| Form A: HH/Com | Student unique number: #★ | |
|---|---|---|
| Community…………………………. Village: ……………………………. | Date:……….(DD)/…………(MM) | Team Code……………………………………. Enumerator Code:……………………… |

## Preliminary Feasibility Study for Tafita Madagascar

**Questionnaire for:**
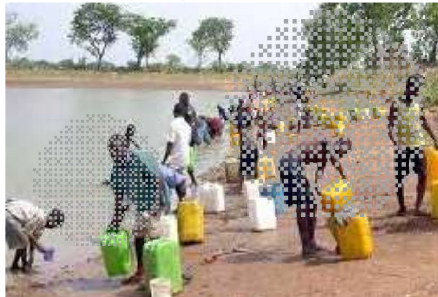**Children/Households in communities**

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**Informed consent:**

Hi, my name is XXXXXX. I would like to request you to spend 30 min responding the questions about your child's schooling and food consumption. If you could kindly collaborate with us, it would be much appreciated. Would you agree to be interviewed and do you allow us to make observations in your house?

☐ (1) Yes;  ☐ (2) No ➜ Specify reason…………………………….

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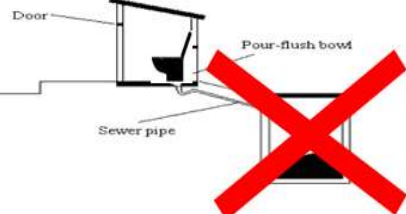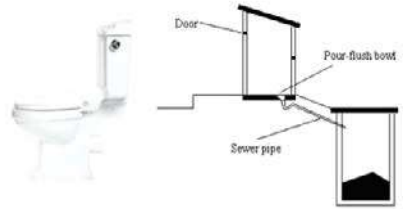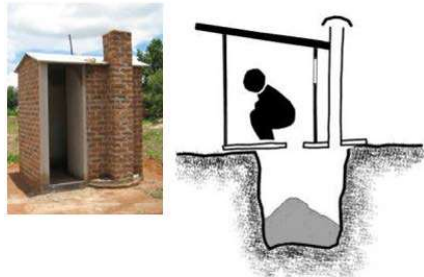
## PART 1: Students information

| Q1a ★ | Name of the school | | |
|---|---|---|---|
| Q1b ★ | Name of the Fokontany | | |
| Q1c ★ | Name of the child | Family Name | Given Name |
| Q1d ★ | Date of birth | …………………(DD) /……………… (MM) /…………………. (YY) | |
| Q1e ★ | Sex | 1 | Male |
| | | 2 | Female |
| Q1f 🔺 | Number of school days since 6 November as of date of school visit | ⬚ days | |
| Q1g 🔺 | Number of absent days from school since 6 November 2017 | ⬚ days | |
| Q1h 🔺 | Score of recent **Math** test | **Mathematics:** | |

| | Mathematics: |
|---|---|
| 1 | Beginner |
| 2 | Simple addition |
| 3 | Simple subtraction |
| 4 | 2-digit addition and subtraction |
| 5 | multiplication |
| 6 | 3-digit addition and subtraction |
| 7 | division |

| Q1i ▲ | Score of recent **Lecture** test | **Lecture:** | | |
|---|---|---|---|---|
| | | | 1 | Beginner |
| | | | 2 | Letter |
| | | | 3 | Word |
| | | | 4 | Paragraph |
| | | | 5 | History |
| Q1j ● | Distance from home to the school | 1 | < 30 minute walk | |
| | | 2 | 30 -60 minute walk | |
| | | 3 | >60 minute walk | |
| Q1k ▲ | Height → Precise at the level of 0.1cm | ☐☐☐ . ☐ (cm) | | |
| Q1l ▲ | Weight → Precise at the level of 0.1kg | ☐☐ . ☐ (kg) | | |
| Q1m ● | On any day of the last 14 days, did your child have loose **OR** liquid stool more than 3 times in 24 hr? | 1 | Yes | |
| | | 0 | No | |
| Q1n ▲ | When did your school conduct mass drug administration of iron tablets? | ………………(DD) /……………… (MM) /……………….. (YY) | | |
| Q1o ▲ | When did your school conduct mass drug administration of deworming tablets? | ………………(DD) /……………… (MM) /……………….. (YY) | | |
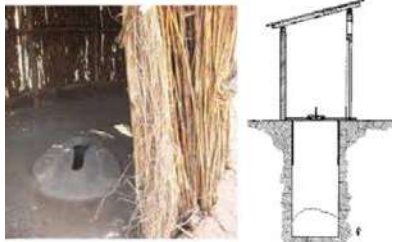
## PART2: Household socio-economic information

| Q2a ● | Name of the interviewee | **Family name……………………………. Given name………………………….** | | | | |
|---|---|---|---|---|---|---|
| Q2b ● | Phone number | Number: ……………………………………………………………… | | | 0 | No phone |
| Q2c ● | Relationship between child and Interviewee | 1 | Father | 4 | Grandmother | |
| | | 2 | Mother | 5 | Sister/Brother | |
| | | 3 | Grandfather | 6 | Other (Specify ……………………….) | |
| Q2d ● | How many people are in the household? → Household is defined as a "Group of persons who live together **and** share income **and** food at least for 6 months" → Count all the family members one by one | …………………………………. (person) | | | | |

| Q2e ● | Major income sources → Fill the numbers in the right boxes. 1: Agriculture and sales of crops 2: Livestock and sales of animal 3: Fishing 4: Unskilled wage labor 5: Skilled labor 6: Handicrafts/artisanal work 7: Seller, commercial activities 8: Remittances from families 9: Salaries, wages (employee) 10: Begging, Assistance 11: Government allowance (pension, disability benefit) 12: Daily job 13: Other (Specify ……………………………) | The greatest income source ☐ <br><br> 2nd greatest income source ☐ <br><br> 3rd greatest income source ☐ |
|---|---|---|

| Q2f ● | Who are in charge of the greatest source of income | 1 | Father | 4 | Grandmother |
|---|---|---|---|---|---|
| | | 2 | Mother | 5 | Other (Specify ……………………….) |
| | | 3 | Grandfather | | |

| Q2g ● | Do the family have their own land? →Land for housing **or** farming **or** renting | 1 | YES |
|---|---|---|---|
| | | 0 | No |

| Q2h ● | Education level of a household member responsible for meal preparation →Typically mother of child | 1 | Never go to any school |
|---|---|---|---|
| | | 2 | Drop out in Primary school |
| | | 3 | Completed Primary school |
| | | 4 | Completed Secondary school |
| | | 5 | Completed High school |
| | | 6 | Completed University and higher education |

## PART 3: Household Hygiene Information

| Q3a ◎ | Type of water source for drinking and cooking →See examples in guidelines | Improved water source | Not improved water source |
|---|---|---|---|
| | | 1 Piped household water connection  | 6 Unprotected well  |
| | | 2 Public standpipe  | 7 Unprotected spring  |
| | | 3 Protected well/borehole  | 8 Surface water (river, lake, reservoir)  |
| | | 4 Protected spring  | 9 Vendor-provided water (cart, truck)  |

| | | 5 | Rainwater collection  | 10 | Bottled water  |
|---|---|---|---|---|---|
| Q3b◎ | | How long does it take to reach the water source?<br>→Check the watch to estimate how long it takes. | | | ……………………… (minute) |

| | | **Improved toilet** | | **Not improved toilet** | |
|---|---|---|---|---|---|
| Q3c◎ | Type of toilet<br><br>→See examples in guidelines | 1 | Flush connected to sewerage system  | 6 | Flush toilet not connected to seweage/pit  |
| | | 2 | Flush connected to a septic tank  | 7 | Latrines without slab / open pit  |
| | | 3 | Toilet connected to a pit  | 8 | Bucket  |
| | | 4 | Improved ventilated latrine / Ventilated improved pit (VIP)  | 9 | Joint installation with other households (public toilet)  |

| | | 5 | Latrines with slab | 10 | Outdoor defecation (field, forest, bush and river) |
|---|---|---|---|---|---|
| | | |  | |  |

| | | | | | |
|---|---|---|---|---|---|
| Q3d ● | Number of minutes to be spent reaching the nearest health facility? | | | | ……………………. minutes |
| Q3e ● | Wash hands with soap/ash after toilet (to be asked household member responsible for cooking ) →Even though soap/ash is not found, no need to re-verify this answer | | | 1 | Yes |
| | | | | 0 | No |
| Q3f ● | Wash hands with soap/ash before cooking (to be asked household member responsible for cooking ) →Even though soap/ash is not found, no need to re-verify this answer | | | 1 | Yes |
| | | | | 0 | No |
| Q3g ● | Wash hands with soap/ash before eating (to be asked household member responsible for cooking ) →Even though soap/ash is not found, no need to re-verify this answer | | | 1 | Yes |
| | | | | 0 | No |

| | | | |
|---|---|---|---|
| Q3h◎ | Presence and status of the soap → Direct observation | 1 | Yes, soap wet or seems to have been wet |
| | | 2 | Yes, soap dried or cracked |
| | | 3 | Ash |
| | | 4 | Neither soap nor ash |
| Q3i◎ | Rice storage → Direct observation | 1 | Plastic or metal container with cover |
| | | 2 | Plastic or metal container without cover |
| | | 3 | 50 Kg Rice bag |
| | | 4 | Other (Specify …………………………………………….) |
| Q3j◎ | Utensils for eating maintenance (e.g. Spoons, Plates, Soup Bowls) → Direct observation | 1 | Storing them in cabinet after cleaning |
| | | 2 | Storing them in open-space after cleaning |
| | | 3 | Storing them not in cabinet but covered |
| | | 4 | Leaving them open-space without cleaning |

## PART 4: Food Consumption Information

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Q4a ▲ | Was there school feeding at school yesterday? | 1 | Yes, breakfast | 2 | Yes, lunch | 3 | No | |

| Q4b ▲ | If yes, what was the menu? |
|---|---|

| | School meals |
|---|---|
| [Example] | Rice and accompaniment (beans, green leaves…) |
| [To be filled] | |

| | | | | |
|---|---|---|---|---|
| Q4c ● | Meals taken yesterday from waking up to going to bed (circle all applied) | 1 | Breakfast | |
| | | 2 | Lunch | |
| | | 3 | Dinner/Supper | |

Q4d ●

Diet diversity for 24hr of the previous day (i.e. yesterday)
→ To be completed during the interview
→If target T1/T2 student is present, ask what food he/she ate for snack, which often parents don't know.

| | Breakfast | Snack | Lunch | Snack | Dinner | Snack |
|---|---|---|---|---|---|---|
| **[Example]** | Tea, Millet porridge [ground millet; water; sugar] | Ground nuts | Rice, Sauce with greens [cassava leaves; onion; oil] | Mango | Rice, Pumpkin sauce [pumpkin; oil; dried fish; tomato] | Coffee [sugar, milk] |
| | | | | | | |

→This information will be converted into Q4e – Q4t. Therefore, it is not necessary to enter the above data into computer.

| **Food diversity** | | | | | |
|---|---|---|---|---|---|
| Q4e★ | [#1] **Cereal:** Corn/maize, rice, wheat, sorghum, millet or any other grains or foods made from these (e.g. bread, noodles, porridge or grain products) + insert local foods e.g. ugali, nshima, porridge or pastes or other locally available grains. | 1 | YES | 0 | NO |
| Q4f★ | [#2] **Vitamin A rich vegetables & tubers:** Pumpkin, carrots, squash, sweet potatoes that are orange inside + other locally available vitamin A rich vegetables (e.g. red sweet pepper) | 1 | YES | 0 | NO |
| Q4g★ | [#3] **White roots & turbers:** White potatoes, white yams, white cassava, or other foods made from roots | 1 | YES | 0 | NO |
| Q4h★ | [#4] **Dark green leafy vegetables:** Dark green/leafy vegetables, including wild ones + locally available vitamin A rich leaves such as amaranth, cassava leaves, kale, spinach, etc. | 1 | YES | 0 | NO |
| Q4i★ | [#5] **Other vegetables:** Other vegetables (e.g. tomato, onion, eggplant) including wild vegetables | 1 | YES | 0 | NO |
| Q4j★ | [#6] **Vitamin A rich fruits:** Ripe mangoes, cantaloupe, apricots (fresh or dried), ripe papaya, dried peaches + other locally available vitamin A rich fruits | 1 | YES | 0 | NO |
| Q4k★ | [#7] **Other fruits:** Other fruits, including wild fruits | 1 | YES | 0 | NO |
| Q4l★ | [#8] **Organ meats:** Liver, kidney, heart, or other organ meats or blood -based foods | 1 | YES | 0 | NO |
| Q4m★ | [#9] **Flesh meats:** Beef, pork, lamb, goat, rabbit, wild game, chicken, duck, or other birds | 1 | YES | 0 | NO |
| Q4n★ | [#10] **Eggs:** Chicken, duck, guinea fowl, or any other egg | 1 | YES | 0 | NO |
| Q4o★ | [#11] **Fish:** Fresh or dried fish or shellfish | 1 | YES | 0 | NO |
| Q4p★ | [#12] **Legumes, nuts & seeds:** Beans, peas, lentils, nuts, seeds or foods made from them | 1 | YES | 0 | NO |
| Q4q★ | [#13] **Milk & milk products:** Milk, cheese, yogurt, or other milk products | 1 | YES | 0 | NO |
| Q4r★ | [#14] **Oils & fats:** Oil, fats or butter added to food or used for cooking | 1 | YES | 0 | NO |
| Q4s★ | [#15] **Sweets:** Sugar, honey, sweetened soda, sweetened juice or sugary foods such as chocolates, candies, cookies and cakes | 1 | YES | 0 | NO |
| Q4t★ | [#16] **Spices condiments & beverages:** Spices (black pepper, salt), condiments (soy sauce, hot sauce), coffee, tea, alcoholic beverages, or local examples | 1 | YES | 0 | NO |

| Q4u★ | Regarding the diet diversity of the previous 4 days; Is what you ate yesterday similar to what you have you eaten for 3days before yesterday (4 days ago, 3days ago and the day before yesterday)? | 1 | **YES**, What I ate yesterday is something similar to what I have eaten 4 days ago, 3 days ago and the day before yesterday. |
|---|---|---|---|
| | | 0 | **NO**, What I ate yesterday is very different from what I have eaten 4 days ago, 3 days ago and the day before yesterday. |

**LEGEND**

★  Data to be transcribed from students' registry at the time of sampling

▲  Data to be calculated and entered by enumerators after school/household visit

▲  Data to be either transcribed or measured at the time of anthropometric measurement

●  Data to be collected from interview at households

◎  Data to be collected from observation at households

**END**