



FEDERAL REPUBLIC OF NIGERIA  
NATIONAL BUREAU OF STATISTICS  
ABUJA, NIGERIA

# **NATIONAL LONGITUDINAL PHONE SURVEY**

## **PHASE 2**

ROUND 13

INTERVIEWER MANUAL

SEPTEMBER 2024

## Table of Contents

<b>INTRODUCTION .....</b>	<b>3</b>
<b>THE QUESTIONNAIRE .....</b>	<b>5</b>
<b>SECTION A: DASHBOARD .....</b>	<b>6</b>
<b>SECTION B: INTERVIEWER INSTRUCTIONS AND INTERVIEW PROTOCOL .....</b>	<b>6</b>
<b>SECTION C: SURVEY PHONE PROCESS &amp; ETIQUETTE .....</b>	<b>8</b>
<b>SECTION 1: INTERVIEW INFORMATION.....</b>	<b>10</b>
<b>SECTION 1B: PHONE NUMBER ROSTER .....</b>	<b>14</b>
<b>SECTION 2: HOUSEHOLD ROSTER UPDATE .....</b>	<b>14</b>
<b>SECTION 5D: EARLY CHILDHOOD DEVELOPMENT .....</b>	<b>17</b>
<b>SECTION 5G: PETROL AND ELECTRICITY .....</b>	<b>21</b>
<b>SECTION 8: FIES - FOOD SECURITY .....</b>	<b>23</b>
<b>SECTION 11C: SUBJECTIVE WELFARE.....</b>	<b>26</b>
<b>SECTION 12: RESULT OF THE INTERVIEW .....</b>	<b>27</b>

# Introduction

Despite the closure of borders around the world and aggressive containment measures, COVID-19 continues to spread globally, and the death toll continues to rise. To contain the spread of the virus, from March 2020 to June 2020 the Nigerian government enacted a range of health and safety measures: closed borders, movement restrictions, and stringent limits on assembly resulting in the closure of schools, stores, markets, and other institutions essential to the social fabric of life in the country. As the country fights with this unprecedented health crisis, Nigeria was simultaneously hit by another economic crisis driven by the sharp decrease in oil prices. In 2020 and 2021, Nigeria saw its highest surge in inflation of food prices in almost two decades.

Since government-imposed social distancing practices are increasingly becoming common to fight the spread of COVID-19, these measures severely limit the use of traditional, face-to-face interviews in population-based surveys to address the data needs regarding responses to and socio-economic impacts of COVID-19. In response, the World Bank launched a global initiative to implement high-frequency phone surveys to track the responses to and socioeconomic impacts of COVID-19. The Bank-wide initiative was precipitated by the World Bank Group COVID-19 emergency financing to client countries and is anchored in the demand/requests from the country management units, including that of Nigeria.

From April 2020 to April 2021, the NBS successfully implemented the Phase 1 of the Nigeria COVID-19 National Longitudinal Phone Survey (NLPS). In Phase 1, the National Bureau of Statistics conducted 12 rounds of monthly phone interviews with over 1,700 households that were selected from the General Household Survey-Panel (GHS-Panel) 2018/19.

## Objective

The objective of the NLPS Phase 2 is to continue monitoring the socio-economic effects of this evolving COVID-19 pandemic in real-time. These data will contribute to filling critical gaps in information that could be used by the Nigerian government and stakeholders to help design policies to mitigate the negative impacts on its population. The proposed NLPS in Nigeria will be designed to accommodate the evolving nature of the crises, including revision of the questionnaire on a bi-monthly basis.

Every two months, households will be asked a set of core questions on the key channels through which individuals and households are expected to be affected by the COVID-19. Food security, employment, access to key services, coping strategies, and non-labour sources of income are channels likely to be impacted. The core questionnaire will be complemented by questions on select topics that will rotate each month. This will provide data to the government and development partners in near real-time, supporting an evidence-based response to the crisis.

## Sample Design

The GHS-Panel 2018/19 will serve as the frame for the current survey. The GHS-Panel collected phone numbers of interviewed households, making it a good frame for the current survey. Furthermore, we expect relatively high response rates from GHS-Panel households since NBS has built a strong relationship with them through multiple face-to-face interviews with the same households (between 2 and 8 interviews). In addition, using the GHS-Panel sample as the frame will allow for analysis of the long-term economic impact of the dual crises since these same households have been visited again for a fifth round of the GHS-Panel in 2023/2024.

For the Phase 2 Round 13 survey, all the households that were successfully interviewed in baseline of the phase 2, excluding households that refused in previous rounds of the survey, shall be contacted and interviewed (2,715 households). The questionnaire is designed such that the interview duration does not exceed 25 minutes.

## Training

Personnel will be selected from the pool of NBS interviewers that have experience with the Survey Solutions platform and have previously conducted phone surveys. A total of 18 interviewers, 4 supervisors and 1 lead supervisor will be trained virtually (over Skype) to participate in the survey. The training shall last 2 days and shall focus on providing participants with detailed understanding of the survey and CAPI, elucidation of important concepts and questions in the questionnaire, mock interview and evaluation. A pilot will also be conducted with households retired from the GHS-Panel sample. Brief follow-up virtual trainings will be carried out on a bi-monthly basis before the start of each data collection round.

## Conducting an Interview

Successful interviewing is an art and not a mechanical process and each interview is a new source of information to be made interesting and exciting. Although the art of interviewing develops with practice, there are basic principles – e.g. how to build rapport, conducting interviews etc. – which are followed. It is essential for interviewers to develop the correct attitude in carrying out interviews. Some of the essential and necessary attributes of a good interviewer are: ***good ethics, politeness, patience and perseverance***.

## Language of Interview

The original baseline questionnaire for the Nigeria NLPS is in English and translations are available for Hausa, Igbo and Yoruba. Interviewers shall be assigned to states or regions where they speak, read, and understand the local language/dialect. It is very important not to change the meaning of the questions when you rephrase or interpret them. You should make sure that the way the question is read preserves the sense of the English question, rather than a word by word translation. If you have questions about how to phrase a question, you should ask your supervisor and refer to your notes from the training, where the phrasing of questions in local language will be discussed in detail. After reading the question, time should be allowed for the respondent to answer. If it appears the respondent did not hear the question, it should be read again, and time allowed for a response.

## Respondent

The Nigeria NLPS will have ONE RESPONDENT per household. The respondent should be a selected member, a head or a knowledgeable adult member of the household. **The respondent must be a member of the household.** Unlike many other household surveys, you will not be expected to seek out other household members to interview them on their own data. The respondent may still consult with other household members as needed to respond to the questions you ask, including to provide all the necessary information on each household member (Section 2). Further instructions on identifying the appropriate respondent are provided in the following sections.

# The Questionnaire

## How to Read the Questions

Each question should be read clearly and exactly as presented in the questionnaire. It is also critical that the interviewer help the respondent understand the question being asked *without influencing (biasing) the respondent's answers*. Note however that interviewer must ultimately understand the question(s) being asked and the(ir) goal(s) in order to avoid any form of miscommunication or misunderstanding and / or the eliciting of inaccurate responses.

## UPPER and Lower-Case Texts (CAPITAL Letters and Small Letters)

Text written in **UPPER CASE (capital) letters are instructions to the interviewer** and should not be read to the respondent. Other texts that you will see written with upper case letters are response options and codes. These also **SHOULD NOT** be read to the respondent. **Text written in lower case (small) letters SHOULD be read directly to the respondent including the response options that are written with lower case letters.**

## Reference Periods

**PAST 7 DAYS** means the 7 days prior to the day of the interview. For example, if the interview takes place on Friday, the past 7 days are the time between the start of Friday of the prior week until the end of Thursday, the day before the interview.

**PAST 12 MONTHS** means the period from the same day and month one year ago until the day before the interview. For example, if the interview takes place on 29<sup>th</sup> July 2024, consider the period between the morning of 29<sup>th</sup> July 2023 until the evening of 28<sup>th</sup> July 2024, the day before the interview.

Box 1: Reference Periods

WEEK	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1							
2					INTERVIEW DAY		

## Section A: Dashboard

**Description:** The dashboard displays all the assignments sent to you. Each assignment has its own assignment card that displays information that is important for you to organise your work. The dashboard has various tabs:

**Create New:** all the assignments for which you have not started an interview yet.

**Started:** all the interviews you have already started, but not yet completed. In this survey these will be largely households you need to call back. You might have to keep notes on an extra sheet of paper or workbook to organise yourself, so you remember who you have to call back and at what time.

**Completed:** Interviews that have been completed but not yet synchronised.

**Rejected:** Interviews that have been completed and submitted to the supervisor, but have been rejected for any given reason.

**Instructions:** You do not have to fill in anything. CROSS-CHECK that you have selected the correct assignment then tap on START NEW INTERVIEW. If you have not selected the correct household, tap on the 3 dots at the top right of the screen and go back to the dashboard.

<b>hhid</b>	The unique household identifier. The supervisor/HQ may use this number to communicate with you about any given household.
<b>State</b>	The state where the household is located (e.g. Kano, Ogun, Imo, Edo)
<b>Name of head</b>	The name of the household head recorded during the previous interview.
<b>Language</b>	The language in which the previous interview was conducted. You should only receive assignments for languages that you speak. If you received an assignment in a language you don't understand, first try to call the number and see if you can communicate with the household in English. If you can conduct interview in English, then go through with the interview and submit it. If interview cannot be conducted in English, it will be reassigned to somebody else.

## Section B: Interviewer Instructions and Interview Protocol

This section provides information about the approach/procedure the interviewer should follow to conduct the phone interview. Following the procedures indicated here will allow for maximum response rate and also create the rapport for future rounds of the survey with the same household.

1. **Charging the Tablet:** Ensure that the Tablet is fully charged at all times so there is no break in the interview. Given erratic power supply across the country, it is recommended that the interviewer connects the Tablet to available power source during the interview. Allowance shall be given to

the interviewer to allow him/her charge the Tablet. (Be mindful however not to over-charge the battery so that battery life of the tablet is not cut short).

2. **Date and Time on the Tablet:** Also ensure that the date and time on the tablet is current.
3. **Internet or WiFi Access:** You need Internet/WiFi connection to access the server to receive assignments and send completed interviews. Thus, interviewers should ensure that they have WiFi connection and that the Tablet is connected to the WiFi. Each interviewer shall be given an allowance for internet data and a mobile router. *The interviewer must ensure that they purchase and use the SIM card that provides the best internet/WiFi connection in their area.*
4. **Log unto the server:** Each interviewer has been given unique login and password to access the server. The name of the server is <https://ngnlps.mysurvey.solutions>. Your username and password shall be provided to you by your supervisor. It is important that you keep your username and password as secure as possible.
5. **Synchronisation:** The interviewer must synchronise the Interviewer Application at **least twice a day – in the morning before the start of work (interview) and in the evening after work**. Where possible, *interviewers should synchronise after completing each interview of a household*. Details on how to synchronise the SuSo Interviewer Application are provided under *Synchronisation* in Section SS.
6. **Receiving Assignments and Sending Completed Interviews:** Once synchronisation has been completed successfully, the interviewer will receive assignments for the households to be interviewed and possibly rejected interviews (if the interviewer has previously sent completed interviews to the server and those interviews have errors) on his/her dashboard. Completed interviews that have been marked as completed on the Interviewer's tablet shall be sent to the server.
7. **Commence an Interview:** To start an interview, open the assignment corresponding to the household you want to interview. Once opened, review the assignment carefully to ensure that you are not only using the correct assignment for the household but also **attentive to the details and peculiarities of that household**.
8. **Dial Phone Numbers:** Dial any of the displayed phone number(s) (possibly multiple times) until someone picks up. Once someone picks up, follow the procedure documented in the Interview Information section.
9. **Conduct the Interview:** (Do well to ensure that the interview is being conducted with the priority / target respondent.) Interview the respondent(s) on all applicable sections of the questionnaire. All applicable questions and sections must be asked before completing the interview.
10. **Complete the Interview:** Once you have finished the interview with the respondent, please review to ensure all applicable questions/sections have been answered and by the target respondent. Then mark the interview as **Complete**, following the guidance in section C below.
11. **Synchronise Again:** Once the interview is marked as *Complete*, synchronise the Interviewer Application.

## Section C: Survey Phone Process & Etiquette

**Description:** This section explains how interviewers should conduct themselves during a survey phone interview. The purpose is to ensure interviewers maintain the highest form of cordiality and discipline when carrying out phone interviews, to get successfully completed surveys.

### BEFORE THE CALL

There are several things you need to have ready before you even start dialling a number to start an interview. You must make sure you are in an environment that is conducive for your calls, so there should be no disturbance around you. You should also make sure the equipment you will be using for the interview process - your phone and tablets – **are in working order and ensure that you have adequate airtime and data**. Phone interviews require you to be very attentive, otherwise you might miss something, so it is important that you have everything prepared before you begin. Specifically:

- **Make sure you can get as much privacy as possible.**
- **Inform members of your household of what you are about to do, so you are not disturbed. If possible, get a private room. Write boldly on a piece of paper: DO NOT DISTURB, and place it on the door. It is important to minimise distractions, so your respondent does not become bored or frustrated and hang up.**
- **Make sure you have your tablet ready, fully-charged and open to the first household you will interview**
- **Check the volume on your phone. Do a test with a friend to make sure you can be heard and you can hear clearly. You don't want to miss anything the respondent says because your volume is too low.**
- **Have a clock in front of you, and time yourself; so you can pace your questions**

### INITIATING THE CALL

Once you start dialling a number, you **MUST BE PREPARED** to speak. This is why you should have had everything in place before you start dialling. You don't want to keep the answerer waiting on the phone once they pick up, your full attention should be on the call at all times.

- **DO NOT** be distracted by your environment
- **DO NOT** keep the answerer waiting

### IDENTIFYING INTERVIEW RESPONDENT

You are provided with different numbers to call for each household. In your tablet you will find number(s) for household members and possibly a number for a reference person, who is a non-household member. You must remember that you need to speak to a member of the household whose name appears on your tablet, which should preferably be the head of the household or at least an adult member (15 years or older) of the household. The person who answers the call, might not be either one of these persons so you will need to convince them to connect you with that person, especially if they are of a different household.

Remember to be ready to respond once the answerer picks up. Begin with:

**“Good morning/afternoon/evening Sir/Madam. My name is (First name and Last name). I work for the National Bureau of Statistics (NBS). NBS is carrying out a phone survey in Nigeria. The purpose of the study is to examine the impact of and responses to national and global crisis in the country.”**

**[pause and continue]**

**“I am trying to reach (Household head FULL Name) or any other adult living with (Household head FULL Name). Who am I speaking to please?”**

When the answerer tells you his or her name, you will know if it is your target respondent you are speaking to. If it is not the target respondent, then you ask very politely if the target respondent is available to take the call. Follow the directions and protocols you have been trained on to complete the ‘Interview Information’.

If the answerer is not a member of the household, then you will need to convince the person (likely the reference person) to either provide a number you can call to directly speak to a member of the household or be willing to take their phone to the household, so you can speak to your target respondent or another adult member of the target household.

**“Could you give me their number or visit them so I can call them using your phone? It is really important for me to be able to speak to them.”**

You may need to coax the reference person to take the phone to the household if they do not have a number to give you. Using words like “I would be grateful”, “If you would be so kind”, “It would greatly help if you could...”. There is no need to beg, just ask with some humility that will encourage the reference person to go out of their way to do what you need them to do. If the reference person (answerer) is unwilling to provide a number or leave their home, after you have attempted to convince them to, then DO NOT push further. Simply thank them for their time and follow the protocols you have been trained on.

When you have your target respondent on the phone, follow through with the rest of the ‘Interview Information’ questions as directed in your training and in this manual.

Please review the etiquettes below to provide some guidance when you are on the phone with anyone:

- **Speak clearly and confidently. Take brief pauses if reading a long sentence**
- **Keep your voice tone at an appropriate level and maintain that level**
- **Take your time to read out each question slowly**

- **DO NOT** interrupt the respondent
- **DO NOT** engage the respondent in political discussions or discussions that are not related to the survey
- Be sure to address whoever picks up the phone with respect, even a child
- Never refer to the person on the other end of the line by simply saying their first or last name, always include a title e.g. Mr. Gbenga, Ms. Hauwa, Mrs. Sumbo. Alternatively, you can say “sir” or “ma” or “madam”
- **DO NOT** chew gum or eat food while on the phone
- Maintain a high degree of professionalism at all times; remember you are representing the National Bureau of Statistics
- When you have completed the interview, **DO NOT** hang up on the respondent; let the respondent hang up first
- Stress on the importance of the survey to avoid and minimise the number of refusals

## SECTION 1: INTERVIEW INFORMATION

Different households will be exposed to different modules in this round. All households will answer the sections of Household Roster, Agriculture and Subjective Welfare (question 7). Additionally, 50% of the sampled households will answer the sections of fertilizer, while the other 50% of the sampled household will answer the sections of Aggregated Food Consumption.

**Description:** This is where you will record data about the interview itself (metadata) that will be used to keep track of fieldwork progress, including the number of call attempts made to each household.

**Instructions:** The phone numbers of the household head, three other household members, and a reference person will be displayed on the screen. The interviewer should call any of the numbers multiple times until someone picks up. Specifically, the interviewer must first call the phone number(s) of the HEAD of household / preferred number from the previous round of interview, followed by the other household members, and then the reference person.

**S1Q0** This is a question to list every call attempt. For each call attempt you should list the next number. For the first one you write 1, for the second one 2, etc. Do not replace already existing attempts with a new number, but always list a new one. It does not really matter if numbers are sequential. It is only for you to recognise individual calls. For EACH attempt, you have to list a new number, even if you are calling the same number multiple times. For each attempt listed here, a subsection ATTEMPTS will open up.

### ATTEMPTS

**S1Q1** Select the phone number that you are attempting to call. A text will open up below telling you which person this number belongs to, if they are a member of the household or the reference

person, and what their relationship with the head is. You will also see information on the household, including the household head name, up to 4 household members followed by a number indicating how many more members there are (if any), the state, LGA and town name. TRY NUMBERS FROM TOP TO BOTTOM, i.e. for the first attempt, the first number should be called. You might need to call the same number again in a second or third attempt or move on to the next numbers.

**S1Q2** Record the time just before dialling

**S1Q3** Indicate YES if someone is picking up the phone number you just called. Indicate NO, NOBODY ANSWERING if it is ringing, but nobody is answering. Let it ring for the maximum time before selecting this option. Select NO, NUMBER DOES NOT EXIST if it is not ringing. DOUBLE CHECK you have called the correct number before selecting this option. Only valid numbers have been included, this option should be rare. Select NO, PHONE IS SWITCHED OFF if you call the number and hear a message that the number is currently switched off.

**S1Q4** Read the text as it appears on your screen. Keep in mind that these texts have been carefully curated for best results and for the purpose of this survey and so, all you need to do is read out, as stated.

**Hello, my name is \_\_\_\_\_ and I work for National Bureau of Statistics (NBS). NBS is carrying out a phone survey in Nigeria. The purpose of this study is to examine the impact of and responses to national and global crises in the country.**

**I am trying to reach [NAME OF PHONE OWNER] or any other adult living with [HEAD NAME]?**

**Who am I speaking to please?** (If [NAME OF PHONE OWNER] is not the target respondent for this round of interview, politely inform [NAME OF PHONE OWNER] of the need to speak with the target respondent and request to speak to them. **Do well to make the effort and reschedule a call as necessary.**)

**S1Q5** Record YES if you are able to SPEAK WITH PREVIOUS RESPONDENT OF THE HOUSEHOLD, NO if the person who answers is not the respondent from the previous round (usually another household member or the reference person), and / or CANNOT UNDERSTAND THEIR LANGUAGE if you cannot communicate well enough with the respondent to conduct the interview.

**S1Q5A** Indicate who you are speaking to – A HOUSEHOLD MEMBER other than the previous respondent, or a REFERENCE PERSON.

**S1Q5B** If the person that picked up the phone is a household member other than the previous respondent, ask them to kindly give the phone to the previous respondent so you can talk to them. Select the applicable outcome from the list of options. Do not forget to add any new number they give you to the NUMBERS roster.

- If the answerer says they are the previous respondent or gives the phone to the previous respondent, select YES (option 1) and continue to S1Q7
- If the answerer says, NO, but they can give you an alternative number to reach the previous respondent, select option 2. Record the new number in the roster.

- If the answerer says, NO, thank them for their time and hang up. Select option 3. Attempt to reach the previous respondent through another number
- If the answerer says YES, but you should call back at a different time, select option 4 and continue to S1Q11A
- If the answerer says the previous respondent will not be available to be interviewed this round, select option 5 and continue to S1Q5C. **(Make sure however NOT TO LEAD the answerer to respond with this option.)**

**S1Q5C** If the previous respondent is not available, ask and record an explanation for why they are not able to be interviewed.

**S1Q5D** Ask the person you are speaking to if there is another adult member of the household that can be interviewed.

**S1Q6** Is only asked if you do not speak to a household member. Try to reach the household through them, either by them giving you a number of a household member that you can call, or by them being physically in the same place at a moment when you can call back and conduct the interview with the HOUSEHOLD (never the reference person) member. If you select NO, DON'T KNOW THE HOUSEHOLD or NOT, CAN'T/WON'T CONNECT TO THE HOUSEHOLD, then the household will not be interviewed, the supervisor may check the case. Select YES, PHONE NUMBER -> RECORD IN NUMBERS if they can give you a number to call. Note down the number in the subsection NUMBERS, together with the details. You can click on the link below the question to jump to the section.

**S1Q7** Interviewer, continue introducing yourself and the survey by reading the displayed text. Make sure you read and/or interpret the text such that you don't lose its original meaning - do not give your own on-the-spot interpretations of the texts in order to avoid any form of miscommunication. Ensure also that all the important elements of the introductory text are mentioned as the respondent has the right to know every bit of detail.

**"We would like to invite you to participate in this survey. The survey questions are related to early childhood development, food security, petrol subsidy, electricity and subjective welfare.**

**The interview should last about 25 minutes. We ask you to be as honest and open as possible. The survey will not be used to determine if your household is eligible to receive any assistance from the government. Any personal information you share with us will be kept strictly confidential until the study is completed according to applicable national laws and will be only shared with the World Bank for research and statistical purposes. Your personal information will also be used to contact you for future rounds of the survey. At that point, you will be asked for your consent to be interviewed again.**

**If at any point there are any questions you do not feel comfortable answering, you can choose not to answer them. You can also choose to stop the interview at any point. This call will not cost you any airtime. To thank you for your participation, we will also transfer airtime to your phone.**

**If you have any questions about this survey or about your personal information, you can contact us at XXXX (Mrs. XXXX).**

**Do you agree to participate?"**

If the respondent has been interviewed in the past, the following text will be displayed instead.

(Please note the distinction between the two introductory texts and adopt as appropriate - ensure instructions are followed and accurate input made in order to have the right text displayed.)

**"Thank you for participating in the interview the last time. We really appreciate your participation. I am calling again to ask some questions related to early childhood development, food security, petrol subsidy, electricity and subjective welfare.**

**The interview should last about 25 minutes. We ask you to be as honest and open as possible. The survey will not be used to determine if your household is eligible to receive any assistance from the government. Any personal information you share with us will be kept strictly confidential until the study is completed according to applicable national laws and will be only shared with the World Bank for research and statistical purposes. Your personal information will also be used to contact you for future rounds of the survey. At that point, you will be asked for your consent to be interviewed again.**

**If at any point there are any questions you do not feel comfortable answering, you can choose not to answer them. You can also choose to stop the interview at any point. This call will not cost you any airtime. To thank you for your participation, we will also transfer airtime to your phone.**

**If you have any questions about this survey or about your personal information, you can contact us at XXXX (Mrs. XXXX).**

**Do you agree to participate?"**

- S1Q8** Select YES if they have agreed to be interviewed, and NO, REFUSED if otherwise. If the household refuses, try to CONVINCE them but DO NOT FORCE them to participate. It is very important that we interview the selected households. Record NO, NOT NOW, if the household is not willing to be interviewed now, but you can call back later.
- S1Q9** Select the name of the person or respondent that gave consent to be interviewed. Ensure that the respondent/person should be the target respondent or either the head of household or an ELIGIBLE adult member of the household. If the person is a new member to the household, then you must first take steps to add the person to the household roster before continuing with the interview; but this must be after certifying the eligibility of the (new) member.
- S1Q10** If the respondent was busy to commence the interview with you, request if he/she is willing to reschedule for a later date/time. Select YES if the respondent was willing to reschedule the interview for a later date/time, and NO if otherwise.
- S1Q11a&b** Indicate the date and time that the respondent agrees to be interviewed or when the reference person will be with the household so you can call. Use the calendar displayed to enter the date for the rescheduled interview. You will have to keep note of this outside Survey Solutions on a sheet of paper to organise yourself, ensuring also that you as much as possible, keep to the scheduled time.

## SECTION 1B: PHONE NUMBER ROSTER

**Description:** This section allows for the addition of any confirmed new numbers for the households that might have been retrieved in the course of interview and from previous survey / visit. The list therein includes all known numbers for the household and corrections to existing phone numbers if needed, could be made.

**S1BQ12A** The question lists all the numbers available for a household. The numbers with a lock have been preloaded and cannot be edited. Add new numbers to the list if you are given new numbers for the household.

**S1BQ12** Write down the name of the person that the listed phone number belongs to and ensure that it is accurate. You can edit the name for existing numbers if you find out that it is not correct.

**S1BQ13** Is the person that the phone number belongs to a household member or not. Select YES if yes, NO if it is a non-household member including a reference person. You can edit this question for existing numbers if you find out that it is not correct.

**S1BQ14** Write the relationship of the non-household member or the reference person to the HOUSEHOLD HEAD

**S1BQ15** Select the relationship of the household member to the HOUSEHOLD HEAD.

## SECTION 2: HOUSEHOLD ROSTER UPDATE

**Description:** This section serves to make a full list of all current household members by accounting for all household members reported during the previous interview / visit and adding any new household members.

**Definition of Household:** In this survey, a HOUSEHOLD is defined as a person or group of persons who USUALLY SLEEP in the same dwelling and take their meals together and recognise the same person(s) as their head. Usually, they either were part of the household for at least 6 of the 12 months preceding the interview or are current members.

It is important that the interviewer helps the respondent to know who is considered a household member and who is not. FAMILY AND HOUSEHOLD ARE NOT NECESSARILY THE SAME. The household may include NON-RELATIVES such as live-in workers. If you change respondents during the interview, BE SURE TO EXPLAIN whom you are talking about when you say household.

### INCLUDE IN HOUSEHOLD:

- Persons identified as household head even if they did not spend 6 of the past 12 months in the household
- New-born children, persons that have just married and joined the household, or anyone who recently moved into the household, e.g. adopted children, new live-in worker
- Students and seasonal workers who spent less than 6 of the past 12 months in the household if they did NOT live as part of another household

### EXCLUDE FROM HOUSEHOLD:

- Guests, even if relatives, who are staying for less than 6 months or who normally live in another household and are expected to return to a different household
- Family members that maybe stay in the same dwelling or compound, but do not normally eat with the household

***Instructions:*** *The section will be pre-filled with household members identified and recorded in the last phone interview.* You will create a COMPLETE LIST OF ALL CURRENT household members by accounting for all the PRE-FILLED members and adding any people that have joined the household since the last visit. You will do this in 3 steps:

1. For all PRE-FILLED members, confirm whether they are currently household members.
2. List CURRENT household members that are not on the pre-filled list.
3. ONCE you have listed ALL new members, fill in their details in S2Q5 – S2Q8
4. If the pre-filled head of household is no longer a member of the household, identify the new head and update the relationship to the new head for all members in S2Q9.

**START TIME** Tap the start time to record interview starting time of this section

**S2Q1** The question will be pre-filled with all the names of household members that were identified and recorded during the last interview. Add the NAMES of ALL current household members that are not already on the list. Before recording new members, DOUBLE CHECK that they are not already on the list but are spelled differently. You can delete names of NEWLY ADDED members (e.g. if you accidentally recorded a person who does not meet the member conditions), but you CANNOT DELETE PRE-FILLED MEMBERS. When you complete this question, you MUST have ALL CURRENT household members listed. ANY PRE-FILLED MEMBERS in the list that are no longer household members will also be listed - they will be filtered out in the following questions.

You must give a UNIQUE name to every household member. Record FIRST NAME and SURNAME; if this is not enough to distinguish members from each other, then a called name (nickname), Sr./Jr., or a middle name to distinguish persons.

**S2Q3** The question is only open for PRE-FILLED members. Record YES if the person is currently a member of the household, i.e. normally eats and sleeps within the household. There are different reasons why the person may no longer be a member of the household: MEMBER may have moved to another household for various reasons, may be absent for a long time for various reasons, might have passed away, or may have been incorrectly recorded as a household member in any of the previous visits. Select NO in any of those cases.

**S2Q4** Asked only when MEMBER is no longer a household member. Select the MAIN reason if there is more than one reason.

**S2Q5** Do NOT try to guess the sex of the household member from the name provided to you. This can lead to mistakes. Even in cases where you think that the name would most likely be a male's or a female's name, let the respondent CONFIRM the sex. This question is for newly listed members.

**S2Q6** Also only for newly listed members. Record the AGE IN COMPLETED YEARS, do not round up. If the member is 54 years at the time of the interview and will turn 55 the next day, you must record 54, being the age at the time of the interview Also, only for newly listed members.

**S2Q7A** If the MEMBER captured as head of household from the previous round, is no longer the head of household, select NO and continue to S2Q9.

**S2Q7** Record the relationship of MEMBER to the HOUSEHOLD HEAD. If the respondent is not the head of the household, make sure that you record the relationship of MEMBER to the household head, NOT the relationship to the respondent.

HEAD - The member who makes key decisions in the household and whose authority is acknowledged by other members. NOTE the key decision maker may not necessarily be the oldest member.

SPOUSE - formally married or partner by mutual consent

OWN CHILD - biological child of head (can be from another spouse)

STEP-CHILD - biological child of spouse from a previous union/marriage

ADOPTED CHILD - children that are not biological children of either head or head's spouse

GRANDCHILD – biological children of the head's (own, step, or adopted) children

BROTHER/SISTER - person with at least one parent shared with the head

NIECE/NEPHEW – a daughter/son of a brother/sister to the head

BROTHER/SISTER-IN-LAW - formally married or partner by mutual consent of the brother or sister of the spouse

PARENT – father or mother of the head

PARENT-IN-LAW - parent of the head's spouse

SON-IN-LAW/DAUGHTER-IN-LAW – person who is formally married to (biological / adopted) child of the head

DOMESTIC HELP (RESIDENT) - person that works for the household (e.g. servant, guard, cook, baby-sitter, etc.) and eats and lives with the household

OTHER RELATION (SPECIFY) – person who is related to the head but whose relation is not specified in any category above should be indicated here and specify the type of relationship to the head

OTHER NON-RELATION (SPECIFY) – person who is not related to the head and not specified in any non-relation category above should be specified here

**S2Q8** Select the reason why MEMBER joined the household since our last visit. Check with the respondent and select the most appropriate response. Select MISTAKENLY NOT REPORTED OR FORGOTTEN LAST VISIT if MEMBER was already a household member during the previous interview, but has not been recorded for any reason; DISPLACEMENT DUE TO CONFLICT (MILITANCY/ INSURGENCY) if MEMBER relocated to the household for any reasons concerning security or crisis, such as a terrorist attack; SHARED ACCOMMODATION if MEMBER joined the household primarily for the purpose of sharing the housing cost.

- S2Q9** If the pre-filled head of the household is reported to no longer be a member of the household in S2Q3, then this question will be asked of all pre-filled members to identify the new head of the household and update the relationship of all members to this new head.

## SECTION 5D: EARLY CHILDHOOD DEVELOPMENT

**Description:** This section consists of 20 core items that cover four domains: *early literacy skills, early numeracy skills, executive functioning, and socio-emotional development*. The early literacy domain items aim to collect information on the child's knowledge of the alphabet, expressive vocabulary, and listening comprehension. The early numeracy section of the questionnaire includes items focused on verbal counting, mental addition, number identification, spatial sense, and measurement vocabulary. Finally, the items measuring executive functioning and social-emotional competencies include questions about the child's self-regulation, social cognition and competence, and emotional well-being. Up to 4 children (2 males and 2 females) between the **age of 4 and 6 years** in the household will be randomly selected for this section.

**Instructions:** This is an indirect method of assessment of the child's development level, so the responses are to be accepted without question. All questions in this section require only either a YES or NO response. In some cases, they will respond by explaining what the child has done in the past. Or they might not understand your question and will ask for clarity. In circumstances where the respondent does not respond with a definite YES or NO, please use these instructions to confirm which response they are attempting to give.

- Sometimes in response to a question, the respondent may say that it depends on type, length, duration, or other characteristics. In these cases, simply prompting "In general" will usually get a YES/No answer.
- If the child can do it when someone helps him/her, then you should probe to understand if the child can also do it alone. If the child can **ONLY DO IT WITH HELP**, you should record 'NO'. If the child can do it alone, then you should record 'YES'.
- Sometimes the respondent may say that the child does something in some cases and doesn't in other. In those cases, ask if the child is able to **do it most of the time (for a "Yes" response)** or only **sometimes (for a "No" response)**.
- Other cases of "Sometimes", is when the child does it only in specific contexts or specific persons. You should record 'YES' if the respondent says that the child can do it only in specific contexts, for example:
  - "She can do it when my husband or I ask her, but not when other adults ask her."
  - "I have never seen her doing that, but her teacher at preschool said that she is already doing it at school."
- Sometimes the respondent may not know, because he/she has never seen him/her do it, or never asked the child to do something. In that case, code Don't Know.
- **What to do if caregiver does not understand question?**
  - Repeat the question again as it is written.
  - If, after repeating the question, the respondent still has difficulties understanding it, please clarify again.
  - When the respondent asks for one term to be clarified, you should refer to the 'Question-by-question specifications' (see below)
  - If a definition is not provided, you should ask the respondent to answer the question according to whatever the question means to him/her.

- If the respondent is still unsure, code “DON’T KNOW”

**S5DQ0a** Record who is responding for the child.

**S5DQ0b** Ask and record who in the household usually takes care of the child.

**S5DQ1** The purpose of this question is to test the child’s alphabet knowledge. Knowledge of letters can be shown in multiple ways: such as reciting the alphabet, spelling their name aloud, or identifying a letter when pointed at. Letter knowledge can be in multiple scripts used in the household (e.g., if a child can name 7 letters in Arabic, and say A, B, C, in English, the respondent should answer “Yes”). The child does not need to know all the letters in the same language, but the child needs to know at least **10 DIFFERENT LETTERS**. If a child can spell “A-b-i-m-b-o-l-a”, this is only 6 letters because the letters ‘a’ and ‘b’ are repeated. The child will need to be able to identify 4 other letters either in English or in another language.

**S5DQ2** The purpose of this question is to test the child’s early reading ability. For the respondent to answer “YES”, the child should be able to read at least four words aloud or indicate the word knowledge by correctly pointing to a word in a sentence when asked. If the child can demonstrate word knowledge by pointing at the words when called out, select YES. The length and language of the word does not matter.

**S5DQ3** This item tests the child’s understanding of how print/books work. A child does not need to be able to read for a caregiver to answer “Yes.” The child should be able to correctly identify where on a page to begin reading (the top-left most word in English and many other languages) and where to continue (on the next word). To answer “Yes”, the child does not need to be able to identify individual words, but just know the general flow of text on a page. Note that most languages read from right to left and from top to bottom; Arabic, however, reads from right to left.

**S5DQ4** The purpose of this question is to test the child’s fine motor skills and early ability to write. If the child can legibly write at least three letters, the respondent should respond “YES” to this question. Letters do not need to be written perfectly (e.g., some may be reversed), but they must be clear enough to be read AND must be at least 3 letters. If the child can only scribble, then the response should be coded as “NO.” Look at the examples below. The first word starts with a backward ‘B’ and then e-d, the child is trying to spell b-e-d, and it is legible enough to see that, so “YES” can be selected. The second writing is just scribbling, because nothing is legible, so “NO” would be selected for that.



**S5DQ5** The purpose of this question is to test the child’s fine motor skills and early ability to write a word other than his/her name. The respondent should respond “YES” to this question if the child is able to write at least one word other than his/her name in any language used in the household. The word does not have to be written perfectly (e.g., some letters may be reversed) but should be legible. If the child can only write his/her name, even if it is not a simple name to write, then this question should be answered “NO.” Simple words are words with one or two syllables e.g. ball (one syllable), baby (two syllables).

- S5DQ6** The purpose of this question is to test the child's knowledge of numbers 1 to 10. If the child can count from 1 to 10 in the correct order, without skipping or repeating numbers, the respondent should respond "YES" to this question. The child may occasionally make mistakes when counting from 1 to 10, but if the child is capable of counting correctly, the respondent should still respond as "Yes." The child does not need to be able to count specific objects, but the child should be able to say the numbers 1 to 10, even if making occasional mistakes.
- S5DQ7** This question is activated with a YES response to S5DQ6. The purpose of this question is to test the child's knowledge of numbers from 1 to 20. The discussion in S5DQ6 is applicable to this question for numbers 1-20.
- S5DQ8** The purpose of this question is to test the child's early math skills in understanding differences in height. The respondent should respond "YES" to this question if the child is able to compare two given examples and correctly identify the taller and the shorter animal. The selected animals should be familiar to the child's context, for instance kangaroo, penguin, and polar bear are not native to Nigeria so they will not be understood by most children. The selected animals should also have very distinct characteristics which differentiate each one from the other. For instance, horses and cows are bad examples for measuring these skills because they look very similar and the child can easily get confused between them, while goats and donkeys, for instance, are different enough to be considered good examples for this question. So in place of a tiger, donkey can be used, and in place of a cat, goat can be used.
- S5DQ9** The purpose of this question is to test the child's early math skills in understanding differences in weight. The respondent should respond "YES" to this question if the child is able to correctly identify the heavier and the lighter animal between two given examples. As discussed in S5DQ8, the animals should be familiar to the child's context and should have very distinct characteristics which differentiate each one from the other. A goat/ram can be compared with a rat/cat.
- S5DQ10** The purpose of this question is to test the child's sense of time across the past/present/future. The respondent should answer "YES" to this question if the child can correctly identify what has happened already, what is happening now, and what will happen in the future. For example, if the children can say what they ate yesterday compared to today, or whether they went to school today but will not go tomorrow. This question does not aim to test memory, but rather the child's ability to understand the difference between past, present, and future actions. This is not a word knowledge assessment, that means it not if the child knows the words, but rather if they understand the concepts behind the words. If the respondent says the child understands the difference between 'yesterday' and 'today', but does not understand 'tomorrow', then 'NO' should be selected. The child MUST understand ALL three for a 'YES' to be selected.
- S5DQ11** The purpose of this question is to test the child's early math skills in correctly identifying the larger of two one-digit numbers. The respondent should answer "YES" to this question if the child is able to tell which number is larger for non-consecutive combinations, rather than only consecutive combinations. For instance, if the child can say "1 is smaller than 2" and "2 is smaller than 3" but gets confused and cannot identify which number is bigger between 2 and 8, the answer to this question should be "NO". If the child knows that 5 is greater than 2, but is unsure if 10 (two-digit number) is greater than 2, the response should be "YES".
- S5DQ12** The purpose of this question is to test the child's ability to maintain attention while doing an activity. The question attempts to capture if the child can engage in an activity on her/his own, for at least a few minutes, without giving up or repeatedly asking for help. If the child gets distracted easily and gives up faster than other children of the same age, then the respondent

should answer “NO”. However, if in general, the child can maintain attention for at least a few minutes on some (but not all) activities, then the respondent should answer “YES”. If the child usually requires help to do an activity, then the respondent should answer “NO”.

- S5DQ13** The purpose of this question is to test the child’s memory and attention. If the respondent says that the child remembers MOST of the instructions or can remember all the instructions *most of the time*, then “YES” should be the answer. However, if the child can only remember *some* of the instructions or *often* forgets or gets distracted, then “NO” should be selected.
- S5DQ14** The purpose of this question is to test the child’s ability to think about the future and avoid temptations. If the respondent indicates that the child has usually shown the ability to plan ahead and stick to his/her plans, but not always, the response should be “YES.” Behaviours that demonstrate this ability are, for instance, cleaning the room before playing with friends or saving something for later (e.g., saving a piece of sweet/snack to eat later). If the child is usually able to carry out activities in a step-by-step process without getting distracted, the response should be “YES”.
- S5DQ15** The purpose of this question is to test the child’s self-regulation and ability to resist impulsive behaviour. That is, the child’s capacity to monitor her/his behaviour, follow instructions, and resist impulses. If the child usually stops a behaviour, at least for a few minutes, when asked to by the respondent, then the answer is “YES”. If the child usually does not listen until the instructions are repeated several times, then “NO” should be selected. If the child will only stop the activity when a parent or caregiver tells them to but will not do so for any other adult, then “YES” should be selected.
- S5DQ16** The purpose of this question is to test the child’s persistence and executive functioning. If the child usually completes the tasks (e.g., colouring, building something, etc.) without giving up, the answer should be coded as “YES”. However, if the child usually interrupts the activities started, then the answer should be “NO”. If the respondent says it depends on the activity, but the child usually finishes them, then the answer is “YES”. If a child will complete a task only with help, then the “NO” should be selected. NOTE that any task is included here – playing games, doing school-work, or helping around the house with small tasks.
- S5DQ17** The purpose of this question is to test the child’s sociability and ability to get along with others. The child usually plays with other children without quarrelling or running away to play alone. If the child usually avoids playing with other children, or **frequently** gets into fights with them, “NO” should be selected. However, if the child **occasionally** gets in quarrels or fights like the other children of the same age, then the answer should be “YES”. If the child has not interacted with other children outside of the household, then “DON’T KNOW” should be selected.
- S5DQ18** The purpose of this question is to test whether the child is comfortable with new situations or in new environments. If the child usually adjusts to minor changes (e.g. removal of a toy or leaving school at the end of the day) and major changes (e.g., going to school for the first time) like other children of the same age, the answer should be coded as “YES.” If the child often struggles with changes (e.g., by crying for a long time) more than their peers, then “NO” should be selected.
- S5DQ19** The purpose of this question is to test the child’s ability to understand the consequences of his/her actions and social responsibility. If the child misbehaves but usually does not try to hide his/her mistakes and accepts responsibility for his/her actions, then the response to this question should be “YES”. On other hand, if the child frequently lies and tries to avoid getting caught for his/her misbehaviours, then the answer should be “NO”. If the child only accepts responsibility after they have been caught, then the answer is “NO”.

- S5DQ20** The purpose of this question is to test the child’s ability to control their emotions while transitioning from one activity to another. If the child often has more trouble calming down at night or at nap time or sitting down to eat after playing, then the response should be “NO”. However, if the child usually does not have trouble in returning to a calm state after being excited, then “YES” should be selected. If it takes the child a longer time to settle down and stay calm after an activity, when compared to children his/her own age, then “NO” should be selected.
- S5DQ22** This question wants to know if the child has storybooks or picture books. This includes ebooks (available on a computer) but excludes all schoolbooks, as well as other books for adults that are present in the household. Select YES, if the child has any story or picture books at home.
- S5DQ23** This question is activated with a “YES” response to S5DQ22. Enter the number of children’s books or storybooks the child has at home. Be sure to remind the caregiver to include in the count, books that are not part of the school’s requirements or curriculum or books belonging to adult members of the household.

## SECTION 5G: PETROL AND ELECTRICITY

**Description:** In this section, an attempt is made to evaluate the impact of petrol subsidy removal among households, who have purchased petrol within the specified period (past 30days); and to gauge the level of informedness of respondents on the ripple effects of the subsidy removal directive. Additionally, the availability and usage of electricity are measured vis à vis service quality to again, assess the impact of electricity tariffs. The ‘electricity’ component of this section also seeks to gain insight on perceptions of how best safety net measures should be channelled to the poor and vulnerable from the derivatives of electricity tariffs if / when increased.

**Instructions:** It is advisable to follow the instructions for this module, ensuring the skip pattern is observed, questions and / or options are understood and read out in full and technical terms understood by interviewer for cases where respondent needs additional explanation or it is decoded that respondent might not have understood a particular question / text based on response given. It is pertinent also that probing is applied where necessary for clarity, better comprehension and so that the most accurate answers are elicited from respondent. As much as possible, avoid on-the-spot self-interpretations of the questions or texts that might not capture the essence of the questions being asked so that respondent is not led into responding inaccurately and subsequently, inaccurate data being recorded and collated.

**Note To Interviewer:** Please ensure that time is taken prior to the commencement of the interview to rehearse and understand the questions / texts. Reading through before the interview would not only help with preparedness but also help with cohesiveness of the questions being asked during interview as well as the enhanced ability to interpret the questions / texts accurately, where further breakdown is necessary. Note also that the introductory note to this module should be read out to the respondent.

- S5GQ1** This question on petrol seeks to know if anyone in the household has purchased petrol in the **past 30 days**; and the purpose of the question is to be able to keep track of the most current trends around the subject matter, ‘Petrol’ with those who answer with a “Yes” response. Note that the time of reference - ‘in the past 30 days’ - includes the day of the interview.
- S5GQ2** The purpose of this question is to take into account the **main** purpose for which the household bought petrol within the **past 30 days** (day of interview inclusive). Record respondent’s answer accordingly against pre-listed options, making certain that the distinction between running generator for electricity production at home and for work / business is made. For responses not

included in the list of options provided, record in the 'OTHER (SPECIFY)' option, in clear, comprehensible terms.

- S5GQ3** This question requires a 'YES / NO' response for each of the pre-listed options. Ask if respondent or any other HHMember experienced any trouble purchasing petrol in the **past 30 days** (including the day of interview), read out each of the options and record accordingly.
- S5GQ4** This question seeks to infer from respondent, their viewpoint on which one of the difficulties (that might have been) recorded in Q3 impacted the household the most. Note that respondent's answer is subjective and should not be given to further query. If the respondent answered "NO" to all options in Q3 or if they responded "YES" to only one option in Q3, the question will not be asked.
- S5GQ5** First read out preamble to respondent to prepare them for the question: "A petrol subsidy is said to be provided when the government REDUCES the price of petrol by paying a share of the cost. Therefore, a petrol subsidy makes it CHEAPER for households and businesses to use petrol" and then go ahead to ask if they are in support or in opposition of Government of Nigeria's stance on the elimination of petrol subsidies. Read out all the options and record respondent's answer.
- S5GQ6** Question 6 - "How do you think the government should use additional revenues from the petrol subsidy removal?" - is asked after stating one of the positive implications around procedural formalities of petrol subsidy elimination. Interviewer, please ensure that the introductory statement is read out to the respondent before asking the question and then go ahead to record a "Yes" or "No" against each of the options pre-listed, including the 'Other (SPECIFY)'.
- S5GQ7** This question seeks to infer from respondent, their viewpoint on which one of the options selected in Q6 is the most important means for channeling the additional revenues from petrol subsidy removal for their household. Again, note that respondent's answer is subjective and should not be given to further query. If the respondent answered NO to all options in Q6 or if they responded YES to only one option in Q6, the question will not be asked.
- S5GQ8** This question seeks to find out from respondent their level of support or opposition for each of the options: A. Elimination of the petrol subsidy B. Immediate elimination of the petrol subsidy and C. Gradual reduction of the petrol subsidy over the course of a year - on the condition that the government engages in spending a considerable amount of the resources saved by the elimination of petrol subsidies into their choice means recorded in Q7. Interviewer, please always ensure that all options are read out and in full so that respondent is well informed before responding and then go ahead to record accordingly.
- S5GQ9** Ask if respondent Strongly agrees - 1, Agrees - 2, Neither agrees nor disagrees - 3, Disagrees - 4 or Strongly disagrees - 5 that the richer households in Nigeria benefitted more than the poorer ones from petrol subsidy in the past; and record response accordingly.
- S5GQ10** Ask respondent their level of agreement or disagreement with regards to the inclination that petrol cost subsidization is of more importance as opposed to increasing investment in education, health and social assistance programmes.
- S5GQ11** Ask respondent their level of agreement or disagreement to the statement that petrol subsidy in Nigeria led to the smuggling of petrol to neighbouring countries hence resulting in Nigerians collectively subsidizing petrol purchases in the neighbouring countries.

- S5GQ12** Ask respondent if they Strongly agree, Agree, Neither agree nor disagree, Disagree or Strongly disagree that the government is engaging in an open dialogue with citizens about the elimination of petrol subsidies.
- S5GQ13** This question seeks to find out respondent's expectation with regards to the elimination of petrol subsidies towards A. Availability of petrol B. Food prices C. Scarcity of food and D. Employment and availability of jobs. Interviewer, please ensure that all options are read out and respondent's answer is recorded against each of the indicators accordingly.
- S5GQ14a** This question is the first question on electricity for this module and ascertains the electricity status of the household. It enquires if household has electricity from any source in their dwelling, including from such sources as national grid, solar, generator, dry cell batteries or rechargeable batteries. Record response to question accordingly and skip to Q17 if response is a "No".
- S5GQ14** This question seeks to find out how many hours of electricity respondent's household had yesterday, that is, the day prior to the interview date. Interviewer, please record response as specified by respondent (to the nearest HOUR) in the input box provided.
- S5GQ15** This question on electricity seeks to know the MAIN source of electricity that respondent's household makes use of majority of the time. Record respondent's answer accordingly against pre-listed options. Interviewer, please make sure to be abreast with the electricity sources listed so that a pre-listed option is not recorded again in the 'OTHER (SPECIFY)' option. Do well also to type in clear, comprehensible terms, when recording an answer against the "OTHER (SPECIFY)" option.
- S5GQ16** This question is asked only if the household's main source of electricity is PHCN/NEPA. This question gives insight on respondent's evaluation of the tariff they pay on electricity. Record accordingly, given the listed options and see to it that all options are read out.
- S5GQ17** This question seeks to find out from respondent if they Strongly agree - 1, Agree - 2, Neither agree nor disagree - 3, Disagree - 4 or Strongly disagree - 5 that the quality of electricity service including outages is considered a serious problem in their household. Record response accordingly, making sure to read out the pre-listed options to the respondent.
- S5GQ18** This question seeks to find out from respondent if they Strongly agree - 1, Agree - 2, Neither agree nor disagree - 3, Disagree - 4 or Strongly disagree - 5 that electricity tariffs have to be increased in order to improve the quality of electricity service. Record response accordingly, making sure to read out the pre-listed options to the respondent.
- S5GQ19** For this question, the respondent is expected to choose from the pre-listed options, which option in their opinion is the most preferred approach through which the government should support poor and vulnerable people, if electricity tariffs increase. Record response accordingly, making sure to read out the pre-listed options to the respondent; and if respondent mentions another option other than any of the pre-listed options, type in clear, comprehensible terms, in the 'OTHER (SPECIFY)' option.

## SECTION 8: FIES - FOOD SECURITY

Description: This section assesses the household's food security situation during the 30 days prior to the day of interview. More broadly it is meant to capture how well the household can fulfil its food needs.

This section will be asked to 50% of the sampled households (Sub-sample B). If the household has been selected for this section, CAPI will display this section.

Instruction: This section is SUBJECTIVE and therefore you MUST accept the responses provided by the RESPONDENT. You must never question a response provided by a respondent in this section.

HOWEVER, look out for logical inconsistencies in the respondent's response and probe further as needed. For example, a respondent said they never skipped a meal in the last 30 days because of lack of money/resources (Q4=No). They also said they went without eating for a whole day because of lack of money/resources (Q8=Yes). These two responses are inconsistent, if they went without eating for a whole day that means they skipped a meal, so Q4 should be Yes.

In such cases probe further to clarify that the respondent fully understood the question, as it may be a case of miscomprehension.

NOTE: The questions are asked at the household level and NOT TO THE RESPONDENT ALONE.

ALL Select YES if the statement of the question was true AT LEAST ONCE in the PAST 30 DAYS, for ANY household member. Note that the event did not have to happen regularly, just once is enough, e.g. if a household skipped only one meal in the past 30 days, select YES for Q4.

The questions ask if the household reduced/changed their food intake BECAUSE OF LACK OF MONEY OR OTHER RESOURCES. DO NOT consider reduced/changed food intakes because of religious (e.g. fasting), medical, or any other reasons. Having forgotten to bring money e.g. to work and not being able to buy the normal lunch is NOT considered a lack of money.

INTERVIEWER READ OUT: Now I would like to ask you some questions about food. During the last 30 days, was there a time when:

**S8Q1** This question refers to a state of being worried, anxious, apprehensive, afraid, or concerned that there might not be enough food or that the household would run out of food because there was not enough money or other resources to get food. The worry or anxiety could be due to circumstances affecting their ability to obtain food, such as loss of employment or other source of income, or other reasons such as a poor harvest, disrupted social relationships, loss of customary benefits or food assistance, or environmental or political crises.

It is not necessary for the household to have actually run out of food to answer affirmatively to this question. Just the concern and the consequent possible coping strategies are manifestations of food insecurity, even in cases when the actual food consumption is not compromised.

**S8Q2** This question asks the respondent whether the household was not able to get foods they considered healthy or those that make a nutritious or balanced diet because there was not enough money or other resources to get food. The answer depends on the respondent's own opinion of what are healthy and nutritious foods. In general, healthy and nutritious diets are diets including foods from the different food groups (carbohydrates, protein, fats & oils, and fruits & vegetables). This question refers to the quality of the diet and not quantity of foods eaten.

**S8Q3** This question asks if the household had a diet with a limited variety of foods or whether they had to eat the same foods or just a few kinds of foods every day because there was not enough money or other resources to get food. The implication is that the diversity of foods consumed would likely increase if the household had better access to food. This question refers to variety of the diet and not quantity eaten. It is important to stress the link to lack of money, to identify

conditions of food insecurity, rather than customary habits to limit the variety of foods eaten for other reasons, such as health or religion.

**S8Q4** This question asks about the experience of having to miss or skip a meal that would normally have been eaten because there was not enough money or other resources to get food. In some languages, no single term means “meal” or expresses “skip a meal.” Therefore, ask if food was skipped in the morning, afternoon, or evening, depending on the interval that the community usually takes meals. This question refers to insufficient quantity of food as a result of reduction in the frequency of food consumption in a day.

**S8Q5** This question asks about eating less than what the respondent thought should be eaten, even if a meal was not entirely skipped, because the household did not have money or other resources to get food.

Therefore, eating less than expected could be maintaining the same frequency of meals but cutting down on portion size, and thus eating less. For example, following the harvest, households may take three meals a day, but during the lean season, the frequency may decrease to one to two meals a day, and when the crops fail, the number of meals is further reduced to one meal a day. The answer depends on the respondent’s own opinion or perception of how much they think they should be eating. This question refers to the quantity of foods eaten and not the quality of the diet. This question does not refer to special diets to lose weight or for health or for religious reasons.

**S8Q6** This question refers to any experiences when there was actually no food left in the household altogether i.e. food in the household was completely finished, because they did not have money or other ways to get food, such as the household’s own production of food or bartering to get food.

**S8Q6A** Is asked to those who selected YES in S8Q6 (HH ran out of food). Ask how often the household ran out of food during the last 30 days because of a lack of money or other resources. READ OUT ALL the options and select the appropriate response.

**S8Q7** This question asks about the physical experience of feeling hungry, and specifically, feeling hungry and not being able to eat enough because of a lack of money or resources to get enough food. It does not refer to dieting to lose weight or fasting for health or religious reasons.

**S8Q7A** Is asked to those who selected YES in S8Q7 (HH members were hungry but did not eat due to a lack of money/resources to get food). Ask how often the respondent or others in their household were hungry but did not eat during the last 30 days because there was not enough money or other resources. READ OUT ALL the options and select the appropriate response.

**S8Q8** This question asks about a specific behaviour—not eating anything all day—because of a lack of money and other resources to get food. It does not mean dieting to lose weight or fasting for health or religious reasons.

**S8Q8A** Is asked to those who selected YES in S8Q8 (HH members went without eating for a whole day due to a lack of money/resources to get food). Ask how often the respondent or others in their household went without eating for a whole day during the last 30 days because there was not enough money or other resources. READ OUT ALL the options and select the appropriate response.

## SECTION 11C: SUBJECTIVE WELFARE

**Description:** The objective of this section is to collect data on the subjective (self-reported) welfare level of the household i.e their assessment of their standard of living ranging from food consumption, housing, clothing, health care and overall level of happiness. How people feel about their welfare can impact their health, mortality, lifestyle, economic behaviour etc., which in turn impacts on economic growth. Subjective welfare measures are recognised as an alternative method of measuring living standards, and should be considered alongside the objective indicators of living standards for more effective economic monitoring and better-informed investments in social progress.

**NOTE:** This section will be asked to 50% of the sampled households (Sub-sample A). If the household has been selected for this section, CAPI will display this section.

**Instruction:** For Questions 1 to 4, the reference period is the **past one month**. Be sure to read out the correct reference period and where necessary probe further to clarify that the response provided is in accordance with the specified timeline.

This section is SUBJECTIVE and therefore you MUST accept the responses provided by the RESPONDENT. You must never question a response provided by a respondent in this section.

For Questions 1 to 4, you MUST remind the respondent to answer about the household in general and not about only his/her personal experience specifically. The rest of the questions are directed at the respondent specifically.

The majority of the questions are like scale questions. It is important to READ OUT ALL THE OPTIONS before asking the respondent to select the appropriate response and be careful when making selections.

**INTERVIEWER READ OUT:** "Now I'd like to ask you some questions on the welfare of your household. This information would help us understand the sentiments and standard of living of the population."

Please ensure that the above introductory text is read out to the respondent for a seamless transition / flow between sections.

**S11CQ1** Ask the respondent which of the following is true concerning their household's food consumption over the past one month. READ OUT the options and select the appropriate response.

NOTE: 'ADEQUATE' MEANS NO MORE OR NO LESS THAN WHAT THE RESPONDENT CONSIDERS TO BE THE MINIMUM CONSUMPTION NEEDS OF THE HOUSEHOLD.

**S11CQ2** Ask the respondent which of the following is true concerning their household's housing over the past one month. READ OUT the options and select the appropriate response.

**S11CQ3** Ask the respondent which of the following is true concerning their household's clothing over the past one month. READ OUT the options and select the appropriate response.

**S11CQ4** Ask the respondent which of the following is true concerning the standard of health care that their household received over the past one month. READ OUT the options and select the appropriate response.

- S11CQ5** Ask the respondent how they consider themselves to be living considering their current level of household income. This is to understand how the respondent rates his/her current standard of living. READ OUT the options and select the appropriate response.
- S11CQ6** This question is asking the respondent to rate their overall happiness taking all aspects of their life together such as health, work, finances, relationships, etc. READ OUT the options and select the appropriate response.

## SECTION 12: RESULT OF THE INTERVIEW

**Description:** This needs to be completed for EVERY interview file, even if you were not able to reach the household to conduct an interview; and if the interview was conducted, this section should be answered by the **MAIN RESPONDENT**. Some of the questions are interviewer questions and are NOT to be read out to the respondent. Read/ask the respondent only the questions written in lowercase.

**INTERVIEWER READ OUT: Thank you very much for your participation in this survey! I will be transferring 2000 Naira credit to your phone shortly as a thank you for your time today. I may try to contact you in the future for another short interview. Before you go, I have a couple of questions to help in case I need to contact you in the future.**

- S12Q1** Ask if the current phone number that you are speaking to the respondent on is the best number they can be reached on in the future. Select YES, if the current number is the best number, and NO if another number is the best number.
- S12Q2** Select the phone number from the list of numbers displayed. If the respondent's preferred number is not in the displayed list, please go back to the NUMBERS roster and add the number to it. Then return here and select that number accordingly.
- S12Q3** Ask and indicate the day of the week that will be appropriate to reach out to the respondent in the future. Note that you cannot select ANY DAY and a specific day of the week.
- S12Q4** Indicate the time of day that will be most appropriate to reach out to the respondent in the future.

Go ahead to read the displayed text to the respondent and thank them, after confirming that ALL QUESTIONS HAVE BEEN ANSWERED.

**READ OUT: "That's it for now. Thank you very much for answering all my questions. I will transfer 2000 Naira to you after this call. If you have any questions about the survey you can call XXXX."**

- S12Q5** Record the FINAL RESULT of the interview. The list of answer options is filtered based on the answers in the INTERVIEW INFO Section. Go ahead to select as appropriate.

For interviews where you were given consent, response options are:

COMPLETE for interviews that were completed normally, i.e. you managed to answer all questions and sections.

PARTIALLY COMPLETE for interviews that were started, but were not fully completed for whatever reason. These interviews will contain unanswered questions.

- S12Q6** This question, directed to the interviewer, is activated if the interview result is PARTIALLY COMPLETE. Indicate YES if the interview could be completed if another interviewer tries to reach out to the respondent later.
- S12Q7** This question, directed to the interviewer, is activated if the interview result is PARTIALLY COMPLETED, DON'T KNOW HOUSEHOLD, or REFERENCE PERSON CAN'T CONNECT TO HOUSEHOLD. Provide detailed reason for the interview result and move on to S12Q9 if the interview was partially completed; otherwise, move on to S12Q12.
- S12Q8** This question, directed to the interviewer, is activated if the interview result is DON'T UNDERSTAND LANGUAGE of the respondent. Type in the language that you believe the respondent speaks. If the language is not known, type "DK" and move on to S12Q12.
- S12Q9** This question, directed to the interviewer, is activated if the interview result is COMPLETE or PARTIALLY COMPLETE. Select the MAIN respondent for this interview from the displayed list.
- S12Q10** This question, directed to the interviewer, is activated if the interview result is COMPLETE or PARTIALLY COMPLETE. Indicate the language that you conducted the interview in. Specify the language if not in the displayed list of languages.
- S12Q11** This question, directed to the interviewer, is activated if the interview result is COMPLETE. Confirm the phone number that you ultimately reached the respondent on.
- S12Q12** Indicate YES if you have general notes about the interview that you want to convey to your supervisor, and NO if otherwise. Please ensure the effective use of this enquiry even for the slightest piece of information about the household, for record purposes and for future reference / history.
- S12Q13** Type the notes/observations here. Be concise, but detail as much as you can.
- S12Q14** Tap to record the end time for the whole interview.