP, DETERGENT, OR OTHER CLEANSING AGENT AT THE PLACE FOR HANDWASHING.	SOAP OR DETERGENT (BAR, LIQUID, POWDER, PASTE) .... 1 ASH, MUD, SAND .... 2 NONE 3	
F17	OBSERVATION ONLY: OBSERVE PRESENCE OF TOILET FACILITY THAT HOUSEHOLD SAID THEY USED.	TOILET FACILITY IS AVAILABLE .... 1 TOILET FACILITY IS NOT AVAILABLE 2	
F18	INSERT TIME MODULE FINISHED	HOUR [ ][ ] MINUTE [ ][ ]	→ **GO TO MODULE C**

Module C. Food Access

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES		
C00	INSERT TIME MODULE STARTED	HOUR ☐☐ MINUTE ☐☐		
C01	HOUSEHOLD NUMBER AND SDE CODE	HH ☐☐ SDE ☐☐		
C02	LINE NUMBER FROM THE HOUSEHOLD ROSTER OF THE PERSON IN CHARGE OF FOOD PREPARATION IN THE PAST 7 DAYS (COLUMN 6) OR LINE NUMBER OF A RESPONSIBLE ADULT WHO WAS PRESENT AND ATE IN THE HOUSEHOLD DURING THE PAST 7 DAYS	LINE NUMBER ☐☐		
	FCS and HDDS QUESTIONS			
	Now I would like to ask you about the types of foods that you or the majority of household members ate during the past 7 days. I will read each of the food items and then ask you a few questions about each item. READ EACH QUESTION INSERTING THE NAME OF THE FOOD ITEM LISTED IN QUESTIONS C03 TO C25 AND RECORD THE RESPONSE IN THE BOXES PROVIDED.	**1. How many days did you eat ….. during the past 7 days outside your home?** 1= 1 day 2= 2 days 3= 3 days 4= 4 days 5= 5 days 6= 6 days 7= 7 days 9= Not consumed	**2. What was the primary source from which ….. was obtained?** 1= Purchased 2= Own Production 3= Exchange/Barter 4= Borrowed 5= Food Aid 6= Gift 7= In-Kind Transfer (Haiti, Foreign) 8= Other Source 9= Not Consumed	**3. Did you or a member of your household eat ….. inside your home yesterday?** 1= YES 2= NO
C03	Wheat, wheat flour	C03.1 ☐	C03.2 ☐	C03.3 ☐
C04	Corn, corn flour	C04.1 ☐	C04.2 ☐	C04.3 ☐
C05	Rice	C05.1 ☐	C05.2 ☐	C05.3 ☐
C06	Millet	C06.1 ☐	C06.2 ☐	C06.3 ☐
C07	Cassava	C07.1 ☐	C07.2 ☐	C07.3 ☐
C08	Potatoes, yam	C08.1 ☐	C08.2 ☐	C08.3 ☐
C09	Banana	C09.1 ☐	C09.2 ☐	C09.3 ☐
C10	Bread fruit / lam	C10.1 ☐	C10.2 ☐	C10.3 ☐
C11	Pasta	C11.1 ☐	C11.2 ☐	C11.3 ☐
C12	Bread, donuts, cookies	C12.1 ☐	C12.2 ☐	C12.3 ☐
C13	Peas, beans	C13.1 ☐	C13.2 ☐	C13.3 ☐
C14	Fruits, figue mure	C14.1 ☐	C14.2 ☐	C14.3 ☐
C15	Red meat	C15.1 ☐	C15.2 ☐	C15.3 ☐

Household Survey Questionnaire Back-Translated into English
Baseline Study of the Title II Development Food Assistance Program in Haiti

Module C. Food Access

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES			
C16	Chicken, poultry	C16.1 ☐	C16.2 ☐	C16.3 ☐	
C17	Eggs	C17.1 ☐	C17.2 ☐	C17.3 ☐	
C18	Fish, seafood	C18.1 ☐	C18.2 ☐	C18.3 ☐	
C19	Milk, cheese, yogurt	C19.1 ☐	C19.2 ☐	C19.3 ☐	
C20	Sugar, honey, jam	C20.1 ☐	C20.2 ☐	C20.3 ☐	
C21	Oil, fat, coconut	C21.1 ☐	C21.2 ☐	C21.3 ☐	
C22	Pistachio, nuts, mamba	C22.1 ☐	C22.2 ☐	C22.3 ☐	
C23	Chocolate, coco	C23.1 ☐	C23.2 ☐	C23.3 ☐	
C24	CSB / Potato flour	C24.1 ☐	C24.2 ☐	C24.3 ☐	
C25	Vegetables, leaves, Giraumont	C25.1 ☐	C25.2 ☐	C25.3 ☐	
C26	Was yesterday an unusual or special day (Festival, Funeral, etc.) or were most household members absent?	YES . . . . 1 NO 2			
	HHS QUESTIONS				
C27	In the past **[4 WEEKS/30DAYS]** was there ever no food to eat of any kind in your house because of lack of resources to get food?	YES . . . . 1 NO 2			 → C29
C28	How often did this happen in the past **[4 WEEKS/30 DAYS]**?	RARELY (1-2 TIMES) . . . 1 SOMETIMES (3-10 TIMES) . . . 2 OFTEN (MORE THAN 10) . . . 3			
C29	In the past **[4 WEEKS/30 DAYS]** did you or any household member go to sleep at night hungry because there was not enough food?	YES . . . . 1 NO 2			 → C31
C30	How often did this happen in the past **[4 WEEKS/30 DAYS]**?	RARELY (1-2 TIMES) . . . 1 SOMETIMES (3-10 TIMES) . . . 2 OFTEN (MORE THAN 10) . . . 3			
C31	In the past [4 WEEKS/30 DAYS] did you or any household member go a whole day and night without eating anything at all because there was not enough food?	YES . . . . 1 NO 2			 → C33
C32	How often did this happen in the past [4 WEEKS/DAYS]?	RARELY (1-2 TIMES) . . . 1 SOMETIMES (3-10 TIMES) . . . 2 OFTEN (MORE THAN 10) . . . 3			
C33	Did you or any household member receive any of the following types of assistance during the past 6 months? READ EACH RESPONSE AND CIRCLE ALL THAT APPLY.	Cash for work . . . . 1 Cash for food . . . . 2 Cash voucher . . . . 3 Food voucher . . . . 4 Food aid . . . . 5 School feeding . . . . 6 Other specify ________________ 8 No assistance received 9			
C34	**INSERT TIME MODULE ENDED**	HOUR ☐☐ MINUTE ☐☐			→ GO TO MODULE D

Module D1. Children's Nutritional Status and Feeding Practices

NO.	QUESTIONS AND FILTERS	FIRST ELIGIBLE CHILD FROM ROSTER NAME ______	SECOND ELIGIBLE CHILD FROM ROSTER NAME ______	THIRD ELIBIBLE CHILD FROM ROSTER NAME ______
D00	INSERT TIME MODULE STARTED	HOUR	MINUTE	
D01	HOUSEHOLD NUMBER AND SDE CODE	HH	SDE	
D02	CAREGIVER'S LINE NUMBER FROM THE HOUSEHOLD ROSTER (COLUMN 8)	LINE NO. CAREGIVER	LINE NO. CAREGIVER	LINE NO. CAREGIVER
D03	CHILD'S LINE NUMBER FROM THE HOUSEHOLD ROSTER	LINE NO. CHILD	LINE NO. CHILD	LINE NO. CHILD
D04	What is [CHILD NAME]'s sex?	MALE .... 1 FEMALE 2	MALE .... 1 FEMALE 2	MALE .... 1 FEMALE 2
D05	I would like to ask you some questions about [CHILD'S NAME]. Does [CHILD'S NAME] have a health/vaccination card or other document with the birth date recorded? IF A DOCUMENT WITH THE BIRTHDATE IS SHOWN AND THE RESPONDENT CONFIRMS THE INFORMATION IS CORRECT, RECORD THE DATE AS DOCUMENTED AND USE THE BIRTH CONVERSION TABLE TO FILL IN THE AGE IN MONTHS IN D07. THEN SKIP TO QUESTION D14. IF A DOCUMENT WITH THE BIRTHDATE IS NOT SHOWN THEN ASK: In what month and year was [child's name] born? What is [his/her] birthday? RECORD BIRTH DAY, MONTH AND YEAR	DAY ..... MONTH . . . YEAR	DAY ..... MONTH . . . YEAR	DAY ..... MONTH . . . YEAR
D06	How old was [child's name] at [his/her] last birthday? RECORD AGE IN COMPLETED YEARS	YEARS	YEARS	YEARS
D07	How many months old is [child's name]? RECORD AGE IN COMPLETED MONTHS	MONTHS	MONTHS	MONTHS
D08	CHECK D05, D06, AND D07 TO VERIFY CONSISTENCY. A) IS THE YEAR RECORDED IN D05 CONSISTENT WITH THE AGE IN YEARS RECORDED IN D06? B) ARE YEAR AND MONTH OF BIRTH RECORDED IN D05 CONSISTENT WITH AGE IN MONTHS RECORDED IN D07? USE BIRTHDATE CONVERSION TABLE TO CHECK. IF THE ANSWER TO A OR B IS "NO" RESOLVE ANY INCONSISTENCIES.			

Household Survey Questionnaire Back-Translated into English
Baseline Study of the Title II Development Food Assistance Program in Haiti

Module D1. Children's Nutritional Status and Feeding Practices

NO.	QUESTIONS AND FILTERS	FIRST ELIGIBLE CHILD FROM ROSTER NAME ____________	SECOND ELIGIBLE CHILD FROM ROSTER NAME ____________	THIRD ELIBIBLE CHILD FROM ROSTER NAME ____________

Birth Date - 2014	Study Date 2014: Feb.	Mar.	Apr.
Jan.	1	2	3
Feb.	0	1	2
Mar.	--	0	1
Apr.	--	--	0
May	--	--	--
June	--	--	--
July	--	--	--
Aug.	--	--	--
Sept.	--	--	--
Oct.	--	--	--
Nov.	--	--	--
Dec.	--	--	--

Birth Date - 2013	Study Date 2014: Feb.	Mar.	Apr.
Jan.	13	14	15
Feb.	12	13	14
Mar.	11	12	13
Apr.	10	11	12
May	9	10	11
June	8	9	10
July	7	8	9
Aug.	6	7	8
Sept.	5	6	7
Oct.	4	5	6
Nov.	3	4	5
Dec.	2	3	4

Birth Date - 2012	Study Date 2014: Feb.	Mar.	Apr.
Jan.	25	26	27
Feb.	24	25	26
Mar.	23	24	25
Apr.	22	23	24
May	21	22	23
June	20	21	22
July	19	20	21
Aug.	18	19	20
Sept.	17	18	19
Oct.	16	17	18
Nov.	15	16	17
Dec.	14	15	16

Birth Date - 2011	Study Date 2014: Feb.	Mar.	Apr.
Jan.	37	38	39
Feb.	36	37	38
Mar.	35	36	37
Apr.	34	35	36
May	33	34	35
June	32	33	34
July	31	32	33
Aug.	30	31	32
Sept.	29	30	31
Oct.	28	29	30
Nov.	27	28	29
Dec.	26	27	28

Birth Date - 2010	Study Date 2014: Feb.	Mar.	Apr.
Jan.	49	50	51
Feb.	48	49	50
Mar.	47	48	49
Apr.	46	47	48
May	45	46	47
June	44	45	46
July	43	44	45
Aug.	42	43	44
Sept.	41	42	43
Oct.	40	41	42
Nov.	39	40	41
Dec.	38	39	40

Birth Date - 2009	Study Date 2014: Feb.	Mar.	Apr.
Jan.	--	--	--
Feb.	--	--	--
Mar.	59	--	--
Apr.	58	59	--
May	57	58	59
June	56	57	58
July	55	56	57
Aug.	54	55	56
Sept.	53	54	55
Oct.	52	53	54
Nov.	51	52	53
Dec.	50	51	52

INSTRUCTIONS:

1. Check the child's birth year in Question D05 and go to the appropriate table as labeled on the side of each table "Birth Date". Example: If the child is born in 2012, use the table with "Birth Date – 2012" on the side.
2. Using the current month, select the appropriate "Study Date" column. Example: If it is March 2014, use the middle column labeled Mar.
3. Check the child's birth month in Question D05 and cross the appropriate "Study Date" month column with the row of the child's birth month. Example: Today is March 11, 2014 and the child is born on September 27, 2012. Cross the middle column "Mar." with the row "Sept." in the table "Birth Date – 2012".
4. The digit in the cell where the column of the study month and the birth month of the child meet is the child's age in months. For the example above, the child is 18 months old.

NOTE: If the day of the date of birth of the child falls the after the day of the date of the survey, subtract 1 month of the age found in the table. this child is 17 months (18-1)

Module D1. Children's Nutritional Status and Feeding Practices

NO.	QUESTIONS AND FILTERS	FIRST ELIGIBLE CHILD FROM ROSTER NAME ______	SECOND ELIGIBLE CHILD FROM ROSTER NAME ______	THIRD ELIBIBLE CHILD FROM ROSTER NAME ______
	EXCLUSIVE BREAST FEEDING AND MINIMUM ACCEPTABLE DIET			
D14	CHECK **D07:** IS THE CHILD UNDER 60 MONTHS (5 YEARS)?	YES . . . . 1 NO . . . . 2 (GO TO D01 FOR NEXT CHILD OR TO D66 IF NO MORE CHILDREN) DON'T KNOW 8	YES . . . . 1 NO . . . . 2 (GO TO D01 FOR NEXT CHILD OR TO D66 IF NO MORE CHILDREN) DON'T KNOW 8	YES . . . . 1 NO . . . . 2 (GO TO D01 ON NEW PAGE FOR NEXT CHILD OR TO D66 IF NO MORE CHILDREN) DON'T KNOW 8
D15	CHECK **D07:** IS THE CHILD UNDER 24 MONTHS (2 YEARS)?	YES . . . . 1 NO . . . . 2 (SKIP TO D54) DON'T KNOW 8	YES . . . . 1 NO . . . . 2 (SKIP TO D54) DON'T KNOW 8	YES . . . . 1 NO . . . . 2 (SKIP TO D54) DON'T KNOW 8
D16	Has [CHILD'S NAME] ever been breastfed?	YES . . . . 1 NO . . . . 2 (SKIP TO D18) DON'T KNOW 8	YES . . . . 1 NO . . . . 2 (SKIP TO D18) DON'T KNOW 8	YES . . . . 1 NO . . . . 2 (SKIP TO D18) DON'T KNOW 8
D17	Was [CHILD'S NAME] breastfed yesterday during the day or at night?	YES . . . . 1 (SKIP TO D19) NO . . . . 2 DON'T KNOW 8	YES . . . . 1 (SKIP TO D19) NO . . . . 2 DON'T KNOW 8	YES . . . . 1 (SKIP TO D19) NO . . . . 2 DON'T KNOW 8
D18	Sometimes babies are breastfed by another woman or given breast milk from another woman by spoon, cup, bottle, or some other way. This can happen if a mother cannot breastfeed her own baby. Did [CHILD'S NAME] consume breast milk in any of these ways yesterday during the day or at night?	YES . . . . 1 NO . . . . 2 DON'T KNOW 8	YES . . . . 1 NO . . . . 2 DON'T KNOW 8	YES . . . . 1 NO . . . . 2 DON'T KNOW 8
D19	Now I would like to ask you about some medicines and vitamins that are sometimes given to infants. Was [CHILD'S NAME] given any vitamin drops or other medicines as drops yesterday during the day or at night?	YES . . . . 1 NO . . . . 2 DON'T KNOW 8	YES . . . . 1 NO . . . . 2 DON'T KNOW 8	YES . . . . 1 NO . . . . 2 DON'T KNOW 8
D20	Was [CHILD'S NAME] given oral rehydration solution yesterday during the day or at night?	YES . . . . 1 NO . . . . 2 DON'T KNOW 8	YES . . . . 1 NO . . . . 2 DON'T KNOW 8	YES . . . . 1 NO . . . . 2 DON'T KNOW 8
	Next I would like to ask you about some liquids that [CHILD'S NAME] may have had yesterday during the day or at night. Yesterday during the day or at night, did [CHILD'S NAME] have:			
D21	Plain water?	YES . . . . 1 NO . . . . 2 DON'T KNOW 8	YES . . . . 1 NO . . . . 2 DON'T KNOW 8	YES . . . . 1 NO . . . . 2 DON'T KNOW 8
D22	Infant formula such as Nani, SMA, Nestle, ENFAMIL?	YES . . . . 1 NO . . . . 2 (SKIP TO D24) DON'T KNOW 8	YES . . . . 1 NO . . . . 2 (SKIP TO D24) DON'T KNOW 8	YES . . . . 1 NO . . . . 2 (SKIP TO D24) DON'T KNOW 8
D23	How many times yesterday during the day or at night did [CHILD'S NAME] consume this formula?	TIMES . . . . ☐☐	TIMES . . . . ☐☐	TIMES . . . . ☐☐

Module D1. Children's Nutritional Status and Feeding Practices

NO.	QUESTIONS AND FILTERS	FIRST ELIGIBLE CHILD FROM ROSTER NAME ______	SECOND ELIGIBLE CHILD FROM ROSTER NAME ______	THIRD ELIBIBLE CHILD FROM ROSTER NAME ______
D24	Did [CHILD'S NAME] have any milk such as tinned, powdered, or fresh animal milk?	YES . . . . 1 NO . . . . 2 (SKIP TO D26) DON'T KNOW 8	YES . . . . 1 NO . . . . 2 (SKIP TO D26) DON'T KNOW 8	YES . . . . 1 NO . . . . 2 (SKIP TO D26) DON'T KNOW 8
D25	How many times yesterday during the day or at night did [CHILD'S NAME] consume any milk?	TIMES	TIMES	TIMES . . . .
D26	Did [CHILD'S NAME] have any juice or juice drinks?	YES . . . . 1 NO . . . . 2 DON'T KNOW 8	YES . . . . 1 NO . . . . 2 DON'T KNOW 8	YES . . . . 1 NO . . . . 2 DON'T KNOW 8
D27	Clear broth?	YES . . . . 1 NO . . . . 2 DON'T KNOW 8	YES . . . . 1 NO . . . . 2 DON'T KNOW 8	YES . . . . 1 NO . . . . 2 DON'T KNOW 8
D28	Yogurt/ curd milk?	YES . . . . 1 NO . . . . 2 (SKIP TO D30) DON'T KNOW 8	YES .... 1 NO . . . . 2 (SKIP TO D30) DON'T KNOW 8	YES . . . . 1 NO . . . . 2 (SKIP TO D30) DON'T KNOW 8
D29	How many times yesterday during the day or at night did [CHILD'S NAME] consume any yogurt/ curd milk?	TIMES	TIMES	TIMES . . . .
D30	Did [CHILD'S NAME] have any thin porridge such as GERBER or CERELAC?	YES . . . . 1 NO . . . . 2 DON'T KNOW 8	YES . . . . 1 NO . . . . 2 DON'T KNOW 8	YES . . . . 1 NO . . . . 2 DON'T KNOW 8
D31	Any other liquids?	YES . . . . 1 NO . . . . 2 DON'T KNOW 8	YES . . . . 1 NO . . . . 2 DON'T KNOW 8	YES . . . . 1 NO . . . . 2 DON'T KNOW 8
D32	Next I would like to ask you about foods that [CHILD'S NAME] may have eaten yesterday during the day or at night. Yesterday, during the day and night, did (CHILD'S NAME) eat any (ASK QUESTIONS D33-D49)?			
D33	Bread, biscuits, pastries, buns, pasta, noodles, crackers, breadfruit or other foods made from grains such as corn, wheat, millet, rice?	YES . . . . 1 NO . . . . 2 DON'T KNOW 8	YES . . . . 1 NO . . . . 2 DON'T KNOW 8	YES . . . . 1 NO . . . . 2 DON'T KNOW 8
D34	Pumpkin, carrots, sweet potatoes or other tubers and vegetables that are yellow or orange inside?	YES . . . . 1 NO . . . . 2 DON'T KNOW 8	YES . . . . 1 NO . . . . 2 DON'T KNOW 8	YES . . . . 1 NO . . . . 2 DON'T KNOW 8
D35	White sweet potatoes, white yams, manioc, cassava, plantains or any other foods made from roots?	YES . . . . 1 NO . . . . 2 DON'T KNOW 8	YES . . . . 1 NO . . . . 2 DON'T KNOW 8	YES . . . . 1 NO . . . . 2 DON'T KNOW 8
D36	Any dark green leafy vegetables such as spinach, lettuce, other dark green leafty vegetables or okra?	YES . . . . 1 NO . . . . 2 DON'T KNOW 8	YES . . . . 1 NO . . . . 2 DON'T KNOW 8	YES . . . . 1 NO . . . . 2 DON'T KNOW 8
D37	Ripe mangoes, ripe papaya, apricots, cantaloupe melons or other fruits that are yellow or orange inside?	YES . . . . 1 NO . . . . 2 DON'T KNOW 8	YES . . . . 1 NO . . . . 2 DON'T KNOW 8	YES . . . . 1 NO . . . . 2 DON'T KNOW 8
D38	Other fruits or vegetables, like bananas, pomegranate, tomatoes, green beans, avocado, etc?	YES . . . . 1 NO . . . . 2 DON'T KNOW 8	YES . . . . 1 NO . . . . 2 DON'T KNOW 8	YES . . . . 1 NO . . . . 2 DON'T KNOW 8
D39	Liver, kidney, heart, or other organ meats?	YES . . . . 1 NO . . . . 2 DON'T KNOW 8	YES . . . . 1 NO . . . . 2 DON'T KNOW 8	YES . . . . 1 NO . . . . 2 DON'T KNOW 8
D40	Any meat, such as beef, pork, lamb, goat, chicken, duck, or any other meat?	YES . . . . 1 NO . . . . 2 DON'T KNOW 8	YES . . . . 1 NO . . . . 2 DON'T KNOW 8	YES . . . . 1 NO . . . . 2 DON'T KNOW 8

Module D1. Children's Nutritional Status and Feeding Practices				
NO.	**QUESTIONS AND FILTERS**	**FIRST ELIGIBLE CHILD FROM ROSTER** NAME ______	**SECOND ELIGIBLE CHILD FROM ROSTER** NAME ______	**THIRD ELIBIBLE CHILD FROM ROSTER** NAME ______
D41	Eggs?	YES . . . . 1 NO . . . . 2 DON'T KNOW 8	YES . . . . 1 NO . . . . 2 DON'T KNOW 8	YES . . . . 1 NO . . . . 2 DON'T KNOW 8
D42	Fresh or dried fish, shellfish, or seafood?	YES . . . . 1 NO . . . . 2 DON'T KNOW 8	YES . . . . 1 NO . . . . 2 DON'T KNOW 8	YES . . . . 1 NO . . . . 2 DON'T KNOW 8
D43	Any foods made from beans, peas, pistachios, walnuts, mamba or other seeds?	YES . . . . 1 NO . . . . 2 DON'T KNOW 8	YES . . . . 1 NO . . . . 2 DON'T KNOW 8	YES . . . . 1 NO . . . . 2 DON'T KNOW 8
D44	Cheese, yogurt/curd milk, or other milk products?	YES . . . . 1 NO . . . . 2 DON'T KNOW 8	YES . . . . 1 NO . . . . 2 DON'T KNOW 8	YES . . . . 1 NO . . . . 2 DON'T KNOW 8
D45	Other oils, fats, or butter, or foods made with any of of those products?	YES . . . . 1 NO . . . . 2 DON'T KNOW 8	YES . . . . 1 NO . . . . 2 DON'T KNOW 8	YES . . . . 1 NO . . . . 2 DON'T KNOW 8
D46	Any sugary foods such as chocolates, sweets, candies, pastries, cakes, or biscuits?	YES . . . . 1 NO . . . . 2 DON'T KNOW 8	YES . . . . 1 NO . . . . 2 DON'T KNOW 8	YES . . . . 1 NO . . . . 2 DON'T KNOW 8
D47	Condiments for flavor, such as chilies, spices, parsley?	YES . . . . 1 NO . . . . 2 DON'T KNOW 8	YES . . . . 1 NO . . . . 2 DON'T KNOW 8	YES . . . . 1 NO . . . . 2 DON'T KNOW 8
D49	Foods made with red palm oil, red palm nut, or red palm nut pulp sauce?	YES . . . . 1 NO . . . . 2 DON'T KNOW 8	YES . . . . 1 NO . . . . 2 DON'T KNOW 8	YES . . . . 1 NO . . . . 2 DON'T KNOW 8
	CHECK QUESTIONS **D33-D49**: **CIRLE ONE OF THE ANSWERS**	"NO" TO ALL → D50 AT LEAST ONE "YES" OR "DK" TO ALL → D51	"NO" TO ALL → D50 AT LEAST ONE "YES" OR "DK" TO ALL → D51	"NO" TO ALL → D50 AT LEAST ONE "YES" OR "DK" TO ALL → D51
D50	Did [CHILD'S NAME] eat any solid, semi-solid, or or soft foods yesterday during the day or at night? **IF "YES"** PROBE: What kind of solid, semi-solid, or soft foods did [CHILD'S NAME] eat?	YES . . . . 1 GO BACK TO D33-D49 AND RECORD FOODS EATEN. THEN CONTINUE WITH **D51**. NO . . . . 2 GO TO D54 FIRST COLUMN DON'T KNOW 8	YES . . . . 1 GO BACK TO D33-D49 AND RECORD FOODS EATEN. THEN CONTINUE WITH **D51**. NO . . . . 2 GO TO D54 SECOND COLUMN DON'T KNOW 8	YES . . . . 1 GO BACK TO D33-D49 AND RECORD FOODS EATEN. THEN CONTINUE WITH **D51**. NO . . . . 2 GO TO D54 THIRD COLUMN DON'T KNOW 8
D51	How many times did [child's name] eat solid, semi-solid, or soft foods yesterday during the day or or at night?	TIMES . . . . ☐☐ DON'T KNOW 98	TIMES . . . . ☐☐ DON'T KNOW 98	TIMES . . . . ☐☐ DON'T KNOW 98
		GO TO **D54** FIRST COLUMN	GO TO **D54** SECOND COLUMN	GO TO **D54** THIRD COLUMN

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Module D2. Children's Diarrhea and Oral Rehydration Therapy

NO.	QUESTIONS AND FILTERS	FIRST ELIGIBLE CHILD FROM ROSTER NAME ______	SECOND ELIBIBLE CHILD FROM ROSTER NAME ______	THIRD ELIGIBLE CHILD FROM ROSTER NAME ______
D54	Has (NAME) had diarrhea in the last 2 weeks? **(1)** DIARRHEA IS DEFINED AS 3 OR MORE WATERY STOOLS	YES .... 1 NO .... 2 **(GO TO D01 FOR NEXT CHILD OR TO D66 IF NO MORE CHILDREN)** DON'T KNOW 8	YES .... 1 NO .... 2 **(GO TO D01 FOR NEXT CHILD OR TO D66 IF NO MORE CHILDREN)** DON'T KNOW 8	YES .... 1 NO .... 2 **(GO TO D01 ON NEW PAGE FOR NEXT CHILD OR TO D66 IF NO MORE CHILDREN)** DON'T KNOW 8
D55	Was there any blood in the stools?	YES .... 1 NO .... 2 DON'T KNOW 8	YES .... 1 NO .... 2 DON'T KNOW 8	YES .... 1 NO .... 2 DON'T KNOW 8
D56	Now I would like to know how much (NAME) was given to drink during the diarrhea (including breastmilk). Was he/she given less than usual to drink, about the same amount, or more than usual to drink? IF LESS, PROBE: Was he/she given much less than usual to drink or somewhat less?	MUCH LESS ...... 1 SOMEWHAT LESS...... 2 ABOUT THE SAME .... 3 MORE .... 4 NOTHING TO DRINK..... 5 DON'T KNOW 8	MUCH LESS ...... 1 SOMEWHAT LESS...... 2 ABOUT THE SAME .... 3 MORE .... 4 NOTHING TO DRINK..... 5 DON'T KNOW 8	MUCH LESS ...... 1 SOMEWHAT LESS...... 2 ABOUT THE SAME .... 3 MORE .... 4 NOTHING TO DRINK..... 5 DON'T KNOW 8
D57	When (NAME) had diarrhea, was he/she given less than usual to eat, about the same amount, more than usual, or nothing to eat? IF LESS, PROBE: Was he/she given much less than usual to eat or somewhat less?	MUCH LESS ...... 1 SOMEWHAT LESS....... 2 ABOUT THE SAME...... 3 MORE .... 4 STOPPED FOOD......... 5 NEVER GAVE FOOD.... 6 DON'T KNOW 8	MUCH LESS ...... 1 SOMEWHAT LESS....... 2 ABOUT THE SAME...... 3 MORE .... 4 STOPPED FOOD......... 5 NEVER GAVE FOOD.... 6 DON'T KNOW 8	MUCH LESS ...... 1 SOMEWHAT LESS....... 2 ABOUT THE SAME...... 3 MORE .... 4 STOPPED FOOD......... 5 NEVER GAVE FOOD.... 6 DON'T KNOW 8
D58	Did you seek advice or treatment for the diarrhea from any source?	YES .... 1 NO .... 2 (SKIP TO D62)	YES .... 1 NO .... 2 (SKIP TO D62)	YES .... 1 NO .... 2 (SKIP TO D62)

Module D2. Children's Diarrhea and Oral Rehydration Therapy

NO.	QUESTIONS AND FILTERS	FIRST ELIGIBLE CHILD FROM ROSTER NAME ______	SECOND ELIBIBLE CHILD FROM ROSTER NAME ______	THIRD ELIGIBLE CHILD FROM ROSTER NAME ______
D59	Where did you seek advice or treatment? Anywhere else? PROBE TO IDENTIFY EACH TYPE OF SOURCE. IF UNABLE TO DETERMINE IF PUBLIC OR PRIVATE SECTOR, WRITE THE NAME OF THE PLACE. ______ (NAME OF THE PLACE) ______	**PUBLIC SECTOR** STATE HOSP. 01 HEALTH CENTER (CAL/CSL)/ DISP. 02 **PRIVATE SECTOR** HOSP./CLINIC 03 HEALTH CENTER (CAL/CSL)/ DISP. 04 PRIVATE DOCTOR 05 NURSE/ AUXILIARY 06 PHARMACY 07 **MIXED** HOSP./CLINIC 08 HEALTH CENTER (CAL/CSL)/ DISP. 09 **NON INSTITUTIONALIZED** MOBILE CLINIC 10 HEALTH AGENT/ PROMOTION 11 MIDWIFE WITH HUT 12 **TRADITIONNAL PRIVATE** MIDWIFE NO HUT 13 TRAD. HEALER OUGAN/MAMBO 14 **OTHER NON-MEDICAL** SHOP/MARKET 15 STREET VENDOR 16 FAMILY/FRIEND 17 OTHER ______ 18 (SPECIFY)	**PUBLIC SECTOR** STATE HOSP. 01 HEALTH CENTER (CAL/CSL)/ DISP. 02 **PRIVATE SECTOR** HOSP./CLINIC 03 HEALTH CENTER (CAL/CSL)/ DISP. 04 PRIVATE DOCTOR 05 NURSE/ AUXILIARY 06 PHARMACY 07 **MIXED** HOSP./CLINIC 08 HEALTH CENTER (CAL/CSL)/ DISP. 09 **NON INSTITUTIONALIZED** MOBILE CLINIC 10 HEALTH AGENT/ PROMOTION 11 MIDWIFE WITH HUT 12 **TRADITIONNAL PRIVATE** MIDWIFE NO HUT 13 TRAD. HEALER OUGAN/MAMBO 14 **OTHER NON-MEDICAL** SHOP/MARKET 15 STREET VENDOR 16 FAMILY/FRIEND 17 OTHER ______ 18 (SPECIFY)	**PUBLIC SECTOR** STATE HOSP. 01 HEALTH CENTER (CAL/CSL)/ DISP. 02 **PRIVATE SECTOR** HOSP./CLINIC 03 HEALTH CENTER (CAL/CSL)/ DISP. 04 PRIVATE DOCTOR 05 NURSE/ AUXILIARY 06 PHARMACY 07 **MIXED** HOSP./CLINIC 08 HEALTH CENTER (CAL/CSL)/ DISP. 09 **NON INSTITUTIONALIZED** MOBILE CLINIC 10 HEALTH AGENT/ PROMOTION 11 MIDWIFE WITH HUT 12 **TRADITIONNAL PRIVATE** MIDWIFE NO HUT 13 TRAD. HEALER OUGAN/MAMBO 14 **OTHER NON-MEDICAL** SHOP/MARKET 15 STREET VENDOR 16 FAMILY/FRIEND 17 OTHER ______ 18 (SPECIFY)
D60	CHECK **D59**: NUMBER OF CODES CIRCLED.	TWO OR MORE CODES CIRCLED ☐ / ONLY ONE CODE CIRCLED ☐ (SKIP TO **D62**)	TWO OR MORE CODES CIRCLED ☐ / ONLY ONE CODE CIRCLED ☐ (SKIP TO **D62**)	TWO OR MORE CODES CIRCLED ☐ / ONLY ONE CODE CIRCLED ☐ (SKIP TO **D62**)
D61	Where did you first seek advice or treatment? USE LETTER CODE FROM **D59**.	FIRST PLACE . . . . ☐☐	FIRST PLACE . . . . ☐☐	FIRST PLACE . . . . ☐☐
D62	Was he/she given any of the following to drink at any time since he/she started having the diarrhea:	YES NO DK	YES NO DK	YES NO DK
	a) An oral serum liquid sold in a store or pharmacy?	ORS LIQUID 1 2 8	ORS LIQUID 1 2 8	ORS LIQUID 1 2 8
	b) A liquid prepared from a sachet or oral rehydration salt?	ORS SACHET 1 2 8	ORS SACHET 1 2 8	ORS SACHET 1 2 8
	c) A home-made liquid prepared with water, salt and sugar?	HOMEMADE LIIQUID . . 1 2 8	HOMEMADE LIIQUID . . 1 2 8	HOMEMADE LIIQUID . . 1 2 8

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Module D2. Children's Diarrhea and Oral Rehydration Therapy

NO.	QUESTIONS AND FILTERS	FIRST ELIGIBLE CHILD FROM ROSTER NAME ______	SECOND ELIBIBLE CHILD FROM ROSTER NAME ______	THIRD ELIGIBLE CHILD FROM ROSTER NAME ______
D63	Was anything (else) given to treat the diarrhea?	YES . . . . 1 NO . . . . 2 **(GO TO D01 FOR NEXT CHILD OR TO D66 IF NO MORE CHILDREN)** DON'T KNOW 8	YES . . . . 1 NO . . . . 2 **(GO TO D01 FOR NEXT CHILD OR TO D66 IF NO MORE CHILDREN)** DON'T KNOW 8	YES . . . . 1 NO . . . . 2 **(GO TO D01 ON NEW PAGE FOR NEXT CHILD OR TO D66 IF NO MORE CHILDREN)** DON'T KNOW 8
D64	What (else) was given to treat the diarrhea? Anything else? RECORD ALL TREATMENTS GIVEN.	**PILL OR SYRUP** ANTIBIOTIC . . . . 01 ANTIMOTILITY . . . . . . 02 ZINC . . . . 03 OTHER (NOT ANTIBIOTIC, ANTIMOTILITY, OR ZINC) . . . . 04 UNKNOWN PILL OR SYRUP . . . . . . 05 **INJECTION** ANTIBIOTIC . . . . 06 NON-ANTIBIOTIC . . . . 07 UNKNOWN INJECTION . . . . . . 08 (IV) INTRAVENOUS . . . 09 HOME REMEDY/ HERBAL MEDICINE . 10 OTHER ______ 96 (SPECIFY)	**PILL OR SYRUP** ANTIBIOTIC . . . . 01 ANTIMOTILITY . . . . . . 02 ZINC . . . . 03 OTHER (NOT ANTIBIOTIC, ANTIMOTILITY, OR ZINC) . . . . 04 UNKNOWN PILL OR SYRUP . . . . . . 05 **INJECTION** ANTIBIOTIC . . . . 06 NON-ANTIBIOTIC . . . . 07 UNKNOWN INJECTION . . . . . . 08 (IV) INTRAVENOUS . . . 09 HOME REMEDY/ HERBAL MEDICINE . 10 OTHER ______ 96 (SPECIFY)	**PILL OR SYRUP** ANTIBIOTIC . . . . 01 ANTIMOTILITY . . . . . . 02 ZINC . . . . 03 OTHER (NOT ANTIBIOTIC, ANTIMOTILITY, OR ZINC) . . . . 04 UNKNOWN PILL OR SYRUP . . . . . . 05 **INJECTION** ANTIBIOTIC . . . . 06 NON-ANTIBIOTIC . . . . 07 UNKNOWN INJECTION . . . . . . 08 (IV) INTRAVENOUS . . . 09 HOME REMEDY/ HERBAL MEDICINE . 10 OTHER ______ 96 (SPECIFY)
D65		GO TO **D01** FOR NEXT CHILD OR, IF NO MORE CHILDREN, GO TO D66	GO TO **D01** FOR NEXT CHILD OR, IF NO MORE CHILDREN, GO TO D66	GO TO **D01 ON NEW PAGE** FOR NEXT CHILD OR, IF NO MORE CHILDREN, GO TO D66
D66	INSERT TIME MODULE ENDED	HOUR [ ][ ]	MINUTE [ ][ ]	→ GO TO WOMEN'S KISH GRID # 1

(1) The term(s) used for diarrhea should encompass the expressions used for all forms of diarrhea, including bloody stools (consistent with dysentery), watery stools, etc.

1. KISH GRID for random selection of women ages 15-49 for Module E

INSTRUCTIONS

1. Check Column 9 in the household roster. If there is more than one woman 15-49 then select one using the procedure below.
2. List the name and line number of all women ages 15-49 in the household, in descending order by age (oldest first).
3. Look up the last digit of the household number from Module A and circle the corresponding column number below.
4. Look up where the last digit of the household number (columns) crosses the number of women 15-49 (rows).
5. The digit in the cell where the column and row meet is the number of the woman to interview for Module E.

Note: If there is one woman aged 15-49 in the household, just write her name in the Kish grid # 1

EXAMPLE: If number of women 15-49 = 3 & last digit of household = 5, select the 2nd woman listed.

Number of Woman 15-49	Line Number from HH	Name	Age	Last digit of the household number (See Module A, A01)									
				1	2	3	4	5	6	7	8	9	0
1				1	1	1	1	1	1	1	1	1	1
2				1	2	1	2	1	2	1	2	1	2
3				1	2	3	1	2	3	1	2	3	3
4				1	2	3	4	1	2	3	4	1	4
5				1	2	3	4	5	1	2	3	4	5
6				1	2	3	4	5	6	4	2	6	1
7				1	2	3	4	5	6	7	1	4	7
8				1	2	3	4	5	6	7	8	4	3
9				1	2	3	4	5	6	7	8	9	2
10				1	2	3	4	5	6	7	8	9	10

2. KISH GRID for random selection of women for Anthropometry

INSTRUCTIONS

1. Check the names of the women listed in Question E39 (A-C). If there is any, cross them off the Kish Grid #1 above. If only one woman is left, write her name and line number and select this woman for anthropometry (height and and weight measurements). If there is more than one woman left, then select one using the procedure below.
2. List all women that have not been crossed off the Kish Grid #1 above, starting with the older woman.
3. Look up the last digit of the household number from Module A and circle the corresponding column number below.
4. Look up where the last digit of the household number (columns) crosses the number of women 15-49 (rows).
5. The digit in the cell where the column and row meet is the number of the woman to interview for Anthropometry.

Note: If there is one woman aged 15-49 in the household who is not pregnant or two months post partum, just write her name in the Kish grid # 2

EXAMPLE: If number of women 15-49 = 3 & last digit of household = 5, select the 2nd woman listed.

Number of Woman 15-49	Line Number from HH	Name	Age	Last digit of the household number (See Module A, A01)									
				1	2	3	4	5	6	7	8	9	0
1				1	1	1	1	1	1	1	1	1	1
2				1	2	1	2	1	2	1	2	1	2
3				1	2	3	1	2	3	1	2	3	3
4				1	2	3	4	1	2	3	4	1	4
5				1	2	3	4	5	1	2	3	4	5
6				1	2	3	4	5	6	4	2	6	1
7				1	2	3	4	5	6	7	1	4	7
8				1	2	3	4	5	6	7	8	4	3
9				1	2	3	4	5	6	7	8	9	2
10				1	2	3	4	5	6	7	8	9	10

Module E. Women's Nutritional Status and Dietary Diversity

NO.	QUESTIONS AND FILTERS	WOMAN'S NAME ________________
E00	INSERT TIME MODULE STARTED	HOUR [ ][ ] MINUTE [ ][ ]
E01	HOUSEHOLD NUMBER AND SDE CODE	HH [ ][ ] SDE [ ][ ]
E02	WOMAN'S LINE NUMBER FROM THE HOUSEHOLD ROSTER	LINE NUMBER [ ][ ]
E03	In what month and year were you born? IF DON'T KNOW MONTH RECORD "98" IF DON'T KNOW YEAR RECORD "9998"	MONTH . . . . [ ][ ] YEAR [ ][ ][ ][ ]
E04	Please tell me how old you are. What was your age at your last birthday? RECORD AGE IN COMPLETED YEARS AND SKIP TO E06. IF RESPONDENT CANNOT REMEMBER HOW OLD SHE IS, CIRCLE 98 AND ASK QUESTION E05.	AGE IN YEARS [ ][ ] (SKIP TO E06) DON'T KNOW 98
E05	Are you between the ages of 15 and 49 years old?	YES . . . . 1 NO . . . . 2 DON'T KNOW 8
E06	CHECK E03, E04 AND E05 (IF APPLICABLE): IS THE RESPONDENT BETWEEN THE AGES OF 15 AND 49 YEARS? IF THE INFORMATION IN E03, E04 AND E05 CONFLICTS, DETERMINE WHICH IS MOST ACCURATE. IF ANSWER IS 'NO' AND ANOTHER WOMAN IS SELECTED, THEN QUESTIONS E02-E04 MUST BE REPEATED FOR THE NEW WOMAN.	YES . . . . 1 NO . . . . 2 GO BACK TO WOMEN'S KISH GRID AND SELECT ANOTHER WOMAN
	WOMAN'S DIETERY DIVERSITY	
	Yesterday during the day or night did you drink/eat any [ASK QUESTIONS E11 to E27]?	
E11	Bread, biscuits, pastries, buns, pasta, noodles, crackers, breadfruit or other foods made from grains such as corn, wheat, millet, rice?	YES . . . . 1 NO . . . . 2 DON'T KNOW 8
E12	Pumpkin, carrots, sweet potatoes or other tubers and vegetables that are yellow or orange inside?	YES . . . . 1 NO . . . . 2 DON'T KNOW 8
E13	White sweet potatoes, white yams, manioc, cassava, plantains or any other foods made from roots?	YES . . . . 1 NO . . . . 2 DON'T KNOW 8
E14	Any dark green leafy vegetables such as spinach, lettuce, other dark green leafty vegetables or okra?	YES . . . . 1 NO . . . . 2 DON'T KNOW 8
E15	Ripe mangoes, ripe papaya, apricots, cantaloupe melons or other fruits that are yellow or orange inside?	YES . . . . 1 NO . . . . 2 DON'T KNOW 8
E16	Other fruits or vegetables, like bananas, pomegranates, tomoatoes, green beans, avocado, etc?	YES . . . . 1 NO . . . . 2 DON'T KNOW 8

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Module E. Women's Nutritional Status and Dietary Diversity

NO.	QUESTIONS AND FILTERS	WOMAN'S NAME ________________________
E17	Liver, kidney, heart, or other organ meats?	YES . . . . 1 NO . . . . 2 DON'T KNOW 8
E18	Any meat, such as beef, pork, lamb, goat, chicken, duck or any other meat?	YES . . . . 1 NO . . . . 2 DON'T KNOW 8
E19	Eggs?	YES . . . . 1 NO . . . . 2 DON'T KNOW 8
E20	Fresh or dried fish, shellfish, or seafood?	YES . . . . 1 NO . . . . 2 DON'T KNOW 8
E21	Any foods made from beans, peas, pistachios, walnuts, mamba or other seeds?	YES . . . . 1 NO . . . . 2 DON'T KNOW 8
E22	Cheese, yogurt/curd milk, or other milk products?	YES . . . . 1 NO . . . . 2 DON'T KNOW 8
E23	Any other oils, fats, or butter, or foods made with any of of those products?	YES . . . . 1 NO . . . . 2 DON'T KNOW 8
E24	Any sugary foods such as chocolates, sweets, candies, pastries, cakes, or biscuits?	YES . . . . 1 NO . . . . 2 DON'T KNOW 8
E25	Condiments for flavor, such as chilies, spices, parsley?	YES . . . . 1 NO . . . . 2 DON'T KNOW 8
E27	Foods made with red palm oil, red palm nut, or red palm nut pulp sauce?	YES . . . . 1 NO . . . . 2 DON'T KNOW 8
	INITIATION OF BREASTFEEDING AND PRELACTAL FEEDS	
E28	Now I would like to ask you about pregnancies and births you may have had. Are you currently pregnant?	YES . . . . 1 (SKIP TO E30) NO . . . . 2 DON'T KNOW 8
E29	Have you ever been pregnant? IF "NO" PROBE BY ASKING Were you ever pregnant, even if this pregnancy did not result in the birth of a live child?	YES . . . . 1 NO . . . . 2 (SKIP TO E38)
E30	Have you ever given birth? IF "NO" PROBE BY ASKING I mean, to a child even if the child lived only a few minutes or hours, or was born dead?	YES . . . . 1 NO . . . . 2 (SKIP TO E38)
E31	When was the last time you gave birth (even if your child is no longer living)? IF THE RESPONDENT DOES NOT KNOW THE BIRTHDATE ASK: Do you have a health/vaccination card for that child with the birthdate recorded? IF THE HEALTH/VACCINATION CARD IS SHOWN, RECORD THE DATE OF BIRTH AS DOCUMENTED ON THE CARD	Date of Last Birth DAY.................... |___|___| If day is not known, enter '98' above MONTH................ |___|___| YEAR........... |___|___| |___|___|

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Module E. Women's Nutritional Status and Dietary Diversity

NO.	QUESTIONS AND FILTERS	WOMAN'S NAME ____________________
	CHECK ANSWER TO QUESTION E31. DID THE RESPONDENT'S LAST BIRTH OCCUR WITHIN THE LAST TWO YEARS, THAT IS, THE SAME DAY AND THE SAME MONTH IN 2012.	YES . . . . 1 NO . . . . 2 (SKIP TO E38)
E32	What is the name of your child who was born on (DATE INDICATED IN E31)?	NAME ____________________
E33	Is (CHILD'S NAME) a male or female?	MALE . . . . 1 FEMALE 2
E34	Did you ever breastfeed (CHILD'S NAME)?	YES . . . . 1 NO . . . . 2 (SKIP TO E38)
E35	How long after birth did you first put (CHILD'S NAME) to the breast? IF THE RESPONDENT REPORTS SHE PUT THE INFANT TO THE BREAST IMMEDIATELY AFTER BIRTH, CIRCLE '000' IF LESS THAN 1 HOUR, CIRCLE '1' FOR HOURS AND RECORD '00' HOURS IF LESS THAN 24 HOURS, CIRCLE '1' FOR HOURS AND RECORD NUMBER OF COMPLETED HOURS FROM 01 TO 23 OTHERWISE, CIRCLE '2' AND RECORD NUMBER OF COMPLETED DAYS	IMMEDIATELY................ 0 0 0 ***OR*** HOURS.................... 1 |___|___| ***OR*** DAYS...................... 2 |___|___|
E36	In the first three days after delivery, was [CHILD'S NAME] given anything to drink other than breast milk?	YES . . . . 1 NO . . . . 2 (SKIP TO E38)
E37	What was [CHILD'S NAME] given to drink?	MILK (OTHER THAN BREAST MILK) . . . . 01 PLAIN WATER . . . . 02 SUGAR OR GLUCOSE WATER . . . . 03 GRIPE WATER . . . . 04 SUGAR-SALT-WATER SOLUTION . . . . 05 FRUIT JUICE . . . . 06 INFANT FORMULA . . . . 07 TEA/INFUSIONS . . . . 08 COFFEE . . . . 09 HONEY . . . . 10 OTHER ____________________ 11 (SPECIFY)
E38	Are there any other women ages 15-49 in the household who are currently pregnant or who gave birth to a child within the past two months?	YES . . . . 1 NO . . . . 2 (SKIP TO E39C)
E39A E39B E39C	What are the names of the women that are currently pregnant or who gave birth to a child within the past two months? WRITE THE NAMES AND LINE NUMBERS FROM THE HOUSEHOLD ROSTER OF ALL WOMEN THAT ARE PREGNANT OR GAVE BIRTH TO A CHILD WITHIN THE PAST TWO MONTHS. CHECK Q E28, Q E31, IF THE WOMAN INTERVIEWED IS PREGNANT OR LESS THAN 2 MONTHS POST PARTUM, WRITE THE NAME AND LINE NUMBER FROM THE HOUSEHOLD ROSTER. IF NO GO TO E40	NAME ________________ LINE NUMBER FROM ROSTER |___|___| NAME ________________ LINE NUMBER FROM ROSTER |___|___| NAME ________________ LINE NUMBER FROM ROSTER |___|___|
E40	**INSERT TIME MODULE ENDED** HOUR |__|__| MINUTE |__|__|	GO TO KISH GRID #2 FOR ANTHROPOMETRY

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ANTHROPOMETRY

HOUSEHOLD NUMBER ☐☐ **SDE CODE** ☐☐ **START TIME** **HOUR:** ☐☐ **MINUTE:** ☐☐

CHILDREN LESS THAN 5 YEARS OF AGE (0-59 Months)						WEIGHT AND HEIGHT OF CHILDREN LESS THAN 5 YEARS OF AGE (0-59 MONTHS)				
D67	D68	D69	D70	D71	D72	D73	D74	D75	D76	D77
LINE NO. FROM HH ROSTER	NAME	SEX MALE: 1 FEMALE: 2	AGE IN MONTHS	CHILD'S BIRTH DATE DAY/MONTH/YEAR	SOURCE BIRTH DATE	WEIGHT (KG)	HEIGHT (CM)	HEIGHT MEASURED LAYING DOWN: 1 OR STANDING UP: 2	RESULT MEASURED: 1 NOT PRESENT: 2 REFUSED: 3 OTHER: 6 (explain in comment box)	EDEMA YES: 1 NO: 2
				DAY MONTH YEAR						
						. KG	. CM			
						. KG	. CM			
						. KG	. CM			
						. KG	. CM			
						. KG	. CM			

COMMENTS:

SOURCE OF BIRTH DATE
1. BIRTH CERTIFICATE
2. BAPTISMAL/CHURCH RECORD
3. HEALTH REGISTRATION CARD
4. HOME RECORD
5. PARENT STATEMENT
6. OTHER ________________

SELECTED WOMAN'S (15-49) INFORMATION			WEIGHT AND HEIGHT OF SELECTED WOMAN (15-49)		
E50	E51	E52	E53	E54	E55
LINE NO. FROM HH ROSTER	NAME	AGE IN YEARS	WEIGHT (KG)	HEIGHT (CM)	RESULT MEASURED: 1 NOT PRESENT: 2 REFUSED: 3 OTHER: 6 (explain in comment box)
			. KG	. CM	

COMMENTS:

END TIME

HOUR: ☐☐

MINUTE: ☐☐

GO TO MODULE J

ANTHROPOMETRIST PRINT NAME:	SIGNATURE:	ID #	DAY	MONTH	YEAR
SUPERVISOR PRINT NAME:	SIGNATURE:	ID #	DAY	MONTH	YEAR

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Module J. Gender			
NO.	QUESTIONS AND FILTERS	PRIMARY MALE DECISION-MAKER	PRIMARY FEMALE DECISION-MAKER
J00	INSERT TIME MODULE STARTED	HOUR ☐☐ MINUTE ☐☐	HOUR ☐☐ MINUTE ☐☐
J01	HOUSEHOLD NUMBER AND SDE CODE	HH ☐☐ SDE ☐☐	
J02	LINE NUMBER FROM THE HOUSEHOLD ROSTER FOR THE PRIMARY MALE AND FEMALE DECISION MAKERS. QUESTIONS A15 AND A16. SEE DEFINTIONS IN MODULE A.	LINE NUMBER FOR MALE ☐☐	LINE NUMBER FOR FEMALE ☐☐
	Now, I am going to read some statements to you and ask whether you are in agreement with them. Listen as I read each statement, and then please indicate whether you strongly disagree, disagree, neither agree nor disagree, agree or strongly agree with the statement I have read.		
J03	On the whole, men make better political leaders than women and should be elected rather than women.	STRONGLY DISAGREE . . . 1 DISAGREE . . . 2 NEITHER AGREE NOR DISAGREE . 3 AGREE . . . 4 STRONGLY AGREE . . . 5 DON'T KNOW . . . 98	STRONGLY DISAGREE . . . 1 DISAGREE . . . 2 NEITHER AGREE NOR DISAGREE 3 AGREE . . . 4 STRONGLY AGREE . . . 5 DON'T KNOW . . . 98
J04	When jobs are scarce, men should have more rights to a job than women.	STRONGLY DISAGREE . . . 1 DISAGREE . . . 2 NEITHER AGREE NOR DISAGREE . 3 AGREE . . . 4 STRONGLY AGREE . . . 5 DON'T KNOW . . . 98	STRONGLY DISAGREE . . . 1 DISAGREE . . . 2 NEITHER AGREE NOR DISAGREE 3 AGREE . . . 4 STRONGLY AGREE . . . 5 DON'T KNOW . . . 98
J05	Women should have equal rights with men to access food.	STRONGLY DISAGREE . . . 1 DISAGREE . . . 2 NEITHER AGREE NOR DISAGREE . 3 AGREE . . . 4 STRONGLY AGREE . . . 5 DON'T KNOW . . . 98	STRONGLY DISAGREE . . . 1 DISAGREE . . . 2 NEITHER AGREE NOR DISAGREE 3 AGREE . . . 4 STRONGLY AGREE . . . 5 DON'T KNOW . . . 98
J06	Women and men should have equal decision-making on the family's food consumption and nutrition.	STRONGLY DISAGREE . . . 1 DISAGREE . . . 2 NEITHER AGREE NOR DISAGREE . 3 AGREE . . . 4 STRONGLY AGREE . . . 5 DON'T KNOW . . . 98	STRONGLY DISAGREE . . . 1 DISAGREE . . . 2 NEITHER AGREE NOR DISAGREE 3 AGREE . . . 4 STRONGLY AGREE . . . 5 DON'T KNOW . . . 98
J07	Women should have equal rights with men and receive the same treatment as men do.	STRONGLY DISAGREE . . . 1 DISAGREE . . . 2 NEITHER AGREE NOR DISAGREE . 3 AGREE . . . 4 STRONGLY AGREE . . . 5 DON'T KNOW . . . 98	STRONGLY DISAGREE . . . 1 DISAGREE . . . 2 NEITHER AGREE NOR DISAGREE 3 AGREE . . . 4 STRONGLY AGREE . . . 5 DON'T KNOW . . . 98
J08	**INSERT TIME MODULE ENDED**	HOUR ☐☐ MINUTE ☐☐	HOUR ☐☐ MINUTE ☐☐
		→	GO TO MODULE H

MODULE H. POVERTY MEASUREMENT

HOUSEHOLD NUMBER FROM MODULE A ....

SDE CODE FROM MODULE A ....

RESPONDENT LINE NUMBER FROM HOUSEHOLD ROSTER (COLUMN 6) . ...

INSERT TIME MODULE STARTED

HOUR

MINUTES

MODULE H1. FOOD, BEVERAGES AND TOBACCO CONSUMPTION OVER PAST 7 DAYS

ITEM CODE	PRODUCT	YES = 1 NO = 2	FOOD CONSUMPTION OVER PAST 7 DAYS		FROM PURCHASES		TOTAL SPENT	FROM AGRICULTURAL PRODUCTION		FROM GIFTS AND OTHER SOURCES	
	Over the past 7 days, did you or others in your household consume any [ITEM]? INCLUDE FOOD BOTH EATEN COMMUNALLY IN THE HOUSEHOLD AND SEPARATELY BY INDIVIDUAL HOUSEHOLD MEMBERS. DO NOT INCLUDE FOOD OR DRINKS EATEN IN RESTAURANTS.	IF "NO" SKIP TO NEXT ITEM	How much [PRODUCT] in total did your household consume in the past 7 days?		How much [PRODUCT] consumed in the last 7 days came from purchases?		How much did you spend on the [PRODUCT] consumed in the past 7 days? IF THE FAMILY CONSUMED PART BUT NOT ALL OF SOMETHING THEY PURCHASED, ESTIMATE ONLY COST OF WHAT WAS CONSUMED.	How much [PRODUCT] came from your own production?		How much of this product came from gifts and other sources?	
H1.01		H1.02	H1.03A QUANTITY	H1.03B UNIT	H1.04A QUANTITY	H1.04B UNIT	H1.05 GOURDES	H1.06A QUANTITY	H1.06B UNIT	H1.07A QUANTITY	H1.07B UNIT
101	Rice	1 2									
102	Corn	1 2									
103	Millet	1 2									
104	Flour	1 2									
105	Bread	1 2						NOT APPLICABLE			
106	Pastries, biscuits	1 2						NOT APPLICABLE			
107	Pasta	1 2						NOT APPLICABLE			
108	Other cereals	1 2									
109	Mutton/goat (kabrit)	1 2									
110	Chicken/duck/goose	1 2									
111	Pork	1 2									
112	Beef	1 2									
113	Salami	1 2									
114	Ham	1 2									
115	Other meats	1 2									
116	Fish	1 2									
117	Conch/crab/shrimp	1 2									
118	Eggs	1 2									
119	Milk	1 2									

UNIT CODES

Small pot 1	Bit 7	Lot of 13 13	Gliosse . . 19	Case 25
Big pot. 2	Box 8	Lot of 24 14	Gallon 20	Other (SPECIFY) 98
Sac 3	Lot 9	Head . . . 15	Litre 21	Refused 99
Bag 4	Dozen . . 10	Regime . 16	Gram 22	
One unit 5	Lot of 2 . . 11	Bocal . . . 17	Kilogram 23	
Pack 6	Lot of 3 . 12	Bottle . . . 18	Pound 24	

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MODULE H1. FOOD, BEVERAGES AND TOBACCO CONSUMPTION OVER PAST 7 DAYS

ITEM CODE	PRODUCT	YES = 1 NO = 2	FOOD CONSUMPTION OVER PAST 7 DAYS		FROM PURCHASES		TOTAL SPENT	FROM AGRICULTURAL PRODUCTION		FROM GIFTS AND OTHER SOURCES	
	Over the past 7 days, did you or others in your household consume any [ITEM]? INCLUDE FOOD BOTH EATEN COMMUNALLY IN THE HOUSEHOLD AND SEPARATELY BY INDIVIDUAL HOUSEHOLD MEMBERS. DO NOT INCLUDE FOOD OR DRINKS EATEN IN RESTAURANTS.	IF "NO" SKIP TO NEXT ITEM	How much [PRODUCT] in total did your household consume in the past 7 days?		How much [PRODUCT] consumed in the last 7 days came from purchases?		How much did you spend on the [PRODUCT] consumed in the past 7 days? IF THE FAMILY CONSUMED PART BUT NOT ALL OF SOMETHING THEY PURCHASED, ESTIMATE ONLY COST OF WHAT WAS CONSUMED.	How much [PRODUCT] came from your own production?		How much of this product came from gifts and other sources?	
H1.01		H1.02	H1.03A QUANTITY	H1.03B UNIT	H1.04A QUANTITY	H1.04B UNIT	H1.05 GOURDES	H1.06A QUANTITY	H1.06B UNIT	H1.07A QUANTITY	H1.07B UNIT
120	Cheese	1 2									
121	Yoghurt	1 2									
122	Oil, butter and lard	1 2									
123	Mangoes	1 2									
124	Grapes	1 2									
125	Pineapples	1 2									
126	Bananas	1 2									
127	Orange	1 2									
128	Lemon	1 2									
129	Other fruits	1 2									
130	Tomatoes	1 2									
131	Carrots	1 2									
132	Eggplant	1 2									
133	Cabbage	1 2									
134	Christophine (Méliton)	1 2									
135	Garlic	1 2									
136	Onions	1 2									
137	Shallots	1 2									
138	Other vegetables	1 2									
139	Plantain	1 2									
140	Potatoes	1 2									
141	Yam	1 2									
142	Manioc	1 2									
143	Sweet potato	1 2									
144	Other tuburcules	1 2									

UNIT CODES

Small pot 1	Bit 7	Lot of 13 13	Gliosse . . 19	Case 25
Big pot. 2	Box 8	Lot of 24 14	Gallon 20	Other (SPECIFY 98
Sac 3	Lot 9	Head . . . 15	Litre 21	Refused 99
Bag 4	Dozen . . 10	Regime . 16	Gram 22	
One unit 5	Lot of 2 . . 11	Bocal . . . 17	Kilogram 23	
Pack 6	Lot of 3 . 12	Bottle . . . 18	Pound 24	

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MODULE H1. FOOD, BEVERAGES AND TOBACCO CONSUMPTION OVER PAST 7 DAYS

ITEM CODE	PRODUCT	YES = 1 NO = 2	FOOD CONSUMPTION OVER PAST 7 DAYS		FROM PURCHASES		TOTAL SPENT	FROM AGRICULTURAL PRODUCTION		FROM GIFTS AND OTHER SOURCES	
	Over the past 7 days, did you or others in your household consume any [ITEM]? INCLUDE FOOD BOTH EATEN COMMUNALLY IN THE HOUSEHOLD AND SEPARATELY BY INDIVIDUAL HOUSEHOLD MEMBERS. DO NOT INCLUDE FOOD OR DRINKS EATEN IN RESTAURANTS.	IF "NO" SKIP TO NEXT ITEM	How much [PRODUCT] in total did your household consume in the past 7 days?		How much [PRODUCT] consumed in the last 7 days came from purchases?		How much did you spend on the [PRODUCT] consumed in the past 7 days? IF THE FAMILY CONSUMED PART BUT NOT ALL OF SOMETHING THEY PURCHASED, ESTIMATE ONLY COST OF WHAT WAS CONSUMED.	How much [PRODUCT] came from your own production?		How much of this product came from gifts and other sources?	
H1.01		**H1.02**	**H1.03A QUANTITY**	**H1.03B UNIT**	**H1.04A QUANTITY**	**H1.04B UNIT**	**H1.05 GOURDES**	**H1.06A QUANTITY**	**H1.06B UNIT**	**H1.07A QUANTITY**	**H1.07B UNIT**
145	Beans	1 2									
146	Peanuts	1 2									
147	Sugar/honey	1 2									
148	Salt	1 2									
149	Peppers (piment)	1 2									
150	Pepper (poivre)	1 2									
151	Maggi	1 2						NOT APPLICABLE			
152	Clove	1 2									
153	Soda (NOT AT RESTAURANTS)	1 2						NOT APPLICABLE			
154	Alcoholic Drinks (NOT AT RESTAURANTS)	1 2									
155	Other drinks (coffee, tea, juice, etc.)	1 2									
156	Cigarettes	1 2						NOT APPLICABLE			
157	Other Tobacco	1 2									
	EXPENDITURE AT RESTAURANTS										
158	Food	1 2	NOT APPLICABLE					NOT APPLICABLE			
159	Drinks	1 2	NOT APPLICABLE					NOT APPLICABLE			
	OTHER FOOD NOT LISTED										
160	SPECIFY ____________________	1 2									
161	SPECIFY ____________________	1 2									
162	SPECIFY ____________________	1 2									

UNIT CODES

Small pot 1	Bit 7	Lot of 13 13	Gliosse . . 19	Case 25
Big pot. 2	Box 8	Lot of 24 14	Gallon 20	Other (SPECIFY 98
Sac 3	Lot 9	Head . . . 15	Litre 21	Refused 99
Bag 4	Dozen . . 10	Regime . 16	Gram 22	
One unit 5	Lot of 2 . . 11	Bocal . . . 17	Kilogram 23	
Pack 6	Lot of 3 . 12	Bottle . . . 18	Pound 24	

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MODULE H2. NON-DURABLE GOODS AND FREQUENTLY PURCHASED SERVICES OVER PAST 30 DAYS			
ITEM NO.	**QUESTIONS AND FILTERS (ONE MONTH REFERENCE)**	**CODING CATEGORIES**	**TOTAL COST IN GOURDES**
	Over the past 30 DAYS, did your household use or buy any [ITEM]:		How much did you pay (how much did they cost) in total?
	PRODUCTS/SERVICES		
201	Soap and cleaning products?	YES . . . . 1 NO . . . . 2 (NEXT ITEM)	TOTAL COST __________
202	Hygiene (toothpaste, deodorant, soap body cream, etc.)?	YES . . . . 1 NO . . . . 2 (NEXT ITEM)	TOTAL COST __________
203	Cosmetic products (make up, facial cream, etc.)?	YES . . . . 1 NO . . . . 2 (NEXT ITEM)	TOTAL COST __________
204	Charcoal?	YES . . . . 1 NO . . . . 2 (NEXT ITEM)	TOTAL COST __________
205	Wood?	YES . . . . 1 NO . . . . 2 NEXT ITEM)	TOTAL COST __________
206	Candles?	YES . . . . 1 NO . . . . 2 (NEXT ITEM)	TOTAL COST __________
207	Propane gas?	YES . . . . 1 NO . . . . 2 (NEXT ITEM)	TOTAL COST __________
208	Tobacco?	YES . . . . 1 NO . . . . 2 (NEXT ITEM)	TOTAL COST __________
209	Fuel?	YES . . . . 1 NO . . . . 2 (NEXT ITEM)	TOTAL COST __________
210	Other vehicle related-expenses (repairs, lubricants,etc.)?	YES . . . . 1 NO . . . . 2 (NEXT ITEM)	TOTAL COST __________
211	Transport (local)?	YES . . . . 1 NO . . . . 2 (NEXT ITEM)	TOTAL COST __________
212	Transport (long distance)?	YES . . . . 1 NO . . . . 2 (NEXT ITEM)	TOTAL COST __________
213	Domestic work (Maid, guardian, driver)?	YES . . . . 1 NO . . . . 2 (NEXT ITEM)	TOTAL COST __________
214	Entertainment, sports, reading?	YES . . . . 1 NO . . . . 2 (NEXT ITEM)	TOTAL COST __________
215	Other non-durable goods or services like hairdressing? What?	YES . . . . 1 NO . . . . 2 (NEXT ITEM)	TOTAL COST __________
216	Other non-durable goods or services? What?	YES . . . . 1 NO . . . . 2 (NEXT ITEM)	TOTAL COST __________
217	Other non-durable goods or services? What?	YES . . . . 1 NO . . . . 2 (NEXT ITEM)	TOTAL COST __________

MODULE H2. NON-DURABLE GOODS AND FREQUENTLY PURCHASED SERVICES OVER PAST 30 DAYS

ITEM NO.	QUESTIONS AND FILTERS (ONE MONTH REFERENCE)	CODING CATEGORIES	TOTAL COST IN GOURDES
	Over the past 30 DAYS, did your household use or buy any [ITEM]:		How much did you pay (how much did they cost) in total?
	UTILITIES		
218	Water: water expenses in own home/yard/plot	YES . . . . 1 NO . . . . 2 NEXT ITEM)	TOTAL COST ________________
219	Public fountain/water reservoir/water purchase	YES . . . . 1 NO . . . . 2 (NEXT ITEM)	TOTAL COST ________________
220	Treated water/industrial water bags	YES . . . . 1 NO . . . . 2 (NEXT ITEM)	TOTAL COST ________________
221	Telephone: landline	YES . . . . 1 NO . . . . 2 (NEXT ITEM)	TOTAL COST ________________
222	Cellular telephone	YES . . . . 1 NO . . . . 2 (NEXT ITEM)	TOTAL COST ________________
223	Electricity	YES . . . . 1 NO . . . . 2 (NEXT ITEM)	TOTAL COST ________________
224	Internet (modem, cybercafe)	YES . . . . 1 NO 2	TOTAL COST

MODULE H3. NON-FOOD EXPENDITURES OVER PAST 12 MONTHS

ITEM NO.	QUESTIONS AND FILTERS (ONE YEAR REFERENCE)	CODING CATEGORIES	TOTAL COST IN GOURDES
	Over the past 12 months, did your household use or buy any item I am going to name for you:		How much did you pay (how much did they cost) in total?
	CLOTHING AND HOUSEHOLD		
301	Women's clothing	YES . . . . . . 1 NO . . . . . . 2 (NEXT ITEM)	TOTAL COST ________
302	Men's clothing	YES . . . . . . 1 NO . . . . . . 2 (NEXT ITEM)	TOTAL COST ________
303	Children's clothing	YES . . . . . . 1 NO . . . . . . 2 (NEXT ITEM)	TOTAL COST ________
304	Women's footwear	YES . . . . . . 1 NO . . . . . . 2 (NEXT ITEM)	TOTAL COST ________
305	Men's footwear	YES . . . . . . 1 NO . . . . . . 2 (NEXT ITEM)	TOTAL COST ________
306	Children's footwear	YES . . . . . . 1 NO . . . . . . 2 (NEXT ITEM)	TOTAL COST ________
307	Cloth	YES . . . . . . 1 NO . . . . . . 2 (NEXT ITEM)	TOTAL COST ________
308	Dressmaker	YES . . . . . . 1 NO . . . . . . 2 (NEXT ITEM)	TOTAL COST ________
309	Small household items	YES . . . . . . 1 NO . . . . . . 2 (NEXT ITEM)	TOTAL COST ________
	HEALTH AND MEDICAL CARE		
310	Consultations	YES . . . . . . 1 NO . . . . . . 2 (NEXT ITEM)	TOTAL COST ________
311	Drugs and traditional medications	YES . . . . . . 1 NO . . . . . . 2 (NEXT ITEM)	TOTAL COST ________
312	Hospitalization	YES . . . . . . 1 NO . . . . . . 2 (NEXT ITEM)	TOTAL COST ________
313	Examinations and medical care	YES . . . . . . 1 NO . . . . . . 2 (NEXT ITEM)	TOTAL COST ________
314	Glasses and prosthesis	YES . . . . . . 1 NO . . . . . . 2 (NEXT ITEM)	TOTAL COST ________
315	Treatment materials	YES . . . . . . 1 NO . . . . . . 2 (NEXT ITEM)	TOTAL COST ________

MODULE H3. NON-FOOD EXPENDITURES OVER PAST 12 MONTHS

ITEM NO.	QUESTIONS AND FILTERS (ONE YEAR REFERENCE)	CODING CATEGORIES	TOTAL COST IN GOURDES
	Over the past 12 months, did your household use or buy any item I am going to name for you:		How much did you pay (how much did they cost) in total?
	EDUCATION EXPENDITURES		
316	School fees (inscription fees)	YES . . . . 1 NO . . . . 2 (NEXT ITEM)	TOTAL COST ________
317	Books and other school supplies	YES . . . . 1 NO . . . . 2 (NEXT ITEM)	TOTAL COST ________
318	School transport fees	YES . . . . 1 NO . . . . 2 (NEXT ITEM)	TOTAL COST ________
319	School uniforms, shoes and other school clothing	YES . . . . 1 NO . . . . 2 (NEXT ITEM)	TOTAL COST ________
320	Other educational expenses (like tutorial, english course)	YES . . . . 1 NO . . . . 2 (NEXT ITEM)	TOTAL COST ________
	EXCEPTIONAL EXPENDITURES		
321	Construction/Home improvement expenses	YES . . . . 1 NO . . . . 2 (NEXT ITEM)	TOTAL COST ________
322	Ceremonies like baptism, marriage, funerals, etc.	YES . . . . 1 NO . . . . 2 (NEXT ITEM)	TOTAL COST ________
323	Parties	YES . . . . 1 NO . . . . 2 (NEXT ITEM)	TOTAL COST ________
324	Taxes, fines, tax contraventions	YES . . . . 1 NO . . . . 2 (NEXT ITEM)	TOTAL COST ________
325	Ornaments, including purchases and modifications of jewellry, necklaces, chains, bracelets, etc.	YES . . . . 1 NO . . . . 2 (NEXT ITEM)	TOTAL COST ________
326	Durable furniture and equipments (living room, cupboards, library, fridge, kitchen, video, television)	YES . . . . 1 NO . . . . 2 (NEXT ITEM)	TOTAL COST ________
327	Vehicle purchase (car, motorcycle, bicycle, etc.)	YES . . . . 1 NO . . . . 2 (NEXT ITEM)	TOTAL COST ________
328	Other expenditures, what? LIST EXPENDITURE ________	YES . . . . 1 NO 2	TOTAL COST ________
329	Other expenditures, what? LIST EXPENDITURE ________	YES . . . . 1 NO 2	TOTAL COST ________
330	Other expenditures, what? LIST EXPENDITURE ________	YES . . . . 1 NO 2	TOTAL COST ________

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MODULE H4. HOUSING EXPENDITURES

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
401	Do you own or are you purchasing this house, is it provided to you by an employer, do you use it for free, or do you rent this house?	OWN . . . . 01 BEING PURCHASED . . . . 02 EMPLOYER PROVIDES . . . . 03 FREE, AUTHORIZED . . . . 04 FREE, NOT AUTHORIZED . . . . 05 RENTED . . . . 06 OTHER________________ 96 (SPECIFY) DON'T KNOW/NO RESPONSE/ NOT APPLICABLE 98	 → 404 → 404 → 404 → 405 → 404 → H5
402	If you sold this house today, how much would you receive for it?	GOURDES________________ DON'T KNOW/NO RESPONSE/ NOT APPLICABLE 98	
403	How many years ago was this house built? How old is it?	YEARS. . . . . [ ][ ] DON'T KNOW 98	
404	If you rented this house today, how much rent would you receive?	GOURDES________________ DAY . . . . 1 WEEK . . . . 2 MONTH . . . . 3 YEAR . . . . 4 DON'T KNOW/NO RESPONSE/ NOT APPLICABLE 8	 → H5 → H5 → H5 → H5 → H5
405	How much do you pay to rent this dwelling?	GOURDES________________ DAY . . . . 1 WEEK . . . . 2 MONTH . . . . 3 YEAR . . . . 4 DON'T KNOW/NO RESPONSE/ NOT APPLICABLE 8	

MODULE H5. VALUE OF ASSETS								
ITEM CODE	PRODUCT	YES = 1 NO = 2		NUMBER OF UNITS OF EACH ITEM	AGE OF ITEMS	PRICE IF SOLD	PRICE NEW
	Does your household own a [ITEM]? CIRCLE 1 (YES) OR 2 (NO) IN THE FOLLOWING COLUMN. IF THE ANSWER IS "NO" ASK THE QUESTIONS FOR THE FOLLOWING			How many [ITEMS] do you own?	What is the age of these [ITEM]s? IF MORE THAN ONE ITEM, AVERAGE AGE	How much were these [ITEM]s worth when you acquired them? IF MORE THAN ONE ITEM, AVERAGE VALUE	If you wanted to sell these [ITEM]s today, how much would you receive? IF MORE THAN ONE ITEM, AVERAGE VALUE
H5.1	H5.2			H5.3 NUMBER OF ITEMS	H5.4 NUMBER OF YEARS	H5.5 GOURDES	H5.6 GOURDES
	ITEM	Yes	No				
01	Oven (electric/gas)?	1	2				
02	Stove (Coal/wood)	1	2				
03	Boiler	1	2				
04	Television	1	2				
05	Radio	1	2				
06	Stereo system	1	2				
07	Cellular telephone	1	2				
08	Telephone: landline	1	2				
09	Refrigerator/Freezer	1	2				
10	Generator	1	2				
11	Inverter/Accumulator	1	2				
12	Computer	1	2				
13	Internet access	1	2				
14	Fan	1	2				
15	Bicycle	1	2				
16	Motorcycle	1	2				
17	Car, truck	1	2				
18	Sewing machine	1	2				
19	Agricultural equipment	1	2				
20	Furniture/bed/sofa/table	1	2				
21	Other, what? ______________________	1	2				
22	Other, what? ______________________	1	2				
23	Other, what? ______________________	1	2				
H5.7	INSERT TIME MODULE ENDED	HOUR				MINUTE	

Household Survey Questionnaire Back-Translated into English

Baseline Study of the Title II Development Food Assistance Program in Haiti

Annex 4 - Household Survey Questionnaire Back-Translated into English

INTERVIEWER'S OBSERVATIONS

TO BE FILLED IN AFTER COMPLETING INTERVIEW

COMMENTS ABOUT RESPONDENT:

COMMENTS ON SPECIFIC QUESTIONS:

ANY OTHER COMMENTS:

SUPERVISOR'S OBSERVATIONS

NAME OF SUPERVISOR: ______________________ DATE: ______________________

EDITOR'S OBSERVATIONS

NAME OF EDITOR: ______________________ DATE: ______________________

Additionally, as discussed in the body of the document, two additional modules will be added to the household survey tool.

Livelihoods:

- Base the follow-up survey module on the example ‘From HDVI scorecard (HH level)’ (which is very close to th questions E3 and E4 in the ‘ESSAN 2013’ example). (see below).
    - This is the easier-to collect data at the HH level (not individual)
    - This collects data on the three main three livelihoods (ranked but not quantified)
    - This module gathers the additional important info about the type of employment- if it’s
    - This uses a 1-year recall (1-year prior to survey)
- Then, repeat this same set of questions question, but instead of asking about the past 12 months, as about the one-year period pre-dating KL activities (around the time of the baseline survey).

From the HDVI scorecard:

			3.1.- Aktivite ki pemet menaj la fe Kòb				
		3.1.1.	Ki activite moun nan kay la fè pou yo kapab rantre kob pandant 12 dènye mwa yo? (pa li repons yo)			3.1.2	Ki kalite travay?
			premye activite:	.....	...		
			dezyèm aktivite	.....	...		
			twazyèm aktivite	...	...		
1	jaden	8	Mande			1	Li pap travay
2	elvaj	9	sevis (otèl, restoran, transpò, reparasyon, kwafi, edikasyon, sante			2	li ap vann jounen/li fè yon ti job yon lè konsa
3	lapèch, lachas	10	Vann bwa, vann chabon			3	Salarye (li touche chak mwa/chak kenzèn
4	Bòs mason, chapantye, lòt bòs	11	tranfè (moun kap viv an Ayiti ou aletranje, ...)			4	Li travay pou tèt pal (li pa travay pou moun)
5	atizana	12	rant (kòb ou rantre nan lwaye kay, tè, ..)			5	Mwen pa konnen/pa genyen repons
6	pwodiksyon sèl	13	Pa genyen lòt sous				
7	Gwo komès	14	Lòt sous				
iv0.antou konbyen manb kap viv nan kay la							

From the ESSAN 2013 survey tool:

SECTION E. EMPLOI/REVENU

E1	E2	E3	E4
Est-ce que la personne est apte à travailler ? (10ans et plus)	Travaille actuellement ? (10 ans et plus)	Quelles sont les 3 principales sources de revenus du menage durant les 12 derniers mois ? (preciser dans tous les cas)	Type d'emplois? CODE 0. Ne travaille pas 1. journalier/ travailleur occasionnel 2. salarié 3. A compte propre 4. ne sais pas/NA
0. Non 1. Oui 2.N/A	0. Non 1. Oui 2.N/A		
☐__☐	☐__☐		
☐__☐	☐__☐	[__][__] ------------	[__][__]
☐__☐	☐__☐		
☐__☐	☐__☐		
☐__☐	☐__☐	[__][__] ------------	[__][__]
☐__☐	☐__☐		
☐__☐	☐__☐		
☐__☐	☐__☐	[__][__] ------------	[__][__]
☐__☐	☐__☐		
☐__☐	☐__☐		
☐__☐	☐__☐		
☐__☐	☐__☐		

E3. Principale source de revenu

1. Agriculture
2. Elevage
3. Pêche, chasse
4. Construction (boss, maçon, charpentier,...)
5. Artisanat et production manuelle de biens
6. Production de sel
7. Commerce
8. Mendicité
9. Services divers (hôtel, restaurant, transport, réparation, coiffure, éducation, santé, finances)
10. Vente de bois/charbon
11. Transferts de l'étranger ou local
12. Rentes (foncières,...)
13. Pas d'autres sources de revenu
14. Autres

Programme participation/exposure:

- Use question 13 from the 'HDVI questionnaire, supplementary section (on coupon participation)' (see below)
    - Modify to ask about the period of 2018, through the end of the program.
    - This is an initial, clear question if the household received KL vouchers.
    - This will be asked only in the intervention communes. (if no, then the household interview will be ended, and they will not be included in the final sample).
- Use the question C22 in the 'FFP DFSA survey' example (see below)
    - This asks the hhs if they have received any assistance in the past year, from a list of possible interventions that are read out.

HDVI questionnaire, supplementary section (on coupon participation)

13	Etes vous (le menage) beneficiaire du programme de coupon alimentaire de KoreLavi? Eske ou (kay la) se yon benefisyè pwogram koupon kore lavi a?	0=non 1=oui si non, ankèt la fini
13.1	Si wi, ekonomi pwogram nan pèmèt ou fè a, ki sa ou fè avèl?	
13.1.1	Autre type de nourriture (Mwen achte lot kalite manje)	|__|
13.1.2	Activite generatrice de revenu (agriculture, commerce, ...) (Mwen metel nan lòt aktivite ki rapòte tankou jaden, komes, ...)	
13.1.3	Ekolaj (Mwen peye lekòl	
13.1.4	Autres depenses pour le menage (lòt depans pou kay la)	
13.1.5	Ne sait pas (mwen pa konnen)	
13.1.6	Rien (Anyen)	

FFP DFSA survey- types of assistance a household has received

ASSISTANCE QUESTIONS				
C22	Did you receive any of the following types of assistance during the past 12 months? READ EACH RESPONSE AND SELECT ALL THAT APPLY.	Food	A	
		Cash	B	
		Crop inputs (ferilizer, seed)	C	
		Livestock inputs	D	
		WASH inputs .... (chlorine, jerrycans, soap, Sanplat, covered buckets, etc.)	E	
		Household kits (pots, pans, etc.)	F	
		Plastic sheeting/tarpoline	G	
		Mosquito nets	H	
		Other, specify ____________________	X	
		NO ASSISTANCE RECEIVED	Y	→ C25

ANNEX 6: DATA COLLECTION MANUALS AND QUESTION BY QUESTION GUIDANCE (QUANTITATIVE)

Enquête de Suivi

Impact du programme Kore Lavi

HAITI

- Manuel du Superviseur et Enquêteur
- Manuel Outil : Question par Question

Version 3

20 December, 2019

Ocpwgn'f w'Uwr gtxkugwt1Gpsw vgwt

I. INTRODUCTION À l'ENQUETE DE SUIVI DES PROGRAMMES KORE LAVI

L'enquête de suivi des programmes de Kore Lavi 2019/2020 en Haïti est un sondage de ménages destiné à fournir des informations nécessaires sur la sécurité alimentaire et la pauvrete des zones sélectionnées du pays. Cette enquête est financée par le Bureau de Vivres pour la Paix de l'USAID (USAID/FFP). Au cours de l'exercice 2019/20, USAID/FFP a octroyé un financement à CARE International (et ses partenaires, Programme Alimentaire Mondial et Action Contre la Faim), une organisation bénévole privée qui travaille en Haïti dans le cadre des programmes d'aide alimentaire au développement pluriannuel. La présente enquête de suivi sera conduite dans les zones d'intervention des programmes, afin de déterminer les conditions des ménages bénéficiaires et mesurer/évaluer les impacts des programmes Kore Lavi sur ces ménages.

Les superviseurs de terrain jouent un rôle important. Ils sont les principaux liens entre le personnel responsable de l'enquête et les enquêteurs. En tant que tel, ils sont chargés d'assurer la qualité et la bonne marche des travaux sur le terrain. Ce manuel a été préparé pour fournir les informations nécessaires aux superviseurs sur le terrain afin de mener à bien leurs responsabilités. Les candidats aux postes de superviseur de terrain pour l'enquête doivent étudier attentivement ce manuel au cours de leur formation. Ils doivent également étudier le Manuel de l'intervieweur, car il est nécessaire pour eux de comprendre parfaitement le questionnaire ainsi que les procédés pour le remplir. Les personnes sélectionnées pour servir de superviseurs doivent constamment se référer à ces manuels au cours du travail sur le terrain.

A. OBJECTIFS DE L'ENQUÊTE

L'enquête de suivi en Haïti fait partie d'une série d'études pour évaluer le programme Kore Lavi. Les données recueillies de ces enquêtes seront utilisées pour mieux comprendre l'insécurité alimentaire et la situation nutritionnelle dans les pays enquêtés informeront l'évaluation de ce programme

B. DETAILS DE L'ÉTUDE DE BASE

Il y a plusieurs façons de recueillir des informations sur les individus. Une consiste à contacter chaque individu ou à peu près chaque individu afin de les interroger sur un sujet. Interroger chaque individu d'une population cible constitue une énumération exhaustive, et un recensement national est un bon exemple de ce type de collecte d'information. Ceci est vraiment couteux parce que cela mobilise beaucoup de ressources pour collecter des informations sur tous les membres d'une population cible. Cependant, dans le cas d'un recensement national, il est nécessaire d'avoir une opération de collecte exhaustive en dépit du coût.

Une autre façon de collecter des informations est la réalisation d'une enquête. Une enquête par échantillonnage permet de collecter des informations sur les individus beaucoup plus rapidement et à moindre couts. La méthode d'échantillonnage permet de réaliser la collecte de données sur un petit nombre de personnes afin de tirer des conclusions qui sont valides pour un pays tout entier ou une région du pays ou se déroule l'enquête.

Dans le cadre de l'enquête de base en Haïti, L'échantillon est des bénéficiaires dans les communes identifiées dans le Tableau 1 en bas. Chaque ménage sélectionné sera visité et des informations seront recueillies sur ce ménage à l'aide d'un questionnaire, notamment sur le chef de famille. On se propose d'interroger 1,200 ménages dans le cadre de cette enquête.

Le questionnaire de l'Enquête de base en Haïti Baseline comprend les modules suivants :

- Module A – Identification et Consentement informé
- Module B – Tableau des membres du ménage
- Module C – Accès à la nourriture du ménage
- Module H – Dépenses du ménage

Dept.	Commune	Date de collecte pour l'enquête de base.	Dates (approx.) pour l'enquête de suivi.	Taille de l'échantillon (nombre ménages)
Nord-ouest	Bombardopolis	Nov. 13-20, 2014	Jan 25-Fev.14, 2020	90
Nord-ouest	Mole Saint Nicolas	Dec. 4-12, 2014	Jan 25-Fev 14, 2020	90
Artibonite	Anse Rouge	Fev. 20-Mar. 4, 2015	Fev. 17-28, 2020	90
Centre	Cerca Carvajal	May 15-22, 2015	Mai 18-22, 2020	50
Centre	Thomassique	Mai 22-Juin 6, 2015	Mai 25-Juin 5, 2020	125
Artibonite	Gonaives (rural)	Juin 17 – Jul 6, 2015	Juin 8- Juin 26, 2020	155
Centre	Saut d'Eau	Sep. 25-Nov 5, 2015	Octobre 5-30, 2020	340
Nord-est	Trou du Nord	Nov. 17-Dec. 18, 2015	Nov. 16 – Dec. 11, 2020	130
Nord-est	Terrier Rouge	Nov. 17-Dec. 18, 2015	Nov. 16-Dec. 11, 2020	130
TOTALE				1200

C. ORGANISATION DE L'ENQUETE

L'enquête de base est réalisée à la demande du FFP (Food For Peace), qui joue un rôle clé dans la planification et la diffusion des résultats de l'enquête.

L'Institute de Formation du Sud (IFOS) est l'agence responsable de l'exécution de l'enquête de base. IFOS sera chargée des affaires opérationnelles, notamment de la planification et de la réalisation des travaux sur le terrain et du traitement des données recueillies. IFOS mettra à la disposition du personnel chargé de l'enquête l'espace nécessaire pour le bureau central et veillera à la sécurité et au transport pour les activités liées à la collecte de données. En outre, le personnel de l'IFOS sera chargé de la supervision des opérations techniques quotidiennes, notamment du recrutement et de la formation du personnel de terrain, du personnel chargé du traitement de données, et de la supervision du déroulement des opérations sur le terrain et au bureau.

Le personnel de IFOS fournira une assistance technique pendant toutes les phases de l'enquête, analysera les données de base recueillies et rédigera le rapport de l'étude de base. Au cours des travaux de terrain, des responsables d'IFOS superviseront l'ensemble des opérations en réalisant des visites de contrôle de qualité auprès des équipes sur le terrain.

Chaque superviseur de terrain sera responsable d'une équipe de quatre constitué du superviseur et trois enquêteurs. Deux à trois équipes seront affectées à la collecte des données dans cinq départements (Artibonite, Centre, Nord-Ouest, Ouest, and Sud-Est).

Le déploiement des équipes sur le terrain sera précisé à partir d'un itinéraire ou calendrier établi par le directeur d'enquête de IFOS, en suivante les mêmes dates que l'enquête de base pour éviter les possible biais au niveau de la saisonnalité.

Pour assurer la communication entre le bureau central de IFOS à Pétion ville et les équipes, il y aura un coordonnateur de terrain de IFOS également chargé de superviser les équipes de terrain. Le coordonnateur de terrain va assurer le progrès régulier de la collecte de données au niveau des SDEs. Ils surveilleront la qualité des données et assurent la transmission régulière des données au bureau central.

D. RESPONSIBILITES DU SUPERVISEUR

Le superviseur est la personne responsable de l'équipe sur le terrain. Il/elle est responsable du bien-être et de la sécurité des membres de l'équipe, aussi bien de l'achèvement de la charge de travail affectée et du maintien de la qualité des données. Le superviseur reçoit son lot de travail et rend compte au coordonnateur de terrain. Les responsabilités spécifiques du superviseur sont de faire les préparatifs nécessaires pour le travail de terrain, d'organiser et de diriger le travail de terrain, et de mener des entretiens de contrôles routiniers.

Pour préparer le travail de terrain, le superviseur doit:

- Obtenir toutes les avances de fonds, les fournitures et l'équipement nécessaires à l'équipe pour compléter les interviews dans les communes.
- Contactez les autorités locales pour les informer de l'enquête et obtenir leur coopération.
- Se familiariser avec l'endroit où l'équipe va travailler et trouver les meilleurs moyens pour le déplacement et l'hébergement.
- Obtenir des coordinateurs de terrain, obtenir la carte de base (papier et GPS) et la liste des ménages pour chaque SDE dans laquelle son équipe va travailler, ainsi que le nombre de ménages de la SDE et l'intervalle d'échantillonnage pour la sélection des ménages dans chaque SDE.

Une préparation minutieuse par le superviseur est important pour faciliter le travail de l'équipe sur le terrain, tout en préservant le moral des enquêtrices, et en gardant le contact avec le bureau de IFOS à Pétion ville tout au cours du travail sur le terrain.

Durant les travaux de terrain, le superviseur doit :

- Mettre en œuvre les procédures de sélection des ménages à faire partie de l'échantillon final.
- Répartir le travail entre les enquêteurs, en tenant compte de la compétence linguistique individuelle des enquêtrices et veiller à ce qu'il y a une répartition équitable de la charge de travail.
- Assurer que les questionnaires remplis sont régulièrement transmis par internet.
- Communiquer tout problème au coordonnateur de terrain ou aux responsables de l'enquête de IFOS.
- Prendre des dispositions pour le transport, l'hébergement et la nourriture pour l'équipe.
- Faites un effort pour développer un esprit d'équipe positif. Une ambiance de travail agréable, avec une planification minutieuse des activités de terrain, contribue à la qualité globale de l'enquête.
- Le control des données sur le terrain est essentielle pour garantir que des données précises et complètes soient recueillies. Ceci est particulièrement important au début des travaux de terrain, quand il est possible d'éliminer des erreurs typiques de l'enquêteur avant qu'ils ne deviennent des habitudes.

Dans le cadre des procédures de contrôle de la qualité sur le terrain, le superviseur veillera à la performance ou au rendement de l'enquêtrice de la façon suivante:

- Observer au moins un entretien tous les jours.
- Controller tous les questionnaires remplis.
- Signaler tous les ménages sélectionnés qui doivent être revisités dans le but de collecter des informations supplémentaires ou manquants, ou pour corriger des erreurs.
- Effectuer régulièrement des réunions avec chaque enquêtrice et les informer de tous les problèmes rencontrés dans leurs questionnaires. Offrir une formation supplémentaire aux enquêtrices dont le rendement doit être amélioré.

E. ACTIVITES PRE- TERRAIN

Avant le lancement des travaux sur le terrain, il y aura un certain nombre d'activités de formation et de tests sur le terrain. Le tableau suivant résume la séquence des activités de préparation.

Durée	Activités
5 jours	Formation Superviseur et enquêteurs
2-3 jours	Pré-test avant le déploiement sur le terrain
1 jour	Compte rendu/débriefing
2-3 jours	Finalisation de l'application de collecte/saisie, planification pour le travail sur terrain

F. FORMATION DES SUPERVISEURS/ ENQUETEURS

Il est important que les superviseurs aient une bonne connaissance du questionnaire et de toutes les procédures de l'enquête que les enquêteurs auront à suivre.

Les superviseurs participeront à plein temps aux sessions de formation des enquêteurs. La formation des superviseurs permet de s'assurer que toutes les équipes suivront un ensemble de procédures de la même manière, et enseigne aux superviseurs la façon de vérifier le travail de terrain et de contrôler les questionnaires remplis.

G. PRE-TEST SUR LE DEROULEMENT DE L'ENQUETE

Apres la formation, tout le personnel de l'enquête de terrain participera à un pré-test en temps réel des activités de collecte. Le pré-test aura lieu au sein de communautés similaires à celles ou vont se dérouler l'enquête. Le pré-test peut être considéré comme une « répétition générale » pour la collecte de données principale. Outre la finalisation du questionnaire et les procédures de l'enquête, le pré-test est un moyen d'évaluer l'ensemble de l'équipe sur:

- La capacité de remplir correctement le questionnaire
- La capacité de utiliser les tablets pour la collecte et saisie des données.
- Le comportement adéquat au moment de l'entrevue
- La familiarisation avec le processus de sélection des répondants
- Le contrôle du questionnaire
- La gestion du personnel et de la coordination

Au cours du pré-test, chaque enquêtrice doit réaliser au moins deux questionnaires entièrement remplis. Dans le pire des scenarios, au moins un questionnaire entièrement rempli par jour. Les intervieweurs doivent rapporter toutes les interrogations et les difficultés qu'ils ont pu rencontrer au cours du pré-test. Ils doivent aussi fournir des conseils, des commentaires et des suggestions sur la façon dont les problèmes ont été appréhendés et résolus. Les superviseurs observeront toutes les enquêtrices de leur équipe au cours des entrevues et prendront note de leur performance Ensemble avec les superviseurs, Les enquêtrices prendront part à une séance de débriefing en salle le jour suivant la tenue du pré-test. Elles feront part de leurs commentaires et clarifieront tous les points qui ont été rapportés ainsi que celles faisant mention des observations du superviseur. Sur la base des discussions tenues lors de la session de débriefing, IFOS va faire des modifications finales dans le questionnaire et / ou les manuels et les procédures de l'enquête et de manuels.

H. RÈGLEMENTS

Le directeur de l'enquête peut mettre fin au service de tout superviseur qui ne fournit pas une performance au niveau nécessaire pour produire des données de haute qualité nécessaires pour faire l'étude un succès.

Pour que la charge de travail soit répartie équitablement et le soutien également partagée les règlements suivants de l'enquête ont été établis et seront strictement appliquées :

1. Sauf en cas de maladie, toute personne absente pendant une partie de la formation ou d'une partie du travail de terrain (que ce soit une journée entière ou une partie de la journée) sans l'autorisation préalable de son superviseur peut être renvoyé de l'enquête.

2. Tout au long de la formation et de la période de travail sur le terrain, les superviseurs représentent IFOS. La conduite du superviseur doit être professionnelle et son comportement doit être agréable dans son rapport avec la population. Il / elle sera habillée d'une manière qui est respectueuse des membres de la communauté ou des groupes sociaux / ethniques / culturels dans laquelle il / elle mène l'enquête. Les membres des équipes doivent toujours être conscients du fait qu'ils ne sont en mesure de faire leur travail qu'avec la bonne volonté et la coopération des personnes qu'ils auront à interroger. Par conséquent, tout membre de l'équipe qui est constamment toujours trop agressif, brutal, ou

irrespectueux envers la population sur le terrain peut être renvoyé de l'enquête.

3. Pour la réussite de l'enquête, chaque équipe doit travailler en étroite collaboration, en partageant les difficultés, en coopérant et en se soutenant mutuellement. Tous les efforts seront faits pour distribuer les affectations d'une manière qui renforce la coopération et la bonne entente entre les équipes. Toutefois, chaque membre de l'équipe qui, de l'avis du directeur de l'enquête, a une influence perturbatrice sur l'équipe peut être transféré à une autre équipe ou peut être renvoyé de l'enquête.

4. Il est essentiel que les données recueillies lors des travaux sur le terrain soient à la fois précises et exactes. Pour contrôler les données inexactes ou invalides, des vérifications ponctuelles seront menées. Les enquêteurs peuvent être révoqués à tout moment pendant le travail de terrain si leur performance n'est pas à la hauteur suffisante pour la grande qualité exigée pour cette enquête.

5. Les données recueillies sont confidentielles. **Elles ne doivent pas être discutées avec quelqu'un d'autre que ceux qui travaillent dans cette enquête.** En aucun cas, les informations confidentielles doivent être transmises à des tiers. Conformément à cette politique, il est aussi important que le superviseur ne réalise jamais une entrevue avec une personne de sa connaissance. Les personnes qui briseront ces règles, et donc de la confiance placée en eux, seront renvoyées.

I. HARCELEMENT SEXUEL

Le harcèlement sexuel ne sera pas toléré au cours du processus de réalisation de cette enquête. Le harcèlement sexuel peut signifier des avances sexuelles importunes, les demandes de faveurs sexuelles, et d'autres commentaires sexuels ou des actions qui font que le répondent se sent offenser ou intimide. Le harcèlement sexuel peut nuire aux performances de travail et, dans certains cas, une personne peut se sentir obligée de se conformer aux avances ou à des demandes non désirées, afin de conserver son emploi. Le harcèlement sexuel peut être commis par un homme envers une femme, d'une femme envers un homme, ou entre deux personnes du même sexe.

Pour éviter toute apparence de harcèlement sexuel, les individus doivent faire attention afin d'éviter tout contact physique inutile et langage suggestif et doivent maintenir un environnement de travail professionnel en tout temps. Toute personne qui se sent qu'il ou elle a été le cible de harcèlement sexuel ou qui a été témoin d'un incident apparent de harcèlement doit immédiatement signaler l'incident à son superviseur, ou les coordinateurs de terrain de IFOS ou les représentants de Tulane University.

II. PLANIFICATION DU TRAVAIL DE TERRAIN

A. PRÉPARATION DES DOCUMENTS ET DU MATÉRIEL POUR LE TRAVAIL DE TERRAIN

Avant de partir sur le terrain, le superviseur est responsable de recueillir tout le matériel et fournitures adéquats que l'équipe aura besoin sur le terrain.

B. DISPOSITION POUR LE TRANSPORT ET L'HÉBERGEMENT

Il est de la responsabilité du superviseur de faire tous les arrangements de voyage nécessaires pour son équipe, chaque fois que c'est possible, en consultation avec le bureau IFOS. Les véhicules assurent généralement le transport de l'équipe dans les endroits qui lui sont assignés. Le superviseur est responsable de l'entretien et de la sécurité du véhicule de l'équipe. Le véhicule doit être utilisé exclusivement pour des déplacements liés à l'enquête, et lorsqu'il n'est pas utilisé, le véhicule doit être gardé dans un endroit sûr. Le conducteur du véhicule prend ses instructions du superviseur. Dans certains cas, il peut être nécessaire de prévoir d'autres moyens de transport, le superviseur a également la responsabilité de veiller à ces arrangements.

Il est possible que des problèmes de sécurité, des barrages routiers, terrain difficile ou un cas de catastrophe naturelle interdisent l'accès à une commune/endroit dans l'enquête. Le superviseur doit immédiatement informer le coordonnateur de terrain de toute difficulté d'accès dans une commune dans son ensemble ou un nombre important de ménages dans cette même commune.

En plus de l'organisation du transport, le superviseur est en charge de l'organisation de la nourriture et du logement pour l'équipe. S'ils le souhaitent, les enquêteurs peuvent prendre leurs propres dispositions, tant que ceux-ci n'interfèrent pas avec les activités de terrain ou briser l'esprit d'équipe. Le logement doit être raisonnablement confortable, situé aussi près que possible de la zone de travail, et fournir un espace sécurisé pour l'entreposage du matériel de l'enquête. Etant donné que le voyage à vers les coins isolés des communes est souvent longues et difficile, le superviseur peut prendre des dispositions pour que l'équipe se base dans un endroit central.

C. CONTACTER LES AUTORITES LOCALES

CARE International aidera à faire les premiers contacts avec les autorités locales, dans la mesure du possible. Les coordonnateurs de terrain et les superviseurs feront le suivi avec les responsables locaux contactés par CARE avant de commencer à travailler dans une zone. Ils contacteront les autorités locales pour obtenir leur coopération avant le début de de l'enquête pilote. Si nécessaire, CARE peut également fournir des lettres d'introduction, mais la sensibilisation et le tact pour expliquer le but de l'enquête aideront à gagner la coopération nécessaire pour réaliser les interviews.

D. CONTACTER LE BUREAU CENTRAL

Chaque superviseur doit mettre sur place un système pour maintenir des contacts réguliers avec le bureau central de IFOS (directeur de l'enquête et le gestionnaire de données) à Pétion ville à travers les coordonnateurs avant de partir pour le terrain. Un contact régulier est nécessaire pour un certain nombre de raisons. Le bureau central de IFOS a besoin d'être en contact avec les équipes sur le terrain afin de superviser l'équipe, régler des questions administratives, et faciliter le retour des questionnaires remplis pour assurer le traitement des données en temps opportun. Dans le cas où la réception téléphonique est de mauvaise qualité ou qu'une connexion Internet est limitée dans les zones de l'enquête, les superviseurs se rendront à la ville la plus proche pour faire un appel téléphonique au bureau central de IFOS afin d'informer les coordonnateurs de terrain des questions urgentes qui doivent être traités immédiatement.

III. ORGANISER ET SUPERVISER LE TRAVAIL DE TERRAIN

A. LOCALISATION DES LOCALITES OU SE TROUVENT DES MENAGES SELICTIONES

CARE nous va fournir des listes des ménages éligibles pour être interviewée, en provenant de leurs listes des bénéficiaires. Une échantillon au hasard sera faite avant d'aller sur terrain. Pour chaque ménage, les coordonnées géographiques et/ou adresse physique (section communale, localité) sera fournis, avec les noms des membres du ménages. Dans quelques cas, il sera nécessaire de demander aux habitants de la zone où se trouve un ménage. Il y aura des ménages de substitutions au cas où le ménage n'y habite plus, ou si après visites multiples, il n'y a pas un membre du ménage pressent à interviewer. Le superviseur prendra la décision de faire une substitution dans ces cas.

B. SELECTION DES LOGEMENTS, DES MÉNAGES ET DES RÉPONDANTS

Sélection des ménages et individus

L'équipe de coordination (coordinateurs de terrain et directeur de l'enquête) effectuera la sélection des ménages au bureau en utilisant le décompte final des ménages obtenu lors de l'inventaire des ménages dans les listes fournis par CARE des bénéficiaires.

Les superviseurs de chaque équipe vont recevoir un cahier contenant une liste complète des ménages éligibles de chaque commune et une liste des ménages pré-sélectionnés. Les superviseurs utiliseront cette liste pour affecter les ménages aux enquêteurs de au moment de la visite du commune. Pour les ménages où le contact avec le chef de ménage ou un adulte responsable n'est pas fait avec succès, jusqu'à trois tentatives seront faites à des jours différents ou à des moments différents de la journée pour prendre contact avec le ménage. Le superviseur définira la stratégie pour résoudre tous ces cas. Si après trois tentatives, le chef de famille n'est pas encore disponible, le superviseur doit remplacer ce ménage (avec le ménage éligible le plus proche), même si il / elle ne peut pas obtenir une entrevue dans le ménage prévu. Dans ces cas, le superviseur doit noter le numéro du ménage qui n'a pas été trouvé/contacté, et la raison pour laquelle le ménage n'a pas pu être interviewé.

Le répondant doit être le chef de ménage ou un adulte (18 ans ou plus) responsable qui possède la connaissance des affaires du ménage pour pouvoir répondre aux questions.

C. AFFECTATION DU TRAVAIL AUX ENQUETEURS

Les enquêteurs travailleront individuellement pour compléter des entrevues dans chaque ménage. Chaque questionnaire peut prendre en moyenne deux heures à compléter, et chaque enquêteur peut être en mesure de compléter jusqu'à trois questionnaires par jour.

Les superviseurs doivent affecter les ménages aux enquêteurs à mesure de leur progression dans la commune en utilisant la méthode d'échantillonnage décrite ci-dessus. Quand un enquêteur a terminé un questionnaire avec un ménage, le superviseur doit attribuer un nouveau ménage et ainsi de suite. Chaque superviseur peut s'attendre à ce que son équipe réalise en moyenne neuf entrevues par jour (avec une équipe de trois enquêteurs). Les coordonnateurs sur le terrain et le directeur de l'enquête vont surveiller la charge de travail tout au long de la durée de travail sur le terrain afin d'identifier les problèmes liés à l'état d'avancement des travaux, et prendre les mesures correctives nécessaires, comme la reconfiguration des équipes ou l'affectation de ressources supplémentaires.

Cependant ces estimations moyennes ne garantissent pas que le questionnaire prendra exactement deux heures et qu'un intervieweur compléter trois entrevues par jour tous les jours. Le nombre de ménages affectés à un enquêteur peut dépendre dans une large mesure de la longueur de leurs entretiens, qui à son tour sera déterminée par la taille du ménage, la composition du ménage, la disponibilité des répondants, et d'autres facteurs propres au ménage. Dans l'ensemble, les conseils suivants seront utiles au superviseur dans la répartition du travail:

- Veiller à ce que chaque enquêteur dispose de toutes les informations nécessaires et le matériel pour l'exécution de leurs tâches.
- Tenir des dossiers complets chaque jour
- Assurez-vous que tous les ménages sélectionnés et que les répondants éligibles pour le commune ont été interrogés avant de quitter une zone, et que les procédures de revisites ont été suivies.
- Réaffecter un ménage ou une entrevue individuelle à un enquêteur différent si l'enquêteur connait le répondant. Les enquêteurs ne doivent pas interroger des personnes qu'ils connaissent.
- Il est de la responsabilité du superviseur de s'assurer que les enquêteurs comprennent bien les instructions qui leur sont données. Les superviseurs doivent contrôler le travail de chaque enquêteur/ trice afin de déterminer si il ou elle réalise son travail selon les normes établies par le bureau central.

D. REDUIRE LES CAS DE NON-RESPONSE

L'un des problèmes les plus graves dans une enquête par échantillonnage de ce type est la non-réponse, qui est l'inconvénient de ne pas obtenir des informations pour les ménages sélectionnés. Cela peut entrainer un biais considérable si le niveau de non-réponse est élevé.

Une des fonctions les plus importantes du superviseur est d'essayer de minimiser ce problème et d'obtenir l'information la plus complète possible. Dans de nombreux cas, les enquêteurs devront faire des revisites dans les ménages le soir ou le week-end pour réduire la non-réponse. C'est une tâche fastidieuse et nécessite une surveillance stricte par l'intermédiaire des feuilles de contrôle.

La non-réponse peut être classée en trois types de base:

Type 1 - un ménage sélectionné de la liste des bénéficiaires du CARE qui n'habite plus dans la commune.
Type 2 - une personne éligible pour l'interview individuelle ne peut pas être trouvé
Type 3 - un répondant refuse d'être interrogé.

E. TRAITER LES INTERVIEWS EN ATTENTE

Les revisites pour les interviews en suspens (pour revisiter en essayent de trouver un membre du ménage éligible) prennent du temps et il est nécessaire de les organiser soigneusement. Si, dans une zone, il reste à compléter quelques interviews alors que l'enquête y est presque terminée, Le superviseur doit organiser les dernières entrevues de manière à ce qu'elles se réalisent de la façon la plus efficiente que possible

F. MAINTENIR UNE ATMOSPHÈRE DE TRAVAIL ET LE MORAL DE L'ÉQUIPE

Créer et maintenir une atmosphère de travail qui stimule l'équipe et qui contribue à garder son moral – deux éléments essentiels pour obtenir un travail de bonne qualité – est l'un des rôles importants du superviseur. Pour atteindre cet objectif, il est nécessaire de s'assurer que les enquêtrices et les enquêteurs :

- comprennent clairement ce que l'on attend d'eux ;
- soient correctement encadrés et supervisés dans leur travail ;
- soient félicités quand ils/elles font un travail de qualité ;
- soient motivés pour améliorer leur travail ;
- puissent travailler dans des conditions de sécurité et de calme.

G. OBSERVER LES ENTREVUES

L'observation d'interviews permet d'évaluer le travail des enquêtrices/enquêteurs et contribue à améliorer leurs résultats. Observer les interviews permet également de se rendre compte des erreurs et des conceptions erronées qui ne peuvent pas être détectées lors du contrôle des questionnaires. Il est fréquent qu'un questionnaire rempli ne comporte aucune erreur technique, alors que l'enquêtrice/enquêteur a posé des questions de façon incorrecte. Le superviseur devra assister à plusieurs interviews de chaque enquêtrice/enquêteur pendant la durée de l'enquête sur le terrain. Chaque enquêtrice/enquêteur devra être observé de façon régulière pendant tout le reste de l'enquête. Le superviseur doit assister à, au moins, une interview par jour pendant le déroulement de l'enquête, avec des observations plus nombreuses au début et vers la fin de l'enquête.

Durant l'interview, le superviseur doit se tenir suffisamment proche de l'enquêtrice pour pouvoir lire ce qu'elle registre. De cette manière, elle peut se rendre compte si l'enquêtrice comprend correctement les réponses de l'enquêtée et si elle suit exactement les instructions de passage. Il est important de prendre des notes sur les problèmes et les points à discuter plus tard avec l'enquêtrice. La contrôleuse/ superviseur ne doit pas intervenir pendant l'interview et elle doit essayer de se comporter de façon à ne pas gêner l'enquêtrice ou l'enquêtée. La contrôleuse/ superviseur ne doit intervenir que dans les cas où des erreurs importantes sont commises par l'enquêtrice.

Après chaque observation, la contrôleuse/ superviseur devra discuter avec l'enquêtrice de son travail. Le questionnaire devra être revu, et la contrôleuse/ superviseur devra souligner les aspects positifs comme les aspects négatifs du travail de l'enquêtrice.

H. ÉVALUER LES RÉSULTATS DU TRAVAIL DE L'ENQUÊTRICE

Le superviseur doivent s'attendre à passer beaucoup de temps à évaluer et à donner des instructions aux enquêtrices/enquêteurs au début de l'enquête. S'ils/elles sentent que la qualité du travail est insuffisante, les interviews devront être stoppées jusqu'à ce que les erreurs et problèmes aient été complètement résolus. Il se peut que dans certains cas, on ne note pas d'amélioration de la part d'une enquêtrice/enquêteur et par conséquent elle/il devra être remplacé(e).

I. INTERVIEWS DE CONTROLE

Comme on l'a mentionné précédemment, la fonction la plus importante du chef d'équipe est de s'assurer que les données recueillies par les enquêtrices/enquêteurs sont exactes. Un moyen efficace de s'assurer de la qualité des données est de réaliser de façon régulière des interviews de contrôle au hasard auprès de certains ménages. Cela consiste à interviewer de nouveau de manière plus brève quelques ménages et à comparer ensuite les résultats à ceux obtenus par l'enquêtrice/enquêteur. Ces interviews de contrôle aident, en fait, à réduire trois types de problèmes qui peuvent affecter la qualité des données de l'enquête.

VI. VERIFICATION DES QUESTIONNAIRES

S'assurer que les questionnaires ont été complètement remplis, de manière lisible et cohérente est l'une des tâches les plus importantes de la contrôleuse. Chaque questionnaire doit être complètement vérifié sur le terrain. Par exemple, si une réponse « 02 MOIS » est incohérente avec une autre réponse, l'enquêtrice peut se rappeler que l'enquêtée avait dit « 2 ans », et l'erreur peut être facilement corrigée. Par contre, dans d'autres cas, l'enquêtrice devra retourner auprès de l'enquêtée pour obtenir l'information correcte. Un contrôle sur le moment permet la correction de tous les questionnaires sur le terrain.

DANS AUCUNE CIRCONSTANCE, IL NE FAUT FABRIQUER DE RÉPONSE.

S'il n'est pas possible de retourner voir le ménage pour résoudre des incohérences ou retrouver des informations manquantes, laissez alors les choses comme elles sont. N'essayez pas de répondre à chaque question ou de rendre le questionnaire cohérent.

A. ENVOI DES QUESTIONNAIRES AU BUREAU CENTRAL

Après avoir effectué toutes les vérifications, le superviseur doit organiser chaque 1 a 2 jours un moment/endroit où chaque tablet peut être connecté au internet, et que les données sont transmis à la base centrale

Module A. Identification et Consentement Éclairé

Avant de vous rendre dans un ménage sélectionné, remplir autant que possible les informations concernant l'"identification sur la page de garde Il s'agit notamment du nom de l'endroit, de la date, du numéro de la grappe, et du nombre de ménages.

Vous remplirez le reste de la page de couverture après avoir mené l'interview.

VISITES DE L'INTERVIEWEUR

Après avoir contacté le ménage, vous aurez besoin d'écrire le résultat de votre visite. Les espaces sous (A07) et (A08) sont pour l'enregistrement des résultats de rappels que vous pourriez faire si vous ne pouvez pas contacter le ménage lors de votre première visite. N'oubliez pas que vous devez faire au moins trois visites différentes pour tenter d'obtenir une entrevue avec un ménage.

CODES DES RESULTATS

Le résultat de votre visite à un ménage est comptabilisé sur la page de garde. Voici les descriptions des différents codes de résultat:

- **Code 1** Complété. Encercler ce code lorsque vous avez terminé l'interview.
- **Code 2** Aucun membre du ménage à la maison ou aucun répondant capable de répondre à la maison au moment de la visite. Ce code doit être utilisé dans les cas où le logement est occupé, mais personne n'est à la maison. Si personne n'est à la maison lorsque vous la visitez, ou s'il y a seulement un enfant à la maison ou un membre adulte qui est malade, sourd ou mentalement handicapé, entrez le code «2» à la suite de la visite. Essayez de vous renseigner chez auprès d'un voisin ou des enfants quand un adulte capable de répondre aux questions sera présent et inclure cette information dans le dossier de visite.
- **Code 3** Tout le ménage est absent pour une période de temps prolongée. Ce code ne doit être utilisé que dans les cas où personne n'est à la maison et les voisins disent que personne ne sera de retour dans plusieurs jours ou semaines. Dans ce cas, entrez le code "3" à la suite de cette visite. Comme les voisins peuvent se tromper, vous devriez faire des revisites dans le ménage pour vérifier que personne n'y est retourné. Dans les cas où personne n'est à la maison et vous ne pouvez pas savoir si elles sont absentes pour quelques heures ou quelques semaines, entrez le code «2».
- **Code 4** Reporté. Si vous contactez un ménage, mais pour une raison quelconque il n'est pas commode pour eux d'être interrogés, planifiez une entrevue de rappel et entrez le code "4" sur la page de couverture comme le résultat pour cette visite. Si pour une raison particulière, l'entrevue n'est jamais effectuée, vous devez entrer le code "4" pour le code de résultat final.
- **Code 5** *Refusé*. L'impression que vous faites lors de vos premiers contacts avec les membres d'un ménage est très importante. Faites attention à vous présenter et à expliquer le but de l'enquête. Souligner le temps que l'entrevue prendra et

que l'information sera confidentielle. Si la personne avec qui vous parlez d'abord n'est pas disposée à coopérer, demandez à parler à un autre membre du ménage, comme le chef de ménage. Suggérer que vous pouvez revenir à un autre moment si ce serait plus pratique. Si la personne refuse toujours de coopérer, entrer le code '5 'et signaler le problème à votre superviseur.

- **Code 9 :** Autres. Il peut arriver que vous ne puissiez pas interroger un ménage et les catégories ci-dessus ne décrivent pas la raison. Des exemples de ce cas qui pourraient convenir dans la catégorie «Autres» seraient si l'ensemble de la SDE est inondé et inaccessible ou si le ménage est mis en quarantaine en raison d'une maladie.

VISITE FINALE

Après que vous avez effectué votre dernière visite à la maison, vous devrez remplir les cases intitulées DENYE VIZIT. Cela peut être la première visite si vous réussissez l'entrevue dès la première visite. La date à laquelle vous avez terminé l'entrevue dans le ménage est enregistrée dans ces cases : jour, mois et année. Par exemple, le dernier jour en Octobre 2012 serait JOU : 31 MWA : 10, ANEE : 2012. Écrivez votre numéro qui vous a été alloué pour l'enquête dans la case étiquetées « NIMEWO ANKETE A ».

Enregistrez le résultat de la dernière visite dans la case RÉZILTA. Additionnez le nombre de visites que vous avez fait pour l'entretien du ménage et inscrivez le total dans la case « KANTITE VIZIT ANTOU ». Il est possible que la dernière visite corresponde une troisième tentative infructueuse pour localiser les résidents. Dans ce cas, vous enregistrer «2» comme le résultat final de l'interview.

DECIDEURS PRINCIPAUX (utilisé pour tous les modules)
Ce sont les gens qui s'identifient en tant que décideurs principaux du ménage.

- ✓ Dans les ménages avec un ou plusieurs adultes, hommes et femmes, enregistrez la personne qui s'est-identifiée comme étant le principal décideur mâle comme le *décideur principal homme.* Ce sera souvent le chef de famille. Enregistrer la personne qui s'est-identifiée comme étant le principal décideur de sexe féminin comme le *décideur principal femme*.
- ✓ Dans les ménages où **il n'y a pas** de mâles adultes, enregistrer la personne qui s'est-identifiée comme étant le principal décideur de sexe féminin comme *le principal décideur femme*.
- ✓ Dans les ménages où **il n'y a pas** de femmes adultes, enregistrer la personne qui s'est-identifiée comme étant le principal décideur de sexe masculin comme le *principal décideur homme.*
- ✓ Il n'est pas nécessaire d'enregistrer les décideurs dans les ménages où il n'y a pas d'hommes ou de femmes adultes.

BAS DE PAGE DE COUVERTURE

Au bas de la page de couverture, le superviseur écrira son nom et entrera son numéro d'identification. La contrôleuse devra également écrire son nom et son numéro d'identification. L'édition et l'entrée de données ne seront faites qu'au bureau principal, et un 'espace est prévu pour l'éditeur et l'opérateur de saisie pour l'enregistrement de leurs numéros d'identification.

Remplissage du questionnaire

Pour remplir le questionnaire, vous aurez besoin de trouver un répondant approprié. Tout membre adulte de la famille qui est capable de fournir les informations nécessaires pour remplir la liste de ménage peut servir comme premier répondant. Si un adulte n'est pas disponible, ne pas interviewer un jeune enfant, mais plutôt continuer avec le prochain ménage choisi au hasard, et rappelez/revenez plus tard au ménage ou il n'y avait pas de répondant approprié.

Dans la plupart des ménages, vous aurez besoin de consulter d'autres membres de la famille pour des informations spécifiques dans les différents modules.

MODULE	REPONDANT
Module B	Responsable membre adulte du ménage
Module C	Une personne responsable de la préparation des aliments au cours des 7 derniers jours ou un adulte responsable qui était présent et a mangé dans le ménage au cours des 7 derniers jours
Module H1	Une personne responsable de la préparation des aliments au cours des 7 derniers jours ou un adulte responsable qui était présent et a mangé dans le ménage au cours des 7 derniers jours.
Module H2-H5	Chef de ménage (ou un adulte responsable si le Chef de ménage est absent)

***Note :* Dans chaque ménage échantillonné que vous visitez, vous devriez commencer par une entrevue avec un membre adulte bien informé du ménage à remplir les modules du ménage. Tous les modules du questionnaire ménage seront administrés à cette personne, dénommée le « Chef de ménage ».**

Pour les fins de ce questionnaire, un adulte est défini comme une personne de 18 ans et plus. Toutefois, les jeunes adultes (15 à 17 ans) pourraient être chefs de certains ménages, donc les personnes idéales à interviewer dans seulement ces cas.

CONSENTEMENT ECLAIRE (Répondants Multiples)

Avant de remplir la liste des membres du ménage - S'introduire et demander au répondant adulte qui répondra aux questions au sujet de la composition du ménage s'il consent à participer à l'enquête. Lire la déclaration de consentement éclairé exactement comme elle est écrite. Cette déclaration explique le but de l'enquête. Elle confirme au répondant que sa participation à l'enquête est volontaire et qu'il ou elle peut refuser de répondre à des questions ou interrompre l'entrevue à tout moment.

Après avoir lu la déclaration et sachant si le répondant accepte de participer, vous (pas le répondant) devez signer dans l'espace prévu pour certifier que vous avez lu la déclaration de consentement et que vous avez enregistré correctement si le répondant a accepté d'être interviewé.

Écrivez le nom de chaque répondant dans l'espace prévu. S'il accepte d'être interviewé, marquer l'espace à côté de « MOUN NAN DAKO » et poursuivre l'entretien. Si le répondant n'est pas d'accord pour être interrogé, notez le dans l'espace à côté de " MOUN NAN PA DAKO », remerciez le répondant, et terminez l'entrevue. Ensuite, écrire «5» (*refusé*) comme résultat sur la feuille de couverture. Ne pas insister pour que le répondant participe.

Après avoir complété la liste des membres du ménage - Après avoir terminé le fichier ménage, vous serez en mesure d'identifier les membres de la famille qui sont éligibles à être interviewés. Demandez qui dans le ménage parmi les hommes et les femmes qui sont les décideurs principaux. Écrivez leurs noms et numéros de ligne dans le module A (A15 et A16).

Le tableau représentant les répondants possibles (ceux qui répondent aux critères d'éligibilité) pour chaque module montre que vous pouvez avoir besoin d'interroger plusieurs personnes dans chaque ménage. Il peut y avoir plus d'un enfant de moins de cinq ans. Puisque chacun de ces enfants a une gardienne principale, il peut y avoir plus d'une gardienne principale. Chaque gardienne principale (ou une gardienne secondaire acceptable) doit être interrogée.

Avant d'interviewer chaque répondant, il faut lire la déclaration de consentement à cette personne, écrire leurs noms dans les endroits appropriés sur le formulaire de consentement, et demander à chaque personne interrogée si elle accepte de participer. Indiquez si chacun des répondants est d'accord ou pas. Ne pas interroger quelqu'un si cette personne n'est pas d'accord pour participer.

Commencer chacun des modules suivants par l'enregistrement de:

(1) L'heure (heure et minute) à laquelle vous commencez
(2) L'emplacement (ménage et section d'énumération) de l'entrevue
(3) L'identité (numéro de liste dans le tableau ménage) du répondant

Terminez chaque module en enregistrant l'heure à laquelle vous avez fini. Utilisez deux chiffres pour l'enregistrement des heures et minutes. Utilisez le « temps militaire » pour l'enregistrement des heures. Par exemple **1:05 p.m.** sera enregistré comme **13 heures et 05 minutes**.

MODULE B. FICHIER MENAGE

Colonne 1: NUMERO DE LIGNE

Dans la colonne 1, chaque ligne de la feuille de ménage se voit attribuer un numéro unique. Ce nombre est appelé le 'numéro de ligne'. Il est utilisé pour identifier la personne figurant sur cette ligne et pour relier toutes les informations recueillies plus tard dans le ménage et les interviews individuelles à cette personne. Le chef de ménage est toujours répertorié sur la première ligne - numéro de la ligne «01».

Colonne 2: RÉSIDENTS HABITUELS

La première étape dans le remplissage du fichier ménage est de demander une liste de toutes les personnes qui vivent habituellement dans le ménage. Pour obtenir une liste correcte, vous aurez besoin de connaître ce que nous entendons par un membre du ménage:

- ✓ **Membres du ménage**. Les membres d'un ménage sont des adultes ou des enfants qui vivent ensemble et partagent le «même repas". Il devrait inclure tous ceux qui ont vécu dans la maison pour six des 12 derniers mois, mais il ne comprend pas quelqu'un qui vit ici, mais mange autre part/ séparément. Ce n'est pas la même entité qu'une famille. Une famille comprend seulement les personnes qui sont liées, mais un ménage comprend toutes les personnes qui vivent ensemble, qu'elles soient liées ou pas. Par exemple, trois hommes indépendants qui vivent dans la même maison et font cuire des repas ensemble ne seraient pas considérés comme appartenant à une famille, mais ils seraient considérés comme des membres d'un même ménage.

Parfois, il n'est pas facile de savoir qui inclure dans le ménage et qui laisser de côté. Voici quelques exemples:

- ✓ Une femme présente son mari en tant que membre ou chef de ménage. Accepter le et enregistrer le mari en tant que membre ou chef de ménage, même s'il vit habituellement quelque part d'autre et peut également être un membre d'un autre ménage.
- ✓ Si des concubines/ coépouses vivent dans la même maison et mangent le même repas, les enregistrer en tant que membres d'un même ménage. Si elles dorment dans des maisons différentes et ne partagent pas les repas, elles ne sont pas membres d'un même ménage.
- ✓ Enregistrer en tant que membres du ménage des personnes qui ont récemment rejoint le ménage, comme un nouveau-né, une femme suite à un mariage, ou un domestique récemment embauché, même si elles n'ont pas vécu dans le ménage pendant six(6) des douze(12) derniers mois.
- ✓ Une personne vivant dans le ménage et mangeant seule.
- ✓ Un domestique est un membre du ménage si il/elle mange généralement avec le ménage, même si le domestique dort ailleurs.

Alors que le répondent énumère les noms, il faut les inscrire, un à un dans chaque ligne de la colonne 2 du tableau. Enregistrez le chef de ménage sur la première ligne. La personne qui est identifiée comme le chef de ménage peut être reconnu comme le chef sur la base de l'âge (plus âgé), le sexe (généralement, mais pas nécessairement, mâle), la situation économique (fournisseur principal), ou une autre raison. C'est au répondant de définir qui dirige le ménage.

Si une femme déclare que son mari est un membre ou est le chef du ménage, enregistrer le mari dans le fichier ménage. Si le répondent n'est pas le chef de ménage, alors enregistrer ce répondant sur la deuxième ligne. Réserver la première ligne pour le chef de ménage.

Si le nom de famille est le même pour plusieurs personnes, vous pouvez utiliser des abréviations ou des guillemets:

Exemple: 01 David Jones
02 Marie "
03 Pierre "

Après avoir saisi un nom, le lien de cette personne avec le chef du ménage et le sexe devraient être enregistrés dans les colonnes 3 et 4 avant de continuer à enregistrer le nom de la personne suivante.

Colonne 3: RELATIONS
Enregistrez comment la personne inscrite est liée au chef de ménage. Utilisez les codes en bas de la page. **Si le répondant n'est pas le chef de famille, assurez-vous que vous enregistrez la relation de chaque personne avec le chef de ménage**

Exemple: si le répondant est le frère du chef de ménage et il dit que Simon est son enfant, Simon doit être codé avec le code 09 (AUTRE PARENT) pas le code 03 (ENFANT), parce que Simon est le neveu chef de ménage.

Colonne 4: SEXE
Toujours confirmer le sexe d'une personne avant de l'enregistrer dans la colonne 4, car il y a beaucoup de noms qui peuvent être donnés soit un homme ou à une femme.

Questions 2A-2C
Lorsque vous avez inscrit tous les noms mentionnés par le répondant et enregistré leur relation par rapport au chef de ménage et leur l'âge, vérifier pour être certain que vous avez inclus tous ceux qui doivent être répertoriés avant de continuer avec le reste du questionnaire. Confirmez en posant les questions 2A à 2C. Encercler la réponse appropriée ("WI" ou "NON"). Si la réponse à une de ces questions est «WI», ajouter les noms de ces personnes au fichier ménage, puis enregistrer leur relation et l'âge.

2A. Juste pour vous assurer que vous avez une liste complète, demander: Y a-t-il d'autres personnes telles que les petits enfants ou les nourrissons que nous n'avons pas énumérés?
2B. Y a-t-il d'autres personnes qui peuvent ne pas être membres de la famille, comme domestiques, locataires, ou des amis qui vivent habituellement ici?
2C. Est-ce qu'une personne quelconque vit ici, même si elle n'est pas à la maison maintenant? Inclure les enfants à l'école ou les membres du ménage qui sont au travail ou qui ont migré?

Colonne 5: AGE
Vous devez obtenir l'âge de chaque personne en années révolues, c'est-à-dire l'âge au moment du dernier anniversaire. Si l'âge est inférieur à un an, écrire "00".

Si l'âge de [NOM] est connu, l'écrire dans l'espace prévu. Si le répondant PA KONNEN l'âge de [NOM], vous aurez besoin d'utiliser l'une des méthodes suivantes pour estimer l'âge.

(a) Si l'année de naissance est connu, calculer l'âge de [NOM] comme suit:

- <u>Déjà célébré leur anniversaire dans l'année en cours</u>. Si [NOM] a eu son anniversaire dans l'année en cours, soustrayez l'année de naissance de l'année en cours [2014].
- <u>Pas encore célébré l'anniversaire dans l'année en cours</u>. Si [NOM] n'a pas encore eu son anniversaire dans l'année en cours, soustrayez l'année de naissance de l'année dernière [2013].
- <u>PA KONNEN quand est son anniversaire</u>. Si la période dans l'année où l'anniversaire de [NOM] tombe est inconnue, il suffit de soustraire l'année de naissance de l'année en cours [2014]

(b) ***Si le répondant PA KONNEN l'âge de [NOM] et l'année de naissance n'est pas non plus connue, vous devrez 'essayer d'estimer l'âge***. Il y a plusieurs façons d'estimer l'âge, par exemple:

1) Demandez à l'enquêtée quel âge avait [NOM] quand il/elle s'est marié(e) ou a eu son premier enfant, puis essayer d'estimer depuis combien de temps il/elle s'est marié(e) ou a eu son premier enfant.
   Exemple: Si Anne avait 19 ans quand elle a eu son premier enfant et que l'enfant est âgé maintenant de 12 ans, Anne a probablement 31 ans.
2) Relier l'âge de [NOM] à celui de quelqu'un d'autre dans le ménage dont l'âge est connu de façon plus fiable.
3) Essayez de déterminer quel âge [NOM] avait à l'époque d'un événement important comme une inondation, le tremblement de terre, le changement de régime politique, etc… et ajouter l'âge de [NOM] à ce moment-là au nombre d'années qui se sont écoulés depuis l'événement. Reportez-vous au calendrier des événements.

(c) Si le répondant PA KONNEN l'âge de [NOM] après avoir utilisé certains repères.

Si les estimations effectuées antérieurement ne permettent pas de déterminer l'âge de [NOM], essayer d'estimer au mieux l'âge de [NOM]'. Rappelez-vous, il s'agit d'un dernier recours à utiliser que seulement lorsque tous vos efforts antérieurs ont échoué.

Colonne 6: ELIGIBILITE pour les MODULES C ET H1

Demandez qui était en charge de la préparation des aliments pour le ménage dans les 7 derniers jours et encercler "1" (WI) et "2" (NON). Vous interviewerez ce répondant pour modules C et H1. Au cours de la première visite, si cette personne n'est pas disponible, vous pouvez interviewer un autre adulte responsable qui a mangé dans le ménage au cours des 7 derniers jours pour compléter les modules C et H1.

<u>Colonne 10: ADMISSION POUR LES MODULES F ET H2-H5</u>

Encerclez "1" (WI) sur la ligne du chef de ménage dans cette colonne. Encercler "2" (NON) pour tous les autres individus. Vous interviewerez cette personne pour les modules F et H2-H5.

- ✓ ***Lors de la première visite, si le chef de ménage est absent, encercler "1" sur la ligne d'un adulte responsable qui est capable de fournir les informations de ces modules, et interroger cette personne pour les modules F et H2-H5.***

Colonne 12: STATUT MARITAL (demandez seulement si âgé de15 ans ou plus)
Posez cette question seulement pour chaque membre du ménage qui est âgé de 15 ans ou plus (âge à la colonne 5). Mettez le numéro de code correct dans la case sur la ligne pour chaque individu.

Colonnes 13-16: PARENTS BIOLOGIQUES (demandez seulement si âgé de 17 ans ou moins)
Ne demandez ces questions que pour les membres qui ont 17 ans ou moins (âge dans la colonne 5). Ces quatre colonnes sont des questions sur les parents biologiques des membres du ménage âgés de 17 ans ou moins.

Colonne 13. Demandez si la mère biologique de la personne est encore en vie. Encerclez "1" (WI), "2" (NON), ou "8" (PA KONNEN). Si "1" (WI), continuez à la colonne 14. Si "2" (NON) ou "8" (PA KONNEN), ***ALLEZ*** à la Colonne 15.

Colonne 14. (Si OUI à la colonne 13). Demandez si la mère biologique vit habituellement dans le ménage (c'est à dire, est un membre du ménage). Si «WI», demander le nom de la mère et écrivez le numéro de ligne de la mère. Si «Non», écrivez le code "00" dans la case.

Colonnes 15-16. Posez les questions identiques sur le père biologique de la personne. Il y a les mêmes options de réponse.

Colonnes 17-18: EDUCATION (demandez seulement si âgé de 5 ans ou plus)
Colonnes 17. Demandez si chaque membre du ménage qui est de 5 ans ou plus (âge dans la colonne 5) n'a jamais fréquenté l'école. Si "1" (WI), continuer à la colonne 18. Si "2" (NON) ou "8" (PA KONNEN), sauter dans le questionnaire pour demander l'âge (colonne 5) de la prochaine personne dans le ménage (ligne suivante).

Colonne 18. (Si OUI à la colonne 17). D'abord demander quel est le plus haut niveau d'écolage atteint par la personne. Noter le niveau dans la première case - voir la liste des codes. Ensuite, demandez quel est le niveau d'écolage le plus élevé qu'elle a TERMINE. Enregistrer le plus haut niveau atteint dans les deux cases suivantes. Si cette personne n'a pas terminé une année d'école, écrire "00". Si cette personne avait reçu une certaine formation, mais n'était pas entrée dans l'enseignement formel, enregistrer le niveau «pré-primaire» et le grade de "00".

***Colonnes 19-20: EDUCATION* (seulement demandez si âgé de 5-24 ans)**

Colonnes 19. Demandez si chaque membre du ménage est âgé de 5-24 ans (âge à la colonne 5) a fréquenté l'école pendant l'année scolaire 2014 ? Si "1" (WI), continuer à la colonne 20. Si "2" (NO) ou "8" (PA KONNEN), sauter dans le questionnaire pour demander l'âge (colonne 5) de la prochaine personne dans le ménage (ligne suivante).

***Colonne 20*. *(Si OUI à la colonne 19*)**. Demandez à quel niveau et dans quelle classe est arrivée la personne visitée pendant l'année scolaire 2013 ? (voir la liste des codes).

Terminez ce module en enregistrant l'heure à laquelle vous avez terminé.

Passez au module C.

Module C. Accès des aliments (FCS, HDDS et HHS)

Les informations contenues dans ce module doivent être collectée de la principale personne qui était responsable de la préparation des aliments au cours des 7 derniers jours. Si cette personne n'est pas disponible, les questions doivent être posées d'un autre adulte qui était présent et qui a mangé dans le ménage au cours des 7 derniers jours. Les questions portent sur le ménage dans son ensemble, pas sur un seul membre du ménage.

C00. Notez à quel moment vous avez commencé le module.

C01. Copiez le numéro du ménage qui se trouve dans A01 ainsi que le numéro de SDE qui se trouve dans A02.

C02. Voyez le Module B colonne 6, puis copiez le numéro de ligne de la colonne 1 de la personne en charge de la préparation des aliments au cours des 7 derniers jours ou celui d'un adulte responsable qui était présent et qui a mangé dans le ménage au cours des 7 derniers jours.

QUESTIONS FCS ET HDDS

C03- 25. Dans cette série de questions, vous demandez aux répondants des questions sur les types d'aliments qu'ils ou la majorité des membres de la famille ont mangés. Lisez chacun des produits alimentaires et ensuite poser des questions 1-3 sur chaque élément. À la question 1, demandez quelles sont les premières sources d'aliments consommés au cours des 7 derniers jours tant à l'intérieur qu'à l'extérieur de la maison. À la question 2, demandez quelle est la principale source des aliments au cours des 24 heures à l'intérieur de la maison seulement. Cette section est conçue pour refléter la diversité alimentaire des ménages, en moyenne, entre tous les membres.

Posez les questions suivantes pour chaque aliment :

- ✓ Combien de jours avez-vous ou un membre de votre ménage mangé (Nom de l'aliment) pendant les 7 derniers jours tant à l'intérieur qu'à l'extérieur de votre maison ?
- ✓ Quelle était la principale source à partir de laquelle (Nom de l'aliment) a été obtenu ?

- ✓ Est-ce que vous ou un membre de votre ménage a mangé (Nom de l'aliment) à l'intérieur de votre maison hier ?

Lisez chaque question en insérant le nom de l'aliment figurant dans les questions C03 à C25 et enregistrez la réponse dans les cases prévues.

C26. Demandez si la veille était "habituelle" ou "normal" pour le ménage. Si c'était une occasion spéciale, comme un enterrement ou une fête, ou si la plupart des membres de la famille étaient absents, enregistrez "1" (WI).

QUESTIONS HHS
C27 -32. Ces questions nous permettront de calculer une Échelle de la Faim des Ménages qui peut être comparé à travers les cultures et les milieux. Cette échelle fournit des informations sur l'endroit où les ressources et les interventions programmatiques sont nécessaires et aide à surveiller et évaluer les politiques et les programmes.

En commençant avec la première question (C28), lisez les réponses du répondant selon les fréquences indiquées. Par la suite (C30 et C32), le répondant sera autorisé à utiliser ces propres mots pour répondre. L'enquêteur pourra ensuite sélectionnez la réponse la plus appropriée en fonction de la réponse du répondant. Par exemple :

Enquêteur : Y a-t-il jamais eu rien à manger quoique ce soit dans votre maison à cause du manque de ressources pour obtenir de la nourriture ?

Répondant : *Non. Eh bien, quelques fois.*

Dans ce cas, le code correct est "1" (WI), puis la question sur la fréquence d'apparition de cette situation doit être posée. Si le répondant décrit une fréquence qui se traduirait par " 3-10 fois " au cours des 30 derniers jours , la réponse correcte à sélectionner est «parfois » et le code de la réponse correcte est " 2 . « Si le répondant a des difficultés à répondre, alors l'intervieweur peut encourager une réponse en énumérant l'ensemble des options.

C33. Demandez à l'enquêté si le ménage a reçu un type d'aide mentionnée dans la liste au cours des 6 derniers mois. Le répondant doit comprendre que cette question n'aura pas d'influence sur le fait que le ménage sera éligible ou non pour à recevoir de l'aide dans le futur.

C34. Terminez ce module en enregistrant l'heure à laquelle vous vous êtes arrêtés.

Passez au module H.

Module H : Mesure de la pauvreté

Commencez ce module en enregistrant :
(1) L' heure (heures et minutes) à laquelle vous commencez ,
(2) Le lieu (les numéros du ménage et du SDE) de l'entrevue .
(3) L'identité (numéro de ligne de la liste des membres du ménage) du répondant.

Le Module H se compose de 5 sous-modules (H1- H5) qui posent des questions différentes sur la consommation, les dépenses et la valeur des éléments possédés par le ménage. Il n'y a pas d’arrêt entre les sous-modules, car ils font partie du module H.

- ✓ ***La personne en charge de la préparation des aliments pour le foyer (le même répondant du module C) doit répondre au sous-module H1. Si cette personne n'est pas disponible lors de la première visite, vous pouvez interviewer un autre adulte responsable qui a mangé dans le ménage au cours du mois passé pour compléter le module H1.***
- ✓ ***Administrez les sous-modules restants (H2 - H5) au chef de ménage. Au cours de la première visite, si le chef du ménage est absent, cercle "1" sur la ligne d'un adulte responsable qui est capable de fournir les informations de ces modules, et interrogez cette personne pour les modules F et H2 -H5.***
- ✓ ***Dans ce module, enregistrez toutes les fractions en utilisant deux décimales. Par exemple, si un ménage déclare consommer un et quart kilogrammes de riz, écrivez dans le montant comme " 1.25”. Assurez-vous que le point des décimales est clairement marqué. N’utilisez pas de décimales avec des nombres entiers. Par exemple, si un ménage déclare consommer un kilo de riz, écrivez dans le montant «1»***

SOUS- MODULE H1 : CONSOMMATION DES PRODUITS ALIMENTAIRES, BOISSONS ET TABAC AU COURS DES 7 DERNIERS JOURS

Le sous- module H1 pose des questions sur la consommation totale (*quantité*) de produits alimentaires au cours des 7 derniers jours. Les produits alimentaires peuvent provenir des achats, de la production propre, et / ou de cadeaux. "**Aliment consommé** " **doit être distingué des «aliments achetés"** dans les cas où l’aliment est stocké pendant de longues périodes de temps. La valeur de la première catégorie (aliments consommés) au cours de la période de rappel (les 7 derniers jours) doit aller dans H1.05. Par conséquent, **enregistrez les valeurs sur la base de ce qui a été consommé par le ménage.**

- ✓ Exemple: Si la semaine dernière le ménage a acheté une grande quantité de maïs ou de poisson séché d'un grossiste, vous **NE DEVEZ PAS** enregistrer la valeur totale de cet achat dans la colonne H1.05. Au lieu de cela, vous devez enregistrer la valeur monétaire du maïs ou du poisson qui a été achetée et consommée par le ménage au cours des 7 derniers jours.

Les dépenses alimentaires pour les travailleurs agricoles et d’autres travailleurs (qui ne sont pas membres du ménage) ne doivent pas être inclus dans cette section. Également, les frais sur les cérémonies et les occasions doivent être exclus.

Aussi, soyez prudent avec des produits fabriqués à maison pour s’assurer que la consommation d'un produit donné n'est pas enregistrée en deux fois.

- ✓ Exemple: parfois les ménages peuvent faire leur propre pain avec de la farine qu'ils ont acheté. Dans ce cas, cette consommation de pain doit être enregistrée comme " farine " et d'autres ingrédients qui peuvent avoir été fait pour faire ce pain. La catégorie « pain» doit être utilisée pour le pain qui est acheté ou reçu en cadeau dans sa forme de fabrication e finale.

Quantité et Codes Unitaires

Il y a des codes unitaires pour le volume et le poids au bas de chaque page. Ces codes se réfèrent aux quantités habituellement trouvées dans les marchés de détail et d'autres établissements commerciaux. Les codes, bien que vastes, ne peuvent prétendre couvrir toutes les unités non standard utilisés par les ménages à travers le pays. La série de règles suivant est donnée pour aider l'intervieweur à l'utilisation de ces codes unitaires :

- ✓ **Chaque fois que cela est possible, indiquez la quantité en unités**

métriques standard. Essayez toujours de convertir la quantité rapportée par le répondant en kilogrammes ou en litres.

- ✓ Cependant, nous reconnaissons qu'il sera difficile de rapporter les quantités en unités standard. Par conséquent, nous avons fourni dans la liste de codage plus d'une douzaine d'unités non standard de remplacement qui pourraient être utilisés lorsqu'il est difficile de convertir le montant rapporté à une unité standard.
- ✓ Si le répondant déclare une quantité dans une unité autre que ceux mentionnés, voyez si il / elle peut :
  - o Tout d'abord, essayez de convertir la quantité de certains équivalents standard (kg , sac de 50 kg , sac de 90 kg , grammes , litres, millilitres , etc.)
  - o S'il est impossible de convertir en unités standard, convertissez la quantité de l'une des unités non standard figurant dans le schéma de codification.
  - o S'il semble impossible de saisir la quantité déclarée par le répondant en utilisant les unités standard ou les unités non standard trouvées dans les codes, obtenez et enregistrez une description claire de l'unité à laquelle le répondant se réfère en termes de volume ou de dimensions (hauteur, largeur, profondeur).
  - o Informez le superviseur de cette unité non-standard.
  - o S'il s'agit d'une nouvelle unité non standard couramment utilisé dans la région, une enquête sera effectuée pour calculer les facteurs de conversion en unités standard pour la plupart des principaux produits alimentaires pour lesquels l'unité non standard est utilisée.
  - ✓ Si la quantité est égale à zéro, alors l'unité doit rester vide.
  - ✓ Nous reconnaissons également que des termes différents peuvent être utilisés pour les mêmes unités. Pour assurer la conformité à travers toutes les équipes dans l'enregistrement des unités, les variations possibles seront discutées lors de la formation.

Les quantités déclarées seront des estimations. Par conséquent, soyez raisonnable dans les demandes que vous formulez au répondant pour les précisions supplémentaires sur les quantités qu'il / elle rapporte. ***N'irritez pas inutilement le répondant pour plus d'informations quand il / elle a déjà donné toutes les informations qu'il/elle semble être en mesure de fournir.***

H1.01 : Colonnes (1) et (2). La colonne (2) fournit une liste complète et étendue des produits alimentaires, boissons et articles liés au tabac. La colonne (1) fournit les codes correspondants (numéros de ligne 101-163).

H1.02. Enregistrez si les éléments figurant dans la colonne (2) ont été consommés par le ménage au cours des 7 derniers jours.

- ✓ **Tout d'abord, demandez cela pour TOUS LES ELEMENTS de la liste.**
- ✓ Ensuite, demandez le reste des questions (H1.03 - H1.07B) une ligne à la fois pour les éléments ayant une valeur "1" (WI) pour H1.02.

H1.03. Demandez la quantité totale de produits alimentaires que le ménage (le répondant ET tous les autres membres du ménage) a consommés au cours des 7 derniers jours. La question comporte deux parties :

- ✓ **Quantité consommée (H1.03A**). Il s'agit d'un **Nombre**. S'il vous plaît demandez à votre répondant d'estimer la portion consommée. Les répondants peuvent indiquer qu'ils « ont acheté » ou qu'ils « ont cuits » ou « ont préparés »" une quantité donnée au cours des 7 derniers jours. Cependant, parfois les ménages achètent ou préparer la nourriture, mais en gardent une partie pour plus tard. Sondez pour vérifier quelle était la quantité actuellement <u>consommée </u>par le ménage au cours des 7 derniers jours.
- ✓ **Code unitaire pour la quantité (H1.03B)**. Sélectionnez ce code à partir d'une liste d'unités indiqué au bas de la page.
- ✓ Par exemple, là où un ménage a consommé deux (2) kilogrammes de maïs, vous avez besoin d'enregistrer 2 dans la colonne pour la quantité et un (23) dans la colonne pour l'unité.

H1.04. Demandez combien en tout d'aliments consommés (comme indiqué dans H1.03) ont été achetés. Enregistrer la **Quantité** d'articles achetés consommés dans H1.04A et l'Unité des articles achetés consommés dans H1.04B.

- ✓ La quantité peut être exprimée en unités entières, c'est-à-dire 2 kg, 500 g, 1 bouquet, etc. Si des montants en fraction sont rapportés, par exemple ½ kg, ½ l, etc., enregistrez-les comme 0,5 kg (ou 500 g), 0,5 l, etc.
- ✓ La consommation d'un inventaire d'une entreprise, telle qu'un inventaire d'épicerie**, DOIT** être considérée comme la consommation provenant d'achats.

H1.05. Demandez le montant d'argent qui a été versé pour l'achat des aliments rapportés à la question H1.04. Notez que H1.05 se réfère **SEULEMEN**T ***à la valeur monétaire*** de la nourriture consommée qui provient d'achats. Si la famille a seulement mangé une partie de quelque chose qu'ils ont acheté, estimez seulement la valeur de la portion qui a été consommée.

- ✓ Si le produit a été acheté par le troc, rapportez la valeur des marchandises échangées à l'acquérir.

H1.06. Demandez la quantité de nourriture qui a été rapporté avoir été consommée (à H1.03) qui provenait de leur **propre production** (c'est-à-dire propre ferme, jardin etc.) Comme pour les autres questions, la **Quantité (H1.06A**) **et l'unité (H1.06B) DOIVENT** être introduits ici.

- ✓ Notez que certains éléments ne peuvent pas être obtenus à partir de la propre production (par exemple, les sodas ou les cigarettes). Cette question est bloquée pour ces produits.

H1.07. Demandez quelle quantité de nourriture qui a été rapporté à H1.03 provenait soit ***de cadeaux ou d'autres sources que les achats ou de la production propre***. Enregistrez **la Quantité (H1.07A) et l'Unité (H1.07B)** des articles que le ménage a reçu en nature comme un cadeau, cadeaux des parents et / ou d'amis, ou en paiement en nature et consommés au cours des 7 derniers jours. Notez que ces questions se réfèrent à la nourriture et d'autres articles qui ont été reçus en nature et qui ont été consommés par le ménage.

- ✓ Utilisez toujours les **mêmes unités à H1.07B, H1.06B, H1.04B, et H1.03B**
- ✓ Vérifier que les montants à **H1.04, H1.06 et H1.07** <u>**ajoutez**</u> à la quantité totale consommée à **H1.03**

Allez au sous -module H2. Il n'y a pas de temps d'arrêt entre H1 et H2.

SOUS-MODULE H2 : BIENS NON DURABLES ET SERVICES FREQUEMMENT ACHETES SUR LES 30 DERNIERS JOURS

Le sous-module H2 enregistre seulement le coût des dépenses effectuées au cours des 30 derniers jours ; aucune quantité n'est enregistrée. Le montant actuel dépensé au cours des 30 derniers jours pour les articles de 201 à 224 sera collecté lorsque le ménage a acheté cet article. Lorsque le ménage a consommé quelque chose qu'il a déjà possédé ou a reçu en cadeau ou une offre en nature, la valeur de marché doit être estimée.

L'accent est mis ici sur les dépenses des **ménages** et non celles des **entreprises**. Les prix unitaires seront ceux du marché de la marchandise consommée. Dans les cas où les dépenses ont eu lieu sur des périodes de plus de 30 jours (par exemple pré- paiement pour une année entière à l'avance), ces dépenses doivent être converties en valeurs mensuelles (par exemple en divisant tout le chiffre par 12).

Allez au sous -module H3. Il n'y a pas de temps d'arrêt entre H2 et H3.

SOUS- MODULE H3 : DÉPENSES NON - ALIMENTAIRES AU COURS DES 12 DERNIERS MOIS

Le sous-module H3 enregistre le coût des dépenses de biens et de services durables et semi- durables au cours des 12 derniers mois (année) ; aucune quantité n'est enregistrée. Pour certaines catégories, nous demandons au répondant de fournir une valeur globale, en tenant compte du fait que plus d'un article peuvent avoir été achetés ou payés. Dans ces cas, présentez au répondant une courte liste des articles concernés.

Vêtements et articles pour le ménage (Articles 301-309)
Santé et soins médicaux (Articles 310-315)
Dépenses pour l'éducation (Articles 316-320)
Dépenses spéciales (Articles 321-330)

Allez au sous -module H4. Il n'y a pas de temps d'arrêt entre H3 et H4.

SOUS- MODULE H4 : DEPENSES POUR LE LOGEMENT

Le sous-module H4 enregistre le coût et la valeur des logements.
401 : **Statut de la propriété.** Demandez le statut de la propriété de la maison du répondant. Si le ménage vit dans leur maison sans autorisation, sans être propriétaire, ou sans payer un loyer (c'est à dire qu'ils sont des squatters), utilisez «Gratuit, non autorisé» (code 5). Toutefois, si le ménage vit dans la maison gratuitement et est autorisé à le faire, l'enquêteur doit utiliser « Gratuit, autorisé" (code 4). Par exemple, le ménage peut rester dans une maison fournie gratuitement par un parent.

402. Dites au répondant que c'est une question hypothétique ; vous ne demandez pas à acheter la maison ou s'il veut la vendre dans un avenir proche. Nous voulons savoir ce que le répondant aurait payé pour cela, s'il essayait d'acheter une propriété pareille sur le marché. Considérant cela, faites que le répondant estime le prix de vente, du mieux qu'il peut.

- ✓ Assurez-vous que le prix est seulement pour le logement et le terrain sur lequel il est situé. Cependant, assurez- vous que le prix ne comprend pas la valeur des terres utilisées à des fins commerciales ou agricoles sur lesquelles le logement peut être situé.

403. Demandez au répondant d'estimer l'âge de la maison.

404. Faites que le répondant estime le taux de location qu'ils pourraient facturer pour la maison, du mieux qu'ils le peuvent. Assurez-vous de préciser pour le répondant, si nécessaire, que la question est hypothétique ; vous n'êtes pas curieux de louer la maison.

405. Demandez combien le répondant paie pour le loyer.

Allez au sous -module H5. Il n'y a pas de temps d'arrêt entre H4 et H5.

SOUS-MODULE H5 : VALEUR DES ACTIFS
Le sous-module H5 pose des questions pour estimer la valeur des biens du ménage, de la ferme et des fonds de commerce non agricoles. Le module recueille aussi des informations sur les actifs possédés.

- ✓ ***Il faut noter que les actifs seront dans des conditions différentes, et leur évaluation devrait être basée sur la valeur du marché à l'achat d'un bien semblable***. Par exemple, si une nouvelle chaise coûte 20 000 gourdes, alors la valeur d'une chaise semblable possédée par le ménage sera de 20,000 gourdes si elle est encore neuve. Si elle n'est pas neuve, la valeur sera inférieure à 20 000 gourdes, selon l'état de la chaise.

H5.1. Cette colonne indique les codes des éléments énumérés (actifs des ménages).

H5.2. Demandez si le ménage possède un des éléments énumérés dans H5.2. Nommez chaque article et marquer "1" (WI) ou "2" (NON). Puis continuez sur la liste pour demander si le ménage possède chacun des articles.
Après avoir vu la liste complète (H5.2), revenez sur les articles possédés par le ménage. Ceux-ci sont marqués "1" (WI) à H5.2. En commençant par le premier article possédé, posez toutes les questions (H5.3 - H5.6) concernant cet article. Ensuite, passez à l'article suivant que possède le ménage et posez toutes les questions de H5.3 - H5.6. Continuez à travers tous les éléments possédés par le ménage.

H5.3. Demandez le nombre de ces articles possédés par le ménage.

H5.4. Demandez l'âge des articles. S'il existe plus qu'un seul d'un certain type d'article, faites la moyenne de l'âge:

- ✓ Demandez l'âge de chacun des objets. Faites le total de ces valeurs. Divisez la somme par le nombre d'articles pour calculer une moyenne d'âge.
- ✓ Par exemple, si le ménage possède 5 lits, demandez l'âge de chaque lit. Assumez que le ménage dise un lit a 1 an, un lit a 4 ans, et trois lits ont 10 ans. L'âge total est de 35 ans. Diviser par 5 (c'est à dire, le nombre d'articles) pour obtenir 7 ans, l'âge moyen des lits.

H5.5. Demandez au répondant quelle était la valeur de l'article (s) lorsque le ménage l'a acquis. Si le ménage a acheté plus d'un article d'un groupe particulier, la valeur moyenne de ces éléments doit être enregistrée ici.

H5.6. Demandez la valeur estimative actuelle de l'article. Utilisez les directives suivantes :

- ✓ Si l'article a été acheté il y a moins d'un an, utilisez le prix payé pour l'article.
- ✓ **Si l'article a été acheté il y a plus d'un an, utilisez la valeur de vente actuelle de l'article.**
- ✓ S'il n'est pas possible d'obtenir la valeur de vente actuelle, posez des questions

sur les coûts et le temps requis pour remplacer l'article par un autre article d'occasion de qualité similaire. Cela donne une valeur approximative de l'article.

- ✓ Assurez-vous que le répondant comprend la nature hypothétique de cette question, vous ne voulez pas acheter l'article et n'implique rien concernant la vente potentielle de l'article dans un proche avenir.
- ✓ Si le ménage possède plus d'un de ce type d'article, faites la moyenne de la valeur.

H5.7. Terminez ce sous-module en enregistrant l'heure vous vous êtes arrêtés. Allez à n'importe quel module qui n'a pas été complété pour ce ménage. Aller à la page des observations de l'intervieweur pour enregistrer n'importe quel commentaire que vous pouvez avoir pour le moment. Cela peut être fait à la fin de chaque visite que vous avez à faire dans le ménage.

OBSERVATIONS DE L'INTERVIEWER

Cette page placée au dos du questionnaire offre un espace pour que l'interviewer puisse enregistrer des observations ou des commentaires. S'il vous plait profitez de cette occasion pour enregistrer ce que vous avez vu ou entendu (observations) ou vos propres pensées qui pourraient fournir des indications sur les conditions que nous étudions. Dites-nous ce qui est important ou inhabituel concernant les répondants, le ménage, ou la SDE.

Si vous avez besoin d'espace pour calculer quoi que ce soit (pourcentages, moyennes, etc.), utilisez le dos de ce cette feuille.

Il y a également un espace pour les commentaires du superviseur et de l'éditeur.

ANNEX 7: TRAINING AND FIELD PREPARATION AGENDA

Monday, January 20:

- Introduction and overview of the survey
- Goals and objectives
- Key indicators
- Overview of documents (manuals, descriptions of questions, questionnaire)
- Brief description of field logistics and household identification
- Field behavior/code of conduct

Tuesday, January 21:

- Review of the questionnaire: Module A: Household identification and informed consent
- Module B: Household roster

Wednesday, January 22:

- Review of questionnaire: Module C: Household food diversity and hunger
- Review of questionnaire: Module H: Household expenditures

Thursday, January 23:

- Review of questionnaire: Module H: Household expenditures (continued)
- Practice interviews (between participants)

Friday, January 24:

- Field test (location TBD, near to PaP)

Saturday, January 25:

- Review of field test data, questions, etc.

Sunday, January 26:

- Last edits to data entry forms, uploading to tablets

Monday, January 27:

- Team picks up tablets, backup paper questionnaires, and other supplies from IFOS
- Team members travel to the North-West (location of start of data collection)

Tuesday, January 28

- Day off (team members prepare for field work at home, etc)

Wednesday, January 29:

- Data collection begins.

HAITI: STUDY ON THE IMPACTS OF COVID19 AND OTHER RECENT SHOCKS PROTOCOL 20 DECEMBER 2020

1. INTRODUCTION

Tulane IMPEL project led BHA's effort to conduct an impact evaluation (IE) as part of the overall program evaluation of the Kore Lavi program. In January/February 2020, 270 Households were interviewed as part of the follow-up IE data collection. However, due to the COVID pandemic and other considerations, BHA decided to cancel the IE. FFP decided to seize on a unique opportunity to conduct a panel study of the 270 households surveyed at baseline and in 2020 to estimate the impacts that recent shocks (COVID19, climatic, social-political) have had on poor households and to better understand the capacities and strategies they have used to mitigate these impacts. Further qualitative research is also outlined in this protocol that will help complement the quantitative results.

This brief protocol presents proposed modifications to adapt the project impact evaluation into an assessment of the impacts of COVID19 and other recent shocks and resilience characteristics of households.

2. ASSESSMENT OBJECTIVES

The objective is to assess how recent shocks (COVID19, climatic, social-political) have affected beneficiary households, and what capacities and strategies they have used to mitigate these impacts, generating hypotheses about potential resilience capacities and their relationship to the various shocks, including Covid19.

The study research questions are:

1. How has household food/economic security status changed during the past year as a result of COVID-19 and its sequelae?
2. What shocks have been experienced by program beneficiary households (socio-political, climatic, COVID-19), and how have they coped with them?
3. What Resilience Capacities (including psychosocial/well-being) are present in beneficiary households?

3. ASSESSMENT APPROACH AND METHODOLOGY

This study will apply mixed methods.

Qualitative inquiry, including Focus Group Discussions (FGDs), Key Informant Interviews and a small number of in-depth semi-structured interviews will be used to gather information about perceptions of shock exposure; coping capacities/resilience capacities, The qualitative will be split into two components: First, prior to the quantitative data collection, a 'light touch' initial data collection will take place to get a basic understanding of the perceptions and main effects of Covid19 and other recent shocks on the poor households in the communities being studies. This will inform the finalization of the quantitative tool. Then, a more in-depth data collection will take place after the quantitative is complete, in order to explore any new questions or unanswered questions that come out of the preliminary quantitative findings.

The **quantitative** component will focus on the 2020/21 panel data of approximately 270 households. This second round of follow-up household data collection will involve a modified questionnaire administered to a final survey round of the same 270 households interviewed in January/February 2020. Short modules to be included are: a livelihood module, shock exposure and coping module, a resilience capacity module and psychosocial well-being module. The household roster will be abbreviated. The food security and consumption modules will be the same as those used in the first round of data collection in early 2020.

3.1 Indicator Review (desk review)

In order to assess the shocks, coping, resilience capacities and psychosocial well-being, particularly as it relates to Covid-19, a review of relevant household modules was conducted. The results of this review are used to draft the household data collection tool for round two.

3.2 Timing and fieldwork, Covid19 protocols (qualitative and quantitative)

<u>Timing and fieldwork</u>
The phase 1 qualitative data collection will take place in December 2020 (before holidays) so that data can be fed into the quantitative design. Two to four interviewers will collect the data, working in pairs (one interviewer, one note-taker).

The quantitative data collection will take place in January/February 2021.

The in-depth qualitative data collection will take place in March/April 2021 (following the quantitative data collection and preliminary analysis). Four to six interviewers will collect the data, working in pairs (one interviewer, one note-taker).

The data collection teams will be supervised by a study coordinator at IFOS and remotely by Tulane. Training will be conducted with the team prior to both stages of fieldwork. Tulane will participate virtually in the training.

<u>Covid19 Protocols</u>
Field procedures will be adapted with COVID-19 safety mitigation protocols at every stage of data collection to mitigate the risk of the virus transmission and safeguard the wellbeing of staff, households, and communities:[9]

- Avoid/minimize travel between regions and between regions and the capital

[9] The underlying principle guiding the adaptations to the BLS data collection procedures is Do No Harm. Per the USAID/FFP and USAID/OFDA Interim Guidance for Applicants Engaging in COVID-19 Humanitarian Response: in all programming, the safety and security of community members and implementing partner staff are critical; and where remote monitoring is not feasible, update data collection tools and protocols to limit proximity, frequency, and duration of face-to-face contact.

- Minimize duration of contact between data collection teams and households and time spent in the communities[10]
- Abide by local rules, regulations, and social/physical distancing guidelines (see Box 1)
- Avoid large gatherings and minimize proximity
- Ensure adequate training of all staff and data collection teams on Do No Harm and safe approaches for face-to-face interviewing and knowledge of COVID-19 transmission and mitigation (including frequent handwashing with water and soap)
- Ensure availability of needed equipment/materials to mitigate virus spread (i.e., face covers, hand sanitizer, soap, and thermometers)
- Maintain close oversight and adherence to Do No Harm protocols
- Provide information on what to do/whom to contact in the event of a suspected COVID case (i.e., referral to health clinic)

Guidance to data collection teams:

- Be respectful if households express concern or apprehension to participate in the interview.
- If households express reservation to conduct the interview for any reason, respect their position and move onto the next household
- Perform temperature checks every day before deploying
- Wear a mask or facial cover before, during, and after the interview
- Encourage the respondent to wear a face cover
- Conduct the interview outside or in a well-ventilated space
- Discourage other household members from congregating, if this is not possible, try to minimize the number of people present
- Maintain at least one-meter distance apart throughout the interview
- Avoid handshakes or physical contact
- Wash hands with water and soap or use sanitizer/hand alcohol – before and after
- Sanitize frequently touches surfaces (e.g., tablets).

The 'Tulane University Research Protocol for Home Research Visits as part of Research Studies' provides some additional guidance, and is found in Annex 4.

[10] Field teams will be instructed to be thorough while adhering to COVID-19 mitigation protocols. Bagna is hiring additional enumerators – i.e., five enumerators per team rather than four, to reduce the overall time spent in each village (two days). Other ways to minimize frequency of contact include identifying a time of the day when family members are most likely to be home to conduct the interview, and pre-arranging revisits by phone, where possible, since phone numbers will be collected during the listing exercise.

3.3 Qualitative Design

Location

The qualitative data collection will take place in the same communes where the household data collection will take place. However, an attempt will be made to visit sites that are not part of the household data collection to avoid respondent fatigue. Selection of the sites will be done with IFOS in order to identify similar communities to those where the household interviews take place.

Sample size and selection[11]

The phase 1 qualitative data collection is going to draw primarily KIIs and IDIs (six to ten KIIs/in-depth interviews), drawn evenly from the three communes being studied. However, FGDs may also be conducted if logistics and time allow (2 to 3 FGDs total)

For the phase 2 qualitative data collection the proposed sample size is approximately 12 FGDs (four per commune), though the final number of FGDs will be driven by the rolling analysis of data saturation. Half of these will be with women only, and the other half mixed men/women participants. Each FGD will include between six and 10 participants (limiting participants as COVID-19 protocol requires). Additionally, approximately 20 Key informant and in-depth interviews will be conducted

Participants will be identified by discussion with local leaders, identifying past KL beneficiary households from the communities targeted. KIs will consist of local merchants or other community members identified as having particular insights.

Tools

The phase 1 will consist of a rapid FGD/KII interview guide, focusing on:

- Identification of significant shocks (Covid19 or other) that were experienced by the poor households in the areas studied in the past year.
- Main impacts of Covid-19 and other recent shocks on the poorest households.
- Understanding coping behaviors and capacities.

The in-depth quantitative tool will consist of a FGD interview guide focusing on:

- Demographic change and movement during COVID 19
- Perceptions of Covid-19 impacts (impacts of both the infection and the sequelae)
- Discussion of relevant recent shocks and types of coping strategies that households employ.
- Characteristics of 'resilient' households and perceptions of capacities that these households may have built.

Drafts of the KII and FGD guides are found in Annex 1 (light) and Annex 2 (in-depth). KII and in-depth interviews will follow a similar format to the FGDs.

Data processing and analysis

[11] Cost may be a limiting factor here, the sample size will be discussed with IFOS and adjusted accordingly.

With consent of the participants, the FGDs will be audio-recorded, and transcripts will be generated and translated to English[12]. Interviewers will take detailed notes during the discussions, followed by evening discussions of findings with notes on these discussions.

The data collection teams will also participate in a remote workshop each 1-2 days during the data collection period to discuss the findings with the IFOS supervisors and the Tulane team. This will allow the Tulane team to provide guidance on what salient topics/issues should be further explored. The data collection will conclude with a final workshop with the qualitative team (virtual) once data collection is complete to review and discuss overall findings.

3.4 Quantitative Design

As described above, the quantitative portion of the study will be a panel design, focusing primarily on the changes in household food security and consumption expenditure indicators, coping behaviors and resilience capacities (assessed retrospectively) between early 2020 and early 2021. These changes will be further described using data collected at follow-up round 2 on shocks, coping, resilience, and psychosocial well-being. These additional modules will be informed by the qualitative data collected in late 2020.

3.5 Indicators to be measured

Food and Economic Security Outcomes:

- Change in the food security status indicators between Jan/Feb 2020 and Jan/Feb 2021:
  - Household Hunger Score (HHS)
  - Food Consumption Score (FCS) and Food Consumption Score Groups (FCGs)
  - Household Dietary Diversity between Jan/Feb 2020 and the date of survey implementation
- Change in prevalence and depth of poverty between Jan/Feb 2020 and the date of survey implementation
- Resilience capacities present in these households that helped weather shocks (or conversely, those that were not actually useful in the face of shocks in this context).
- Psychosocial well-being status at the time of the survey (Jan/Feb 2021). General Health Questionnaire 12 (GHQ-12).

Shocks, coping strategies, and resilience measures:

- Number and type of shocks experienced in the past 12 months (coronavirus or other)
- Coping strategies employed to mitigate shocks in past 12 months
- Future mitigation possibilities

[12] Transcripts and translations are time consuming and costly to produce, so this aspect of the data collection will be budget-dependent. The detailed notes will be used in analysis if no transcripts can be generated, and the audio recordings will serve as reference if more detail is needed.

- Perception of severity of shock (TBD).

Coronavirus Specific measures:

- Knowledge, Attitude, Practice (KAP) related to Coronavirus
- Coronavirus specific shocks/coping

Other indicators:

- Household demographics (size, household head, etc.)
- Changes in HH demographics in past year.
- Number and type(s) of household livelihoods (past 12 months)
- Changes in household food access and consumption patterns.
- Changes in sources of food (agriculture vs. market)
- Livelihood related data:
    - Recall of livelihoods in previous year (2019) and current livelihoods (past year, 2020) (similar to the first round, which asked the current (2019, past year) livelihoods as well as those in 2014.
    - Questions about changes in livelihoods related to project participation and related to COVID and its sequelae.

3.6 Sampling

Round 1 of the follow-up survey randomly selected households that had participated in the baseline survey in order to create a panel design. Due to attrition, it was decided that a sub-set of the baseline households would be interviewed. A random sample was taken from the baseline households. However, about 45% of the selected households were not able to be located (they either had moved away, dissolved, or the survey teams simply could not locate them with the available information). These households were replaced with the nearest households that had taken part in the baseline survey.

To conserve the panel design, the same 270 households surveyed in January/February 2020 will be re-interviewed in 2021. Initial discussions with the local research partner indicate a strong likelihood that they will be able to locate these households for interview.

Attrition is expected to be low, given the short time between survey rounds and the likelihood that rural to urban migration would be greatly decreased during the pandemic.

Table 1: Sample at Baseline, Follow-up round 1, and planned for Follow-up round 2

Dept.	Commune	Date of follow-up survey Data collection Round 1	Date of follow-up survey Data collection Round 2	Baseline surveyed households	Follow-up sample – Round 1	**Follow-up sample – Round 2 (COVID19)**
Northwest	Bombardopolis	**Jan 29-Feb. 14, 2020***	**Jan/Feb 2021**	*192*	90	**90**
Northwest	Mole Saint Nicolas	**Jan 29-Feb. 14, 2020***	**Jan/Feb 2021**	*193*	90	**90**
Artibonite	Anse Rouge	**Feb. 17-28, 2020**	**Jan/Feb 2021**	*191*	90	**90**
Center	Cerca Carvajal	N/A	N/A	*108*	N/A	N/A
Center	Thomassique	N/A	N/A	*238*	N/A	N/A
Artibonite	Gonaives (rural)	N/A	N/A	*340*	N/A	N/A
TOTAL Intervention				*1,262*	**270**	**270**
Center	Saut d'Eau	N/A		*687*	N/A	N/A
Northeast	Trou du Nord	N/A		*285*	N/A	N/A
Northeast	Terrier Rouge	N/A		*262*	N/A	N/A
TOTAL Comparison				*1,234*	N/A	

Where possible, the household respondent interviewed in round 1 (early 2020) will be interviewed in the round 2 data collection.

3.7 Tools/questionnaire

Starting from the questionnaire that was used in Round 1 of the follow up, the following changes are proposed:

- Reduce the household roster module to collect only key info on changes in hh makeup in the past year, and to get basic info (age, gender, etc.) of the respondent.
- Add Shocks/Coping module
- Add questions specifically related to pandemic impacts on income and food security
- Add Resilience Capacities modules (including psychosocial well-being).

The draft changes/additions to the household questionnaire are found in Annex 3.

Based on the experience in round 1, each household interview is expected to take an average of 90 minutes.

3.8 Analysis

The analysis of pandemic impacts requires a multi-faceted approach. As noted by Madhav et al (2017)[13]:

> "*The direct fiscal impacts of pandemics generally are small, however, relative to the indirect damage to economic activity and growth. Negative economic growth shocks are driven directly by labor force reductions caused by sickness and mortality and indirectly by fear-induced behavioral changes. Fear manifests itself through multiple behavioral changes. As an analysis of the economic impacts of the 2014 West Africa Ebola epidemic noted, 'Fear of association with others . . . reduces labor force participation, closes places of employment, disrupts transportation, motivates some governments to close land borders and restrict entry of citizens from affected countries, and motivates private decision makers to disrupt trade, travel, and commerce by canceling scheduled commercial flights and reducing shipping and cargo services' (Jonas, 2013[14]). These effects reduce labor force participation over and above the pandemic's direct morbidity and mortality effects and constrict local and regional trade*."

The data collected in Round 2 will afford us the opportunity to better understand the interactions between COVID impacts related to personal income, infrastructure and social services, market disruptions, and behavioral changes. Considering that all the survey participants live in extreme poverty, the construction of standard resilience indicators is unlikely to provide meaningful insights. However, the nuanced analysis of which COVID-19 impacts are most relevant to the respondents' well-being based on their pre-pandemic experience will be an important outcome of this study.

Specifically, the quantitative analysis will involve:

- Changes in key outcome indicators, including FCS, HHS, HDDS, expenditures (and poverty related indicators), asset ownership between round 1 (Jan 2020) and round 2 (Jan. 2021).
- Descriptive and exploratory review of the collected data. Multiple factor analysis will be incorporated to visualize and quantify interactions between quantitative measurements (such as expenditures and consumption) and categorical variables (such as the experience of pandemic impacts and other shocks), with the goal of determining factors that are most closely associated with variability in well-being indicators at the household level.

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[13] Madhav N, Oppenheim B, Gallivan M, et al. Pandemics: Risks, Impacts, and Mitigation. In: Jamison DT, Gelband H, Horton S, et al., editors. Disease Control Priorities: Improving Health and Reducing Poverty. 3rd edition. Washington (DC): The International Bank for Reconstruction and Development / The World Bank; 2017 Nov 27. Chapter 17. Available from: https://www.ncbi.nlm.nih.gov/books/NBK525302/ doi: 10.1596/978-1-4648-0527-1_ch17

[14] Jonas O B. 2013. "Pandemic Risk." Background paper for World Development Report 2014: Risk and Opportunity; Managing Risk for Development, World Bank, Washington, DC.

- Fitting of mixed effects models to assess changes in indicators over time while accounting for repeated measures at the household level as well as random variation at the community level.
- Determining whether variability in food security indicators has significantly increased due to the COVID-19 pandemic. A key question of interest is whether, for the highly vulnerable households included in the study, the pandemic has exacerbated already poor conditions associated with ongoing economic shocks.
- Quantifying changes in respondent expenditures in the context of market price information and CPI estimates from secondary sources.[15]
- Determining the role of changes in food assistance and/or income sources both before and after the onset of the pandemic with respect to consumption, food sources, and expenditure patterns.
- Categorizing the relationship between perceived resilience, the use of coping mechanisms, community-level resources, and food security.

4. LIMITATIONS

Limitations include:

- The small sample (270 HHs maximum, depending on attrition) of only KL participants (the poorest in the communities) in just three communes in the Northwest/Artibonite may limit some analysis, and the confidence with which the findings can be extrapolated to other parts of the country or demographics will be unknown.
    - Testing for significant relationships between the observed difference in food security status with key demographic characteristics and comparison of these 270 households' demographics to secondary data on other low-resource households in Haiti may help inform the degree to which the findings can be extrapolated.
- The attrition at round 1 from baseline was large. However, the attrition between R1 and R2 is expected to be much less. Attrition households will not be replaced as they will not have data from the first round of the panel study.
- The additional modules on shocks/coping and resilience will be modified based on the findings from the 'light' qualitative and pre-tested prior to data collection. Where possible, instruments previously used and validated in Haiti will be used. However, some of the questions may be untested in Haiti prior to this study.

5. DISSEMINATION OF FINDINGS

The findings will be presented in:

- An assessment report, no longer than 40 pages (excluding annexes).
- A brief of no more than five pages (following the finalization of the assessment report)

[15] Although the study is not proposing a formal market analysis, impacts on market will be included in the qualitative tools. Food price data can be extracted from the household questionnaires, as well as secondary data on food prices from existing data collection systems, to explore the evolution of market prices over time.

6. ETHICAL CONSIDERATIONS

Ethics approval has been granted from the Tulane Institutional Review Board, as well as the Haitian Comite National de Bioethique housed at the Ministry of Health for the initial quantitative data collection. The changes outlined here will be submitted to both Tulane and the Haitian review board for their approval. Tulane's local research partner, IFOS, indicates that this is will only entail sending a short letter with the changes.

Informed consent will be secured verbally from all participants in the survey. The script from the Follow-up survey round 1 will be used, with appropriate modifications.

7. TIMELINE

The tentative timeline proposed for the data collection, analysis, and reporting is presented below.

	2020		2021							
	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug.
Develop protocol, tools.	X									
'Light' qualitative training and data collection		X								
Analysis of 'light qualitative data, and final revision of HH data collection tool		X	X							
Enumerator training (HH data collection)			X							
Quantitative data collection			X	X						
Quantitative data preliminary analysis, finalization of in-depth quantitative tools				X	X					
"In-depth" qualitative training and data collection						X				
Analysis of qualitative and quantitative data					X	X	X			
Report writing							X	X		
Draft report (to save)								X		
Feedback on report (from BHA)									X	
Submission of final report and dataset (To Save/BHA)										X

ANNEX 1: 'LIGHT' FGD GUIDE (DRAFT)

Haiti: Shocks, Coping, and Resilience

'Light' Key Informant Guide

Instructions:

- Create one set of notes per interview (do NOT integrate the notes from separate KIIs into one set of notes.)
- This tool can also be used to interview multiple people or to conduct FGDs. Record the appropriate information below as applicable.

Date:		Interviewer:	
Department:		Note-taker:	
Commune:		Start and End time:	
Key Informant name:		Key Informant role/position in community:	
Do you obtain consent from the KI to audio record?			
Notes on the location and the KI:			

Introduction:

Hello! My name is _________________. I am working for IFOS. We are conducting a study in your community to learn about recent difficulties you may have faced and the ways you and people like you have managed those difficulties. We are also interested in the community's awareness and perceptions of the impact of the coronavirus on the welfare of households in your area. The discussion should take about 30 minutes, and your participation is completely voluntary. If you agree to participate, you can choose to stop at any time or to skip any questions you don't want to answer or discussions you do not want to participate in. We would like to audio record this interview, and my partner ____ will be taking written notes. However, your answers will be completely confidential, and we will not share the information that identifies you with anyone.

<u>Coronavirus Knowledge, Attitudes, Practice:</u>

First let's start with a discussion of what people know about Coronavirus in (*commune*), and what they are doing to prevent getting it:

1) Have there been any cases of Coronavirus in your community that you are aware of?
2) What do people know about coronavirus in your community? How do they perceive what coronavirus is?

<u>Coronavirus Impacts</u>

Now I'd like to talk about how coronavirus has been impacting the wellbeing of households and what they are doing to deal with those challenges.

3) What are the impacts of coronavirus on the households in your community?
4) What sorts of other problems does coronavirus cause or make worse? How do people associate different types of shocks with coronavirus?
5) How do households deal with these impacts? What do they do to manage? Is this sustainable?
6) Has there been any assistance for households in your community to help them cope with the impacts of coronavirus? What? Was it able to help?
7) Have households supported each other to face the coronavirus challenges? How?
8) Is there anything else you would like to add about impacts, coping strategies and recovery from coronavirus that we did not cover?

<u>Other shocks and difficulties in the past year</u>

Now that we've talked about Coronavirus, I would like to talk about other chocks and difficulties that you and others in your community have faced in the past year (since January 2020).

9) What sorts of shocks have happened in the past year in your community? Describe what happened. How these shocks affect the households and community?
10) What have households done to respond to these shocks in the past year?
11) How does the shock of Coronavirus compare to other shocks that have happened in the past year or so? It is worse, or not as bad? Do people perceive it as something severe, or are other problems/difficulties of more concern to them?
12) Is there anything else you would like to add about the welfare of households in your community that we did not cover?

Thank you!

ANNEX 2: IN-DEPTH FGD GUIDE (DRAFT)

Haiti: Shocks, Coping, and Resilience

In-depth Focus Group Discussion Guide

Draft V3
30 November, 2020

Instructions:

- In each community selected, two FGDs with between 5 and 10 participants should be conducted:
  - One with women only
  - One with a mix of men and women.
- The participants should be adults from households that received KL vouchers until the end of the project in July 2019.
- Create one set of notes per interview (do NOT integrate the notes from separate FGDs into one set of notes.

Date:		Interviewer:	
Department:		Note-taker:	
Commune:		Number of men in FG:	
Seccion Communal:		Number of women in FG:	
Localite/Voisinage :		Start and End time:	
Do you obtain consent from all FGD participants to audio record?			
Notes on the location and the FGD participants:			

Introduction:

Hello! My name is ________________. I am working for IFOS. We are conducting a study in your community to learn about recent difficulties you may have faced and the ways you and people like you have managed those difficulties. We are also interested in the community's awareness and perceptions of the impact of the coronavirus on the welfare of households in your area. The discussion should take about one hour, and your participation is completely voluntary. If you agree to participate, you can choose to stop at any time or to skip any questions you don't want to answer or discussions you do not want to participate in. We would like to audio record this interview, and my partner ____ will be taking written notes. However, your answers will be completely confidential, and we will not share the information that identifies you with anyone.

<u>Coronavirus Knowledge, Attitudes, Practice:</u>

First let's start with a discussion of what people know about Coronavirus in your community, and what they are doing to prevent getting it:

13) Have there been any cases of Coronavirus in your community?
    - How many? Describe what happened.
14) What do people know about coronavirus in your community?
    - Signs/Symptoms of the disease
    - How it is spread, and how to avoid exposure
    - False beliefs
    - Groups of people that know more (or less) about Coronavirus
    - (*probe for changes over time*)
15) What are you and others in your community doing to prevent getting coronavirus?
    - Are there things that people should be doing but are not?
    - Are there any groups that are more or less likely to take these preventative measures?
    - What containment/prevention measures have been most effective? Least effective? Why?
    - (*probe: change over time- improved or lessened adherence to preventative measures)*
16) (How) have community perceptions towards outsiders (e.g., from towns/cities or foreigners) coming into the village changed?
    - (*probe: change over time)*

<u>Coronavirus Impacts</u>

Now I'd like to talk about how coronavirus has been impacting the wellbeing of households and what they are doing to deal with those challenges.

17) What are the impacts of coronavirus on the households in your community?
    - Are there any groups that have more difficulty or are more impacted by efforts to contain the spread of coronavirus? Who? How?
    - Are there any groups that are more (or less) impacted by people getting sick with coronavirus? Who? How?
    - *(probe: households who got KL vouchers- better or worse off, why, how, etc. also probe for demographic changes/migration)*
18) What sorts of other problems does coronavirus cause or make worse?
    - *(probe for how they associate different types of shocks with coronavirus)*
19) How do households deal with these impacts? What do they do to manage? Is this sustainable?
    - Are there certain households or groups that are more likely to bounce back from coronavirus?
    - What impacts a household's ability to overcome the impacts of coronavirus?

- *(probe: VSLAs, KL vouchers, and probe for demographic changes/migration)*

20) Has there been any assistance for households in your community to help them cope with the impacts of coronavirus? What? Was it able to help? How or how not?
21) How have households supported each other to face the coronavirus challenges?
    - *(probe: change over time, sustainability, and if there is less support between households and why*)
22) Is there anything else you would like to add about impacts, coping strategies and recovery from coronavirus that we did not cover?

<u>Other shocks and difficulties in the past year</u>

Now that we've talked about Coronavirus, I would like to talk about other chocks and difficulties that you and others in your community have faced in the past year (since January 2020).

23) What sorts of shocks have happened in the past year in your community? Describe what happened.
    - *Probe: Crime, insecurity, food prices, inflation, fuel prices, climatic shocks (drought, floods, etc.), agriculture/livestock insecurity, sickness, unforeseen expenses, remittances stopping, etc.*
24) How did each of these shocks shocks affect the households and community?
    - Who was more or less impacted? Are there people who are less likely to suffer from these shocks? Why?
    - What was the impact?
    - *Probe: severity of shocks, consequences of shocks, short vs. long-term impacts of shocks*
    - *Probe: Effects of KL activities like VSLAs and past receipt of food vouchers.*
25) What have households done to respond to these shocks in the past year?
26) Have households in the community taken any measures to prepare for future shocks and stresses like the ones you mentioned?
    - If so, describe who was involved, how, why/why not, and how it may help in the future.
    - If nothing has been done to prepare for future shocks, why not?
    - *(probe: capacities built by KL)*
27) How has coronavirus impacted the shocks and ways people have coped with these shocks in the past year?
    - Has coronavirus made other shocks more severe?
    - Has it caused other shocks to happen?
    - How as it impacted households' ability to cope with other shocks?
    - Planning for future shocks/stresses?
    - *(probe: as above, probe for any links between coronavirus and other shocks)*
28) Is there anything else you would like to add about the welfare of households in your community that we did not cover?

Thank you!

For the FGD lead and note-taker: a table like the following may help organize the information about shocks. If helpful, this can be written on a large piece of paper so that the whole FGD can see and add to it. The column headings are only a suggestion.

Shock	Impacts, Severity , vulnerable groups	Coping strategies	Characteristics of households that will more likely recover*	Adaptations for the future?

** Probe: Although the answers will very often be related to poverty. Probe for other characteristics that may help households recover even if they are poor*.

ANNEX 3: DRAFT HH DATA COLLECTION TOOL

(see excel file)

ANNEX 4: TULANE UNIVERSITY RESEARCH PROTOCOL FOR HOME RESEARCH VISITS AS PART OF RESEARCH STUDIES

Tulane University Research Protocol for Home Research Visits as part of Research Studies
Version 081420
Home Research Visits

PURPOSE: To describe the Home Research Visits program, provided under Covid-19 conditions

SCOPE: This Standard Operating Procedure applies to all the University Research staff who participate in Home Research Visits related to research studies, conducted by the University staff and approved by the appropriate IRB of record

DEFINITIONS:

> *Home Research Visits – Any services that are provided to research participants in their own home environment.*
>
> *Covid-19 Conditions – That period of time that began in 2019 and is ongoing in 2020 that includes the current pandemic related to the disease Covid-19. Pandemic conditions include the respiratory virus, currently assumed to be aerosol in nature that includes significant risks associated with the virus.*

ROLES AND RESPONSIBILITIES:

Research Staff, including Investigators, Directors, Research Nurses, Research Coordinators and all support staff

PROCEDURE:

Process Overview: This Standard Operating Procedure is designed to assist in reducing the transmission of Covid-19 while conducting Home Research Visits. This SOP does not include management of Covid-19 positive patients. Home Research Visits should not be conducted if anyone in the residence currently, or in the past 7 days, tested positive for COVID-19, or has been in direct contact with someone that has tested positive for COVID-19, or has new onset of COVID-19 symptoms. By traveling to subjects' homes and conducting Home Research Visits, there is an inherent risk of exposure to the Covid-19 virus within those homes. Whenever possible visits should be conducted remotely via teleconferencing or video. When a Home Research Visit must be conducted, every attempt will be made to instruct staff members to avoid exposure to Covid-19 through good clinical practice techniques.

IMPLEMENTATION:

The following are the Standard Operating Procedures to guide practice of Home Research Visits:

- To the extent possible, in person home visits should be replaced with virtual or telephone study visits on a platform that is both compliant with HIPAA and HIPAA-secure.
- If a Home Research Visit is necessary, follow the following recommendations:
- On the day of the scheduled Home Research Visit, research staff should conduct COVID-19 self-screening. Research staff should screen participants for COVID-19 symptoms** and household members in advance by phone *and* again at the time of the arrival at the subjects' homes. Document screening results in the medical record:
- Research staff will check the temperature of the participant and anyone else that will be present for the visit.
    - Ask, "Has anyone who is in the residence currently, or was in the residence in the past 14 days, tested positive for COVID-19, been in direct contact with someone that has tested positive for COVID-19, or have new onset of:
        - Fever or chills
        - Cough
        - Shortness of breath
        - Fatigue
        - Muscles or body aches
        - Headache
        - Loss of smell or taste
        - Sore throat
        - Congestion or runny nose
        - Nausea, vomiting or diarrhea

**Check https://www.cdc.gov/coronavirus/2019-ncov/faq.html

- If the subject or someone else in the home has the above symptoms, tested positive, or been in direct contact with someone who has tested positive for COVID-19, re-schedule the visit for another time.
- Conduct the visit outside of the house whenever possible, i.e. on the porch or in the backyard.
- If a parent or another person must be present for the visit, limit to one person in addition to the subject.
- Make decisions regarding the type of PPE necessary for each Home Research Visit prior to the visit and once in the home based on the associated risks encountered.
    - Face masks shall always be worn by research staff, the participant and any additional persons that are present for the visit.
    - Practice social distancing as best as circumstances permit. Try to stay 6 feet from participant or others whenever possible.
    - If once in the home, it becomes evident that someone in the home has been exposed to COVID-19, leave and contact the participant at a later time to reschedule the appointment.
    - Clean hands with soap and water or sanitizer before donning PPE.

- Utilized Universal Precautions, Standard CDC precautions and assume that all blood, body fluids, secretions, excretions (except sweat), non-intact skin and mucous membranes may contain transmissible infectious agents.
- The School of Medicine has determined that, at a minimum, any patient-provider interaction that will last >15 minutes requires both a face mask and a face shield. An extra precaution would be to consider use of both a face mask and face shield in addition to gloves and gowns for blood or other body fluid collection.

- Review CDC PPE requirements for donning and doffing https://www.cdc.gov/niosh/npptl/pdfs/PPE-Sequence-508.pdf