



# **ROUND 5**

# **FIELDWORKER MANUAL**

## **GENERAL GUIDELINES FOR FIELDWORK**

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# INTRODUCTION

This manual is a guide to the methods and protocols you will follow while you are in the field. Its aim is to help you both during training and fieldwork.

Your duty as a fieldworker will mainly involve the following tasks:

- a) Administering the questionnaires to adults and children using a Computer-Assisted Personal Interviewing (CAPI) programme.
- b) Assisting your supervisor with anthropometric measurements of children and mothers
- c) Assisting your supervisor with different cognitive developments test for children

This manual will also give you detailed instructions and explanations of each question you will ask. Please read it carefully and early enough to ask any questions or doubts that you may have regarding the questionnaires or the protocols explained in this document.

While you are on the field, take it always with you as it may be useful in case you need to refresh concepts or procedures explained during the training.

# HOW TO CONDUCT THE INTERVIEW

## PRINCIPLES OF FIELDWORK

There are a number of basic principles that fieldworkers must follow throughout the interview.

### **1. Ask the questions exactly as they appear in the questionnaires**

Each question has been carefully designed and tested in order to collect precise information to satisfy the requirements of analysis. The fieldworker should read the question as they are shown on the screen – or written in the paper questionnaire. After reading the question clearly and fluently the first time, the fieldworker should wait for the response. If the respondent doesn't answer in a short period of time, this could be because he/she:

- 1) didn't hear the question
- 2) didn't understand the question yet
- 3) didn't know how to reply

In each case, the fieldworker should repeat the question. If the respondent still doesn't answer the question, ask to find out if the respondent understood the question. If the respondent didn't understand the question, the fieldworker should rephrase the question in a different way, while maintaining the meaning of the question. Try to avoid accepting the answer "*I don't know*" by helping the respondent to estimate or find an answer close to correct. If there are entire sections that the respondent cannot answer, politely ask if there is anyone else in the household who can answer them. If the proposed person is not physically in the house, you may have to come back to complete the section with this person.

### **2. Never make up answers or any information**

All the interviews will be validated and sent back to the fieldworker if they are not properly filled-in. Under any circumstance, you should replace information. This is the worst thing a fieldworker can do. You will be dismissed immediately if you make up any information.

### **3. Keep a neutral attitude with the respondents**

Most people are naturally polite, particularly with visitors, and they tend to give answers and adopt attitudes that they think will please the visitor. You must not express surprise, approval or disapproval about the answers given by the respondent and you must not tell her/him what you think about these things yourself. Avoid any type of prejudice towards the ability of the respondent to answer some of the questions or about the type of answers that he/she may give. Your most important task is to read the questions exactly as they are written in the questionnaire.

### **4. Avoid any offense or distress to the respondents**

Be sensitive to the timing and procedures for interviewing. For example, set the appointments with the household at convenient times for them rather than for you. Make sure beforehand if it is locally unacceptable that a male fieldworker visits a woman alone at home, and if so, make the arrangements accordingly.

Avoid asking intrusive questions that are not in the questionnaire and that may be upsetting for the respondent. All questions in the questionnaire must be asked with sensitivity and be prepared to react appropriately if respondents become upset (distressed, angry or silent). This may require leaving that section and moving on to another or even stopping the interview.

Prepare yourself to answer all the questions about the project honestly and openly as far as you can and refer to the supervisor if you have doubts about how to address any of the questions you were asked.

Do everything possible to ensure that project findings cannot be used to justify action that would make the lives of certain individuals, groups or communities worse. For example, if it becomes clear that children of a certain ethnic minority have notably worse nutritional status than the majority population, avoid stereotyping and judging the respondents, such as saying *“these people don’t look after their children properly”*.

## **5. Treat all respondents’ information as confidential**

You should keep your completed interviews safe (refer to the manual on how to handle SurveyBe files) and only show them to authorised staff involved in Young Lives Study. You can and should discuss interviews with your supervisor and other members of the survey team. Sometimes you may hear stories that make you so sad or angry that you may feel the need to talk about it. If this is the case, you should do so only with your team members and in a way that does not reveal the identity of the respondent.

**REMEMBER:** ALL THE DATA COLLECTED ARE STRICTLY CONFIDENTIAL. YOU HAVE SIGNED A CONFIDENTIALITY FORM AND ANY BREACH OF THE CONFIDENTIALITY IS FORBIDDEN BY YOUR OATH OF SECRECY. KEEPING THE ANONYMITY OF THE RESPONDENTS IS ONE OF THE MAIN PRINCIPLES OF YOUNG LIVES AND YOU SHOULD ALWAYS BE CAREFUL OF REVEALING ANY TYPE OF INFORMATION THAT MIGHT ALLOW OTHERS TO IDENTIFY WHICH CHILD (OR HOUSEHOLD) YOU ARE REFERRING TO.

In principle, all questions should be asked in private to ensure that the answers remain confidential but this is not always possible. The presence of other people during the interview may cause the respondent embarrassment and influence some of her/his answers. This could especially be true for the interviews with the child. There are some sections that are very sensitive and might require more privacy, such as:

### ***Household questionnaire:***

- Economic changes (which asks about economic difficulties in the household)

- Socio economic status (where questions on assets are asked)
- Caregiver perceptions & attitudes (which asks caregivers to reflect on their feelings and views on a number of personal issues)

***Child questionnaire:***

- Some of the questions related to paid work, particularly those related to wages and the use of any money the child spend on their own
- Feelings and attitudes
- Health section (which asks some questions about injuries while working)
- Siblings

When you get to these sections, you should remark the respondents that some questions are private and ask her/him for the best place in the house where s/he feels more comfortable and is least likely to be disturbed. If any adult in the household does not accept this and refuses to leave, you must be creative but tactful to convince him/her to leave in order to give some privacy to the respondent.

In these cases, you may:

- ✓ Ask the respondent to persuade the other person to leave.
- ✓ Explain as politely as possible that the interview must be conducted in private.
- ✓ Try to satisfy the person's curiosity by reading the first few questions, and then say something like "You have heard some of the questions. Will you now excuse us for a little while?"

**6. Take informed consent from adults and children**

Informed consent means that you tell the person enough about the nature of the research so that they can make a proper (informed) decision about whether or not to take part in the research. The study seeks informed and voluntary consent from all participants through a consent procedure. This includes getting consent from the legal guardian of the child, the primary caregiver (when different from the legal guardian), and the child her/himself.

Although consent was received in previous rounds, this doesn't mean that the household is still in consent to continue. It is vital to get consent for the current round too.

If the mother or primary caregiver is under 18 years old, you must also obtain consent from their legal guardian – who is usually their mother, father or spouse.

If you also interview other members of the household you should make sure that they are individually informed of the project and know what is being asked of them. They must know that answering the questions is voluntary and give verbal consent. It is not acceptable that any respondents are obliged to answer your questions by the child's parent/legal guardian or by the head of the household.

**REMEMBER:** YOUNG LIVES' STAFF SHOULD NOT PUT PRESSURE, COERCE OR DECEIVE RESPONDENTS IN ORDER TO ENSURE THEIR PARTICIPATION. STAFF SHOULD ALSO MAKE SURE THAT RESPONDENTS ARE NOT PUSHED BY OTHER FAMILY OR COMMUNITY MEMBERS. THE MOTHER OR PRIMARY CAREGIVER SHOULD HAVE AT LEAST 24 HOURS TO CONSIDER WHETHER THEY STILL WANT TO TAKE PART OF THE STUDY AND WILL BE FREE TO WITHDRAW AT ANY TIME.

Whilst the study procedures are designed to ensure that consent is informed and voluntary, the only person who can really ensure that is you, the fieldworker. You must make every effort to make sure the participants understand the study and let them be free to choose not to take part anymore or to withdraw if they wish to.

### ***Taking consent from children***

There are some special considerations to take into account when obtaining informed consent from children. Children are less likely than adults to understand what research is, what the purpose of the interview is, or why you are asking them questions and entering their answers in a form. Hence, it is vital to take extra care to explain in ways that they can understand why you are there, why you are interviewing them and what the information is to be used for. It is also important to bear in mind that children are generally taught from a very young age that they must obey adults. This makes it very difficult for them to refuse you. So you must make every effort not to put any pressure on them to participate in the study and to make it clear that there will be no adverse consequences for them if they refuse to take part.

Similarly, you should explain the concept of “anonymity” in words they can understand. They should know that their identity will be protected and that the information will not be used to identify them or to describe their life in particular, but to explain the typical life of a child of their age in their community.

### **7. Never make promises to the household that you cannot keep**

It is very likely that the children will find it quite surprising that a stranger has turned up in their community specifically to talk to them. They may imagine that you have come to give them something, do something for them, or even take them away. Be careful not to raise their expectations by making any offers or promises you cannot keep and allay any fears.

Fieldworkers may be asked for assistance from households, e.g. transporting a sick person to a health facility etc. In principle, Young Lives encourages fieldworkers to respond positively to such requests. However, there are limits as to what is practical; each survey team will need to decide this with reference to the local context. If the caregiver tells you or you suspect that any of the children in the household are suffering from sexual or other abuse you must tell your supervisor who will follow-up the issue.

### **8. Write detailed notes about difficulties encountered with any of the questions, doubts about coding and unexpected answers**

You should write your notes legibly following the template provided (see Box 5). After the interview, you should discuss your notes with your supervisor and then find together the most efficient way to address them.

**REMEMBER:** HAVING GOOD AND CLEAR NOTES MAY SPARE YOU FROM HAVING TO GO BACK TO THE HOUSEHOLD TO SOLVE THE QUERY.

## **9. Avoid assuming information**

Although you may know beforehand the answer to some simple questions, if you are not absolutely sure about the answer, you'd better ask the question as indicated in the questionnaire. For instance, if you already know some simple information, such as that this person is the wife of some other household member, it is not necessary to ask marital status of both of them and you may enter directly that information. However, if you are not clear, or only suspect that this is the situation, it is still necessary to ask.

## **10. Maintain the pace of the interview**

Avoid discussing too much with the respondent. If you receive an inappropriate or complicated response, do not break-in too suddenly; instead, listen to the respondent and then lead her/him back to the original question. It is important to pay attention carefully to the respondent to avoid influencing her/his answers, as well as to listen in a polite manner to avoid offending her/him.

## **11. Take notes on your observations about the primary caregiver, the YL Child and the overall interview**

This information will be valuable to researchers when they try to interpret results.

### **Box 1: : FIELDWORKER'S MANNERS**

1. Be polite towards everyone (the respondent and his/her family and friends, the supervisor, the other members of the team and everyone else involved). Your behaviour can have an enormous influence on people's opinions in the localities where the survey takes place.
2. Avoid disturbing or upsetting anyone with your behaviour.
3. Be properly dressed, so that the respondent will be inclined to trust you as a reliable and responsible person.
4. Arrive on time at the appointments, and never keep the respondents waiting.
5. Exercise patience and tact in conducting the interview in order to avoid upsetting the respondent or leading her/him to give answers that are not in conformity with the facts.



Be tactful about asking questions to which you have just been given the answer; if necessary, say that “*you just need to be sure*” to avoid giving the impression that you were not listening to what the respondent just said. For instance, if the mother tells you that her child is fine and has no illness and then you have to ask specifically about injuries, illnesses and disabilities.

6. Never attempt to sell anything to the child or family.
7. Never lend or borrow money or goods from the family.
8. Never bribe the child or family in order to get them to cooperate.

## INTERVIEWING CHILDREN

You should always keep an adult in sight whilst interviewing children, so that their parents, carers and others concerned about their wellbeing are reassured that you intend and are doing them no harm. However, some of the questions you will be asking are quite personal and some may be difficult for a child to answer freely in front of others. For this reason, it is generally better to conduct the interview beyond the hearing of adults if possible. You may need to seek permission of an adult to obtain this kind of privacy.

Remember that children are often very busy and aside from schooling and homework are likely to have many responsibilities around the home, in the fields and other places of work. You must find out when it suits them best to talk to you and make sure to allow them to resume tasks when they need to. Children who care for younger siblings may need to continue fulfilling this responsibility whilst being interviewed

Because children are not generally used to talking at length to adults or to having someone listen to them while they talk about their problems, hopes and lives, you may find that they become quite emotional and they may even cry. This is quite common and does not necessarily mean that you have upset them. It is very important to acknowledge their feelings, to give them reassurance and comfort, a chance to recover and, if necessary, to end the interview. If during the course of the interview they divulge something to you that is causing them distress, you should report this to your supervisor afterwards so that s/he can take appropriate action.

Most communities have very clear ideas about the appropriate manner for treating children and how children themselves should behave. Ideas about what is appropriate for boys and girls will most likely be very different, especially once they are 12 years old. Therefore, you should avoid any offense and it is very important to be aware of and follow local customs that determine the different ways in which adults treat boys and girls, as well as the manner in which young people are expected to behave towards adults.

It is essential that you show respect, patience and sympathy at all times, and that you allow them sufficient time to answer your questions. You can be encouraging and supportive but should avoid providing children with answers when they do not respond immediately to your questions or find it hard to express themselves clearly. It is important that you are able to understand their answers and code them accurately without influencing them or mixing your own judgement about what they

should be answering. This would seriously affect the results of the study. If a child becomes distressed, you should act as naturally as possible, offering comfort as appropriate and ceasing the interview if you think it is necessary.

#### **Box 2: FIELDWORKERS DON'Ts**

1. Spend time alone with children – be always in sight of another adult
2. Physically assault children (never hit, beat or slap a child)
3. Develop an abusive relationship with children
4. Engage in any form of physical contact beyond the strictly necessary for the purpose of the data collection (e.g. anthropometric measurement)
5. Act in a way that may place a child at risk of abuse
6. Use language, make suggestions or give advice which is inappropriate, offensive or abusive
7. Behave physically in an inappropriate or sexually provocative manner
8. Sleep in the same room or bed as a child
9. Condone/participate in behaviour that is illegal, unsafe or abusive
10. Act in ways intended to shame, humiliate, belittle or degrade children
11. Discriminate against or exclude children

## **GETTING READY FOR THE FIELD**

Like in Round 4, the main survey in Round 5 will be administered using a Computer-Assisted Personal Interviewing (CAPI) technique. This means that both cohorts' Household and Child Questionnaires will be administered using Surveybe, the software which allows the fieldworker to save the responses automatically and validate them on the spot. A huge effort has been put to adapt the paper questionnaires into CAPI and to program skip patterns and validation checks beforehand. The use of CAPI is expected to reduce the amount of measurement errors and reduce the time to *clean* the data – as it is expected that it will come *cleaner* from the field.

In order to administer these questionnaires in this round, you will need a laptop and some additional material also used in previous rounds (see Box 3 ).

#### **Box 3: CHECKLIST OF MATERIALS FOR EACH INTERVIEW**

1. Laptop and mouse with CAPI installed and properly working
2. Printed questionnaires (English/Telugu)

3. Laminated cards to prompt when required
4. 24 pebbles of same size
5. Fieldworker manual
6. Field notes template
7. Pen and pencil
8. Identification card of the Young Lives Study
9. Letter from the local partner institution certifying the study.

# HOW TO FILL IN THE QUESTIONNAIRE

The use of CAPI is expected to ease the flow of the interview as most of the coding and patterns are pre-programmed. Still, you will see a series of instructions that will explain you why the programme is leading you to a particular section, how to phrase or set the tone of certain questions, and many other precisions that will prepare you to get an accurate response according to the purpose of each question.

## TYPES OF INSTRUCTIONS

The questionnaire contains instructions and reminders that will help you fill in the questionnaire correctly.

### 1. SAY

To improve the flow of the questionnaire and to keep the respondents informed of what is coming next, there are several linking phrases that start with “SAY”. These should be read exactly as they are phrased in the questionnaire.

*Example:*

**SAY:** *Now I am going to ask you some questions about the education level of each individual in the household.*

### 2. FIELDWORKER

The instructions that start with the word “FIELDWORKER” are there for you only, so they should not be read to the respondent.

*Example:*

**FIELDWORKER:** *Check that prefilled details for previous household members are correct and amend if necessary. Please administer the following table row by row. Add new members at the end of the roster; add as many rows as necessary.*

These instructions could be found:

- a) **Before a table or a set of questions.** They will provide directions on how to administer the table or will give a brief introduction of what the upcoming questions will ask about.

*Example:*

**FIELDWORKER:** *The next table should be asked row by row. Start asking for the latest movement first. Add as many rows as necessary.*

Q.1	Q.2	Q.3	Q.4
MOVID	In which year did [YL Child] move?	Where did [YL Child] move to?	What type of locality did [YL Child] move to?
1	[ ____ ]	[ ____ ] Spec. _____	[ ____ ] Spec. _____

- b) **Just before specific question(s).** They clarify the reference person about whom the question is asked.

*Example:*

		<b>FIELDWORKER:</b> To be asked for [YL Child] only.	<b>FIELDWORKER:</b> To be asked for [YL Child]'s mother only.
Q.1	Q.2	Q.3	Q.4
ID of household member	Full name	Which of the following origins does [YL Child] belong to?	How many children have been born alive to [HHM] since [YL Child]?
[ ____ ]	[ ____ ]	[ ____ ]	[ ____ ]

- c) **Within a question.** They provide specific instructions or clarifications to be taken into account when administering this particular question.

Q.1	Q.2	Q.3	Q.4
MOVID	How long did [YL Child] stay in this location?	Who did [YL Child] move with?	Why did [YL Child] move?  <b>FIELDWORKER:</b> If the respondent says that [YL Child] moved because the parents / caregiver were moving, ask further for their reason to move and code accordingly.
1	[ ____ ]	[ ____ ]	[ ____ ]

### 3. [YL Child]

Whenever you see the word “YL Child” in brackets, you need to mention the index child’s name and read aloud the question using his/her name instead of “[YL Child]”. In CAPI, you will find the name of the index child pre-filled.

*Example:*

**FIELDWORKER:** Start with current academic year of [YL Child].

Q.1	Q.2	Q.3
Year ID	Academic Year	Did [YL Child] attend school for more than 6 months?
13	2013-14	[ __ ]

## 5. PROMPT / DO NOT PROMPT

Generally you should NOT read the answer codes to the respondent unless the instruction tells you to “PROMPT” or it is a follow-up question (see next section *Types of questions*). In some questions you will find an instruction “DO NOT PROMPT”, this instruction is just a reminder for questions where fieldworkers often forget that they should not read the responses or in those in which the respondent may be easily influenced after hearing the alternatives.

*Example:*

Q.6	When [YL Child] is about 25 years old, what job do you think s/he will be doing?  <b>FIELDWORKER: DO NOT PROMPT.</b>	[ __ ]  Specify_____
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## 6. SPECIFY

These are usually found after the answer code “Other”. When a question has no appropriate code where you can fit the answer given by the respondent, you can use the code “Other”, and as the “Specify” instruction tells you, type the details of the exact response. Usually questions that allow for the code “Other” come followed by this instruction to “Specify” the answer.

The number of “Other, Specify” has been reduced and codes for these questions have been made as comprehensive as possible. Therefore, you should always try to find the most appropriate code for the answer of the respondent or the observation you have entered.

*Example:*

Q.7	Ideally what level of formal education would you like [YL Child] to complete?  00=None Grade=01-12 13=Post-secondary 28=Adult literacy 29=Religious education 30=Other, <b>specify</b>	[ __ ]  <b>Specify</b> _____
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## TYPES OF QUESTIONS

With the use of CAPI, the questionnaires have been designed to be filled completely, which means that you should fill-in every single question with its corresponding code and **never leave a blank question**. Most answers in the questionnaire are pre-coded with a given number. In CAPI, you will enter the code corresponding to the answer given by the respondent by clicking on the correct alternative (which in CAPI is displayed together with the code) and the programme will automatically save it. If you make a mistake, you can always correct it by entering the correct response and again the programme will automatically save it.

### Box 4: SPECIAL CODES

Q.8	How many of these relatives are influential in the community?	
	00=None	
	01=1-5	
	02=6-10	
	...	[ _ _ ]
	77=NK	
	79=Refused to answer	
	88=NA	

- **Not Known (NK)**

If the respondent doesn't know the answer (even after further enquiry), then you should enter the code **77=NK** or **-77=NK**. Usually, the negative form is used when the positive one might be used as an answer as well. Therefore, to avoid ambiguity, the code will be in its negative form.

- **Refused to answer**

If the respondent is not comfortable with the question and prefers not to answer it, you must enter the code **79=Refused to answer** or **-79=Refused to answer**, accordingly.

- **Not Applicable (NA)**

If a question does not apply to the household, you should enter **88=NA** or **-88=NA** for the cases where 88 could actually be a response – for example, in questions where amounts in Rupees should be entered. With the use of CAPI, we are trying to minimise the use of the code NA by programming beforehand the skip pattern of the questionnaire. This generally depends on the response to an earlier question. So in the example, the household may have already answered that they do not have any relatives (excluding those of the household) who live in the community, so this question would not be applicable. However, there are several questions where you are asked to enter UP to three/two answers, depending on the respondents response; if there are less than three, you should code the rest ones as 88 or -88 = NA.

You must fill in the questionnaire during the interview. You must not rely on your memory for filling in any answer after you have left the household or record the answers on scraps of paper with the intention of entering them later. You should enter an answer in CAPI once you are sure you have

correctly understood the respondent's answer; if not, ask again until you fully understand the respondents answer.

**REMEMBER:** YOU SHOULD NOT LEAVE QUESTIONS BLANK. IF YOU THINK A QUESTION DOES NOT APPLY TO THE CASE OF THE RESPONDENT OR HOUSEHOLD, THEN ENTER 88=NA, BUT NEVER LEAVE IT BLANK. ALTHOUGH CAPI IS MEANT TO MINIMISE THE USE OF THESE CODES BY USING PROGRAMMED SKIP PATTERNS, STILL THERE ARE SOME QUESTIONS WHERE YOU WILL JUST HAVE TO CODE THEM AS 88=NA.

**EXCEPTION:** IF THE INSTRUCTION FOR THE QUESTION IS TO TICK IN THE BOX IF THE ANSWER IS YES, THEN YOU SHOULD ONLY TICK WHERE APPLIES AND LEAVE THE REST BLANK. THE PROGRAMME WILL FILL IN AUTOMATICALLY AFTERWARDS.

There are six main types of questions in the questionnaires of which all answer boxes should have an answer written clearly in it. Some of the questions are asked about the household as a whole and some are asked about the child, and this is made clear in the questionnaire.

## 1. Option questions

Where each of the questions is followed by a series of coded options, from which only one option should be indicated. Many of these questions are simple yes/no responses.

*Example:*

Q.7	Does anyone in your household own your house?	[ _ _ ]
	00=No	
	01=Yes	

## 2. Key/code list questions

Sometimes you will encounter a question that requires you to refer to a codebox to identify the response code. This happens when the possible responses are too many to list in the available space or could also be the case that the same response options apply to different questions.

*Example:*

Q.2	Please give the two main reasons why your situation has changed compared to the earlier period. <i>Enter code from Codebox #24.</i>	
01	Reason 1	[ _ _ ] Specify _____
02	Reason 2	[ _ _ ] Specify _____



**Codebox #24: Why situation changed**

Why situation improved	Why situation worsened
01=Harvests have been good	41=Harvests have been poor
02=Started growing new crops	42=Tried new crops but they failed
.....	.....
34=Spouse started work or a new job	72=Other, specify
35=Received a raise for current job	77=NK
36=Both husband and wife work	79=Refused to answer
37=Involvement in farmers' union	88=NA

In this question, there are so many potential answers that a codebox is needed. The instructions tell you to “Enter code from Codebox #24”. Although in CAPI you will see all the answers displayed in the screen, if you want to use the paper questionnaire as a support, you will find the list of all codeboxes clearly labelled at the end of each questionnaire.

In this example Codebox #24 (shown above) contains a list of possible reasons why the situation of the household might have changed – for the better or for the worse – together with their two-digit codes. This question allows for up to two different answers. The appropriate codes should be entered starting with the most important (in Reason 1), and then if there is an additional reason, fill in Reason 2. If the household reports only ONE reason, then enter 88=NA in Reason 2. If the respondent’s answer is not found in the codebox, enter code 72=Other, specify and type the answer provided.

Some of the questions are asked in such a way that you should capture the responses from a narrative. For example, in 6.2 *Shocks* section where the respondent is asked about what has happened in the last 12 months. Here you should tick on all the possible responses.

### 3. Type-in questions

Some questions, such as those asking for names or addresses will require you to type-in the answer rather than entering a code or ticking a box. You will be provided with space to type and in the paper questionnaire, you will see a line “[ \_\_\_\_\_ ]” (instead of the classic 2-digit brackets [ \_ \_ ]). Also, you could see the “Specify” instruction followed by a space.

*Example:*

Q.1	Q.2	Q.3
ID of household member	Full name	Relationship to [YL Child]

[ _ _ ]	[ _____ ]	[ _ _ ]  Specify _____
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#### 4. Numerical questions

Some questions require that the respondents provide you with a number or an amount such as a date of birth, the child's birth weight or the number of animals the household owns. You must enter the amount accurately. Remember to respect the number of digits allowed for each question. If you have any doubts, refer to the paper questionnaire.

*Example:*

Q.3	How many rooms are there in the house?  -77=NK	[ _ _ ]
-----	--	---------

This question allows for two digits as there might be more than 9 rooms in the house. However, if there are 9 or fewer rooms (only one digit), CAPI will not allow you to type a preceding zero. For questions that allow for decimals, you have to type the decimal point (.) in CAPI and it will allow you to enter as many decimals as already programmed for that given question. If you have any doubts about the format of the numeric questions, refer to the paper questionnaire where you can see how many digits, including decimals, are allowed for each question.

*Example:*

Land ID	Land type	Q.2
		Total area of agricultural land <b>FIELDWORKER:</b> If more than one plot, ask for the sum of all plots. Enter in acres and cents. 0000=No agricultural land
1	Owned (including leased-out)	[ _ _ . _ _ ]
2	Borrowed	[ _ _ . _ _ ]
3	Rented-in	[ _ _ . _ _ ]
4	Sharecropped-in	[ _ _ . _ _ ]
5	Other (e.g. common property, squatted, mortgaged)	[ _ _ . _ _ ]

As explained in Box 4, in all numerical questions, the special codes must be entered in negative form to avoid confusion with a real amount (-77, -88, -79).

**REMEMBER:** IT IS VERY IMPORTANT THAT THE MINUS SIGN (-) IS ENTERED BEFORE THE SPECIAL CODES; OTHERWISE, THEY CAN BE CONFUSED WITH AN AMOUNT.

*Example:*

Q.1	Q.2	Q.3	Q.4
CROP	Important crops grown and harvested	Total output  Enter in Quintals  (1 Quintal = 100 Kg.)  -77=NK -79=Refused to answer	Value of output sold in the last agricultural year  Enter in Rupees.  -77=NK -79=Refused to answer
Crop 01	[ _ _ ] Specify _____	[ _____ ]	[ _____ ]

As in Q.3 and Q.4 from the example, when questions ask for amounts that are expected to be large, the paper questionnaire will not show the number of digits, but instead you will see a plain line [ \_\_\_\_\_ ], which means that the question allows for large numbers.

## 5. Roster questions

Several questions are in the form of a matrix or table. This is usually the case when we are asking the same questions about several different people or things (e.g. household education). Rosters are usually asked row by row, unless an instruction asks you to ask by column (e.g. food consumption), and then ask per row.

*Example:*

Q.1	Q.2	Q.3
ID of household member  [PREFILLED FROM HOUSEHOLD ROSTER]	Household member name  [PREFILLED FROM HOUSEHOLD ROSTER]	Has [HHM] ever attended or is he/she currently attending school?  00=No 01=Yes

		77=NK 79=Refused to answer
[ _ _ ]	[ _ _ _ _ _ ]	[ _ _ ]

## 6. Pre-filled questions

In CAPI, you will find some questions that are already pre-filled with answers from Round 4. This round they have been added in CAPI for two purposes:

- To help you make sure that the responses you will get for certain questions are consistent with what was collected in the previous round. They work as hints to give you more fluency while you are asking these questions.
- To check if there has been any changes between last round and this round. If there have been any, then they need to be updated by the fieldworker. For example, all the details of each household member are prefilled for those who lived in the household in Round 4, so that this round the questions were designed and programmed for you to check if this information is still valid and update it accordingly.

*Example:*

Q.1	Q.2	Q.3	Q.4
ID of household member  [PREFILLED FOR PHHM's]	Full name  [PREFILLED FOR PHHM's]	Age in R3  [PREFILLED FOR PHHM'S]	How old is [HHM]?  Enter in completed years  00=Less than 1 year  -77=NK
[ _ _ ]	[ _ _ _ _ _ ]	[ _ _ ]	[ _ _ ]

In this example taken from the household roster, Q.1 to Q.3 were prefilled for the previous household members (PHHM's), and will be updated with the new members added at the bottom of the table. The updated details of this table will be used to identify and code all household members, so that for later questions referring to the current household members – as in the example of the roster questions, these will be automatically prompted in CAPI.

Then Q.4 asks the current age of all of them. As explained above, Q.3 was included in the questionnaire as a reference when Q.4 is asked, so that you could be aware if the respondent replies with a current age that, for instance, has more than 3 years of difference from the one reported in Round 4 (carried out approximately 3 years ago).

## SKIP PATTERNS

The default sequence of asking the questions throughout the questionnaire is to follow the numbering; that is, once you have completed the question you just move on to the next one. However, many sections have skip patterns to be followed depending on the answers reported in one or more questions. The symbol used to warn you of a skip in the paper questionnaire is “► Skip to...” after a response, which indicates you which is the next question to be asked.

*Example:*

Q.21	Over the last 12 months, have you or anyone in your household worked for the NREGS?	
	00=No ► Skip to Q.28	[ _ _ ]
	01=Yes	
	77=NK ► Skip to Q.28	

If the response to Q.21 is 00=No, you should record the answer and move onto Q.28; whereas if the answer is 01=Yes, you should record the answer and ask the next question (in the example, Q.22). In CAPI, all the skip patterns will be programmed, and therefore, you will see that all the questions to be skipped will be disabled (Q.22-Q.27 here) until you reach the question that you were supposed to ask next (Q.28 here).

You may also find skips to other sections, which means that all the remaining questions in that section will be disabled by CAPI, and you should click on the next screen tab. Be aware that if you are in a sub-screen, you should close it first and then move on to the next screen.

*Example:*

Q.6	Do you have any assets (owned, rented, or borrowed) that allow your household to work and generate income?	
	00=No ► Skip to next section	[ _ _ ]
	01=Yes	
	77=NK ► Skip to next section	

Finally, you may also find skips to other parts of the questionnaire, such as “► Skip to next row”.

*Example:*

Type of Livestock	Q.2
-------------------	-----

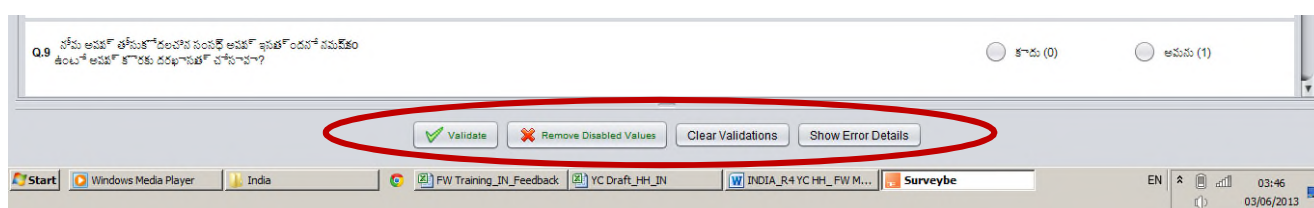
		Has anyone in the household owned any of the following animals at any time <u>in the last 12 months</u> ?
		If NO tick ► Skip to next row
1	Cow (modern variety)	<input type="checkbox"/>
2	Cow (traditional variety)	<input type="checkbox"/>
3	Calves	<input type="checkbox"/>

## VALIDATION CHECKS

In CAPI, after finishing each screen, you must verify that it is complete and that all questions have been entered correctly, including sub-screens, tables and sub-tables, within that given screen.

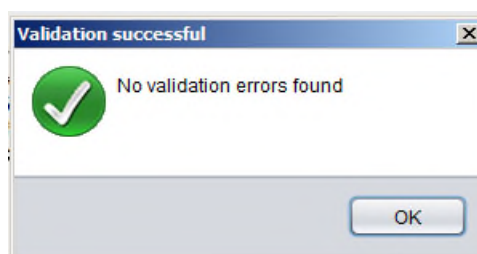
In order to do this, you will find four buttons on the bottom of each screen.

Figure 1: VALIDATION BUTTONS IN CAPI



**Validate:** Runs consistency checks on the answers entered throughout a given screen. If all the questions in the screen, including sub-screens, tables and sub-tables have been properly completed, you will see a message confirming this, and you can move on to the next section.

Figure 2: CLEAN SCREEN MESSAGE



However, if CAPI finds any inconsistency or blank question – an omission is considered an error –, it will flag the question with either an error or a warning message next to those questions with actual and potential errors, respectively.

An *Error* will display a red error message and ask the interviewer to change the response in order to meet the validation criteria. For instance, if you enter by mistake that the YL Child is 36 years old, when you validate this screen, an error symbol (i) will flag the question with a message telling you that the age you entered is more than 3 years old than in Round 4.

**Figure 3: ERROR MESSAGES**

Mem	Q.1 Previous ID	Q.2 Name	Q.3 Sex	Q.4 Relationship to the Head of Household	Q.5 Age (years)	Q.6 What is the member's current residential status?	Marital Status	Labor	Delete
1	11	Steven Wise	Male (1)	Head (1)	<span style="border: 2px solid red; padding: 2px;">i 36</span>	Current M	Marital Status	Labor	✗
2	12	Louise Wise	Female (2)	Spouse (2)	Age is more than one year different from last year. Please check your response.				
3	13	Thomas Wise	Male (1)	Own child (3)	4	Current M	Marital Status	Labor	✗

**REMEMBER:** CAPI WILL READ EMPTY QUESTIONS AS ERRORS TO MAKE YOU NOTICE THAT YOU ARE LEAVING BLANKS THAT SHOULD BE FILLED IN.

A *Warning* will display a yellow warning message for you to review a particular response. It doesn't require you to change it as in the case of the *Error* message.

**Figure 4: WARNING MESSAGES**

Mem	Q.1 Previous ID	Q.2 Name	Q.3 Sex	Q.4 Relationship to the Head of Household	Q.5 Age (years)	Q.6 What is the member's current residential status?	Marital Status	Labor	Delete
1	11	Steven Wise	Male (1)	Head (1)	37	Current M	Marital Status	Labor	✗
2	12	Louise Wise	Female (2)	<span style="border: 2px solid yellow; padding: 2px;">i Brother / Sister (7)</span>	36	Current M	Marital Status	Labor	✗
3	13	Thomas Wise	Male (1)	Relationship to Head of Household is different than last visit. Please check the response for accuracy.					

**Remove Disabled Values:** Sometimes after you validate a screen, you may realise there is some mistake in any of the questions and therefore you should correct it. However, it may be the case that this question was linked to other questions through a skip pattern. Then, it could be the case that some questions you had filled in, should have actually been skipped. Instead of manually removing

the answers from each of these questions, you can use “Remove Disabled Values” to automatically remove them for you.

**Show Error Details:** If you want to locate which are the questions that have been flagged by the validation checks, you can click on this button and it will show you the type of validation, the message prompted and the path where you can find it. If you want to go through each of the errors, click on “Locate” next to the error you want to review and it will take to that question.

The validation checks must be done immediately after each screen is filled in, so that if something was unclear while going through any screen or after completing the interview, you should make sure you ask and get everything clear before you leave the house.

## ENTERING TYPE-IN DATA IN CAPI

- ENTER

When entering numerical data into CAPI, make sure you hit the ENTER button after you have finished completing each cell. This will make the program update any skip patterns, or make any calculations that will help you complete the following questions/screens/interview.

- TAB

Also notice the use of the TAB key. This key will allow you to move to the next space that requires a type-in answer without the use of the mouse which will facilitate the completion of the interview greatly.

## WHAT TO DO WHEN YOU HAVE DOUBTS

In the Indian context, each interview is usually completed after more than one visit to the household. Then, if after speaking with the respondent and probing his/her answer, you still have doubts about any question (e.g. unclear meaning or concept, phrasing is understood in different ways, response given does not fit in the codes provided, etc.), you may leave the question blank **temporarily**. Take notes following the template in Box 5, as it will help you remember exactly which the issues for each question were. Then validate this screen and you will see an error message next to it. Leave it there and go ahead with the next section, as this message will flag the questions you are leaving blank or with any other errors that you could not solve on the spot.

### Box 5: FIELD NOTES TEMPLATE

Write down any queries or comments you may want to ask your supervisor, so that you can review them together and address them accordingly. Enter the corresponding Child ID, the screen you are stuck on, the question according to the numbering in CAPI (not from the paper questionnaire) and your comments. Later on, once you clarify your queries, write down what was the decision taken to address it.



Child ID	CAPI Screen	CAPI Sub-screen	CAPI Question #	Comments	Follow-up

Don't spend too much time explaining as this template is supposed to help you organise quick notes rather than to ask you for long explanations. Your comments and follow-up should be concise, but clear enough for you to remember what the issue was when you discuss with your supervisor.

**Example:**

You are filling in the *Individual Activities* section and you cannot remember under which activity category the students belong. In that case, you will note down as follows:

Child ID	CAPI Screen	CAPI Sub-screen	CAPI Question #	Comments	Follow-up
010101	Employment and Earnings	Most important activity	Q.1	How to code students	Use code 17

Once you discuss with your supervisor and clarify your queries, you go back to the flagged questions and enter the correct answers, **but never leave them blank permanently**. After entering the appropriate answers, validate again the screen and move on if you get the message of *No validation errors found*.

It is important that you understand that each question of the questionnaire has been carefully designed with a particular purpose, and has passed a series of revisions to adapt them to the local context. Therefore, just because something does not seem clear to you, it means that it does not apply and therefore should be left blank or dropped. Always discuss with your supervisor, so that he can provide you an accurate clarification of the purpose of each question.

**REMEMBER:** DO NOT USE THE *CLEAR VALIDATIONS* BUTTON JUST TO MAKE YOUR SCREEN LOOK CLEAN WHEN IT IS NOT. THIS WILL ONLY CREATE CONFUSION AND WILL NOT HELP YOU CLARIFY YOUR DOUBTS AND ENTER THE CODES THAT REFLECT CORRECTLY THE RESPONDENT'S ANSWERS. REMEMBER THAT FIELDWORKER VALIDATIONS ARE ONLY THE FIRST STAGE OF A SERIES OF VALIDATIONS, WHERE THE NEXT ONE WILL BE DONE BY YOUR SUPERVISOR. THEREFORE, SOONER OR LATER, THE ERRORS WILL COME UP AND YOU WILL HAVE TO GO BACK TO THE HOUSEHOLD AND AMEND THEM ANYWAY. THEN, BETTER SOONER THAN LATER

Finally, at the end of each daily journey, when you come back to the mandal headquarter, you will meet your supervisor for him/her to copy a back-up of the interview files that you have worked on during that day, **regardless of whether they are complete or not**. It is very important that he keeps a backup of all the interviews worked during the day because if anything happens to your laptop or your files, you would lose all the information collected from those interviews.

## SUBMITTING COMPLETED INTERVIEWS

After completing all the sections of a questionnaire and checking with your supervisor if you have any doubts, you must sign and date the questionnaire. You will have been provided with a unique code identifying you as a fieldworker. In CAPI, in the *Data Handlers* screen, enter the date and time you are submitting the completed interview (Q.1) and your Fieldworker ID (Q.2).

Figure 5: DATA HANDLERS

You should sign **only after you have completed and checked the questionnaire thoroughly**. Signing the questionnaire shows that you have checked for any problems and solved all your doubts, and therefore, the questionnaire has been completed. The signature is a sign that you take responsibility for the quality of the questionnaire. You must be clear about all the information you collected before handing in your interview file to your supervisor and, most importantly, before leaving the sentinel site.

All completed questionnaires must be submitted to the supervisor for him/her to validate the entire interview. Errors detected must be corrected by revisiting the household, if needed. Interviewers are forbidden to change or repair data without consulting their supervisor or re-interviewing the household. Once the questionnaire is amended, you should enter the date and time, and then you will hand in the interview file to your supervisor for him to validate again the entire interview.

**REMEMBER:** YOU MUST NEVER, UNDER ANY CIRCUMSTANCE MAKE CHANGES IN A COMPLETED QUESTIONNAIRE WITHOUT CONSULTING WITH YOUR SUPERVISOR OR RETURNING TO THE HOUSEHOLD TO ASK THE RESPONDENTS THE SAME QUESTIONS AGAIN.

## THE ROLE OF THE SUPERVISOR

You should always follow the instructions given to you by your supervisor, who will be in permanent contact with the country Field Coordinator. S/he will assign your work at the beginning of fieldwork in each sentinel site. In order to provide clearance that the data collected is clean, the supervisor will carry out the following checks in the field:

- S/he will examine in detail all questionnaires filled-in by you to verify that each interview has been carried out properly and in full. After validating the entire interview, s/he will then ask you to return to the household to recollect any missing or wrong data if needed.
- S/he will make random visits to some of the households that you have already interviewed to make sure that you went to the correct addresses and to re-ask a few questions in the questionnaire as a basis to assess the reliability of the data we are collecting.
- S/he will observe 2 or more of your interviews per sentinel site to evaluate your method of asking questions. You will not be informed of this in advance.
- Every day s/he will meet with the team to discuss the work and will make regular reports to the Fieldwork Co-ordinator on the progress of the work.

Your supervisor is the link between you and CESS, and you should work closely together. Just as you will receive instructions from her/him, you must inform her/him of any difficulties or problems that you encounter. For instance, if an index child has moved to a different district where another supervisor is working, then you should inform your supervisor for her/him to inform as well to the Field Coordinator for the corresponding arrangements.

**REMEMBER:** ONLY WHEN YOUR SUPERVISOR IS SATISFIED WITH YOUR WORK, S/HE WILL SIGN (ENTER HER/HIS DETAILS) IN THE DATA HANDLER OF THE INTERVIEW.

## **ROUND 5**

### **FIELDWORKER**

### **MANUAL**

### **OLDER COHORT**

### **CHILD QUESTIONNAIRE**

August 2016



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## INTRODUCTION

This manual is a guide to the methods and protocols you will follow while you are in the field. Its aim is to help you both during training and fieldwork.

Your duty as a fieldworker will mainly involve the following tasks:

- a) Administering the questionnaires to adults and children using a Computer-Assisted Personal Interviewing (CAPI) programme.
- b) Assisting your supervisor with anthropometric measurements of children and mothers
- c) Assisting your supervisor with different cognitive developments test for children

This manual will also give you detailed instructions and explanations of each question you will ask. Please read it carefully and early enough to ask any questions or doubts that you may have regarding the questionnaires or the protocols explained in this document.

While you are on the field, take it always with you as it may be useful in case you need to refresh concepts or procedures explained during the training.

This questionnaire is administered directly to the Older Cohort Index Child. Note that while the sample individuals, who are about 22 years old, are no longer children, in this manual we will refer to them as 'Index Child' or 'YL Child' following previous rounds conventional terminology. The purpose of this questionnaire is mainly to gather information on the Index Child experiences (e.g. of schooling, work), as well as to get their activities and life-history (e.g. time use, work activities, mobility, etc.).

If possible, please find a quiet space and make sure the respondent is comfortable, not distracted, and where s/he feels at ease.

## PART II: CHILD QUESTIONNAIRE

### DATA HANDLERS

#### *Location information of child interview*

In this survey round, fieldworkers are required to gather GPS coordinates for all index children (both YC and OC) who are not at the time of the interview located where the relevant household is. The way of administering this section is the same as for the household questionnaire (preliminary interview)

#### **Q.1: Geographic coordinates**

The GPS coordinates should be taken for ALL residences where OC children are located. The reference point to read the GPS (East and North points) is located 1 meter in front of the main door of the house.

#### **Q.2: Cluster ID (Sentinel site): OBSERVE**

If the child has moved to a locality outside the Young Lives sentinel sites, make sure you write correctly the correlative number assigned to the new mandal.

#### **Q.3: Community ID: OBSERVE**

If the child has moved to a locality outside the Young Lives community, make sure you write correctly the name of the new locality.

#### **Q.4: Is this new non-[YL Child] LOCALITY urban or rural?**

This question is answered by observation and can be filled-in later in the mandal headquarter when s/he has access to the official definition of urban and rural areas.

#### **Q.5: Is it possible to link this urban locality to a nearby urban YL Community?**

*Nearby urban YL Community* refers to an urban YL locality within an 8 km radius, where a Community questionnaire has been administered in previous rounds or is being administered in this round.

#### **Q.6: Is it possible to link this rural locality to a nearby rural YL Community?**

*Nearby rural YL Community* refers to a rural YL locality within a 5 km radius, where a Community questionnaire has been administered in previous rounds or is being administered in this round.



**Q.7: Enter the Community ID of this nearby community.**

If it is possible to link the new non-YL locality to a nearby locality where a Community questionnaire has been administered, then enter its ID here.

**Q.8: Enter the new Mini-Community ID.**

If the household is located in a community for which a mini-community questionnaire will be administered, the relevant mini-community ID will need to be entered here.

**Q.9: Region of residence – OBSERVE.**

It is most likely that if the region is different from Coastal Andhra, Rayalaseema or Telangana, it should be a neighbouring area. Please make sure you specify correctly the name of the region or state.

**Q.10: Date of interview**

**Q.11: Fieldworker ID**

**Q.12: Date of Supervisor Check**

**Q.13: Supervisor ID**

## SECTION 1 – MOBILITY

### PURPOSE

This section intends to collect YL Child's movements to a different locality since Round 4 (2013/2014) for 1 month or more (or that are expected to last 1 month or more). The only exceptions are the temporary movements that occur for holiday trips. Those holiday trips should NOT be registered. This information is then used to analyse migration issues related to YL Child.

### DEFINITIONS

- **Locality / community:** The concept of locality remains open to what the respondent considers his/her locality is. Typically, administrative areas such as wards in urban areas and villages in rural areas are considered a "locality".
- **Movement:** Any change of residence situated in a different locality / community for at least 1 month (or that is expected to last for at least 1 month). This excludes temporary movements which take place during school/college/university's holiday periods, after which the child returned to his/her original place of residence.

Example: An OC Girl got married and moved to her mother-in-law's house located in a different village, this is considered a move. However, in this example, if her mother-in-law's house would have been located in the same village, this would NOT be considered a move.

### INSTRUCTIONS

This section begins with a filter question that will enable a full mobility table. In CAPI, the fieldworker will have pre-filled information from Round 4 that will ease the administration of the section.

**Q.1: Have you moved to a different locality for at least 1 month (excluding holiday trips) since our visit in [MONTH AND YEAR OF R4 INTERVIEW]?**

This is the filter question of this section. If the child moved only once and it was less than one month ago, but expects to stay there temporarily, you should enter "01=Yes".

Holiday trips are defined as trips that are meant for leisure; trips that involve any form of work (unpaid, paid, formal, or informal) are NOT considered a holiday trip.

Example: An OC boy has gone to the district capital for temporary work during a time when there is little agricultural work. He left two weeks ago, but plans to stay in the district capital for a total of 3 months. This is considered a movement and the answer to Q1 should be coded "01=Yes". However, if he plans to stay in the district capital for only 3 weeks, and he had not moved for at least one

month at any other point since 2013-14, the answer should be coded “00=No”, as in total he will not have been away for at least one month when he comes back from this trip.

While holiday trips are excluded from the movement history, instances where Index Girls moved to parental household to deliver their babies should be recorded in the in the movement history table.

In the case that the *Index Child* has not moved to another locality during this period, register “No=00” and skip to the next sub-section.

***Administer the table of Mobility History row by row. Start by asking for the latest movement first. Add as many rows as necessary.***

**Q.2: In which year did you move?**

Remember that the range of years is from 2013 to 2016. If the child does not know the year of the movement, enter 9999.

**Q.3: How long did you stay in this location?**

Enter the number in completed months. If the respondents answers in years, convert the response into months by multiplying the figure by 12.

Enter “00” for current location regardless of length of stay or intent of staying further. This means that the latest movement must be the one in which he/she currently lives and should be coded as 00.

REMEMBER. The migration table should always have a 00 in this question for the latest movement.

**Q.4: Where did you move to?**

This question intends to capture approximately how far the child went in each of her/his movements. The information to be collected includes movements within the same mandal, as well as to other districts, states and even other countries.

**Q.5: What type of locality did you move to?**

This question informs on what type of location the Index Child moved to in terms of how central and urbanised it is, as well as roughly how far it is from the original location.

**Q.6: Who did you move with?**

Tick all that apply. No other options should be selected if “00=moved alone” is selected.

In CAPI, notice that if you select ‘Moved alone’ the rest of the options will get disabled.

**Q.7: What were the two most important reasons for moving?**

The purpose is to register the two main reasons why the Index Child moved. In case that the reasons given by the respondent do not correspond with the codes of the survey, register the

option “Other (specify) (38) and write down the reasons that the respondent specifies. In case that the respondent only specifies one reason, register “NK=88” for the second reason.

Table 1 below provides some clarifications for the appropriate response codes for some of the likely more tricky cases:

**Table 1: REASONS FOR MOVING**

Movement to do with	Specific reason	Appropriate code
Land	<i>Index Child</i> went to look for any type of land (owned, rented, leased, etc.) or had already bought land and went to the location where the new land is.	16 = To look for land
Training/Work	<i>Index Child</i> was appointed to a new job and transferred to a new location for the job. <u>After</u> moving but <u>before</u> starting the new job the <i>Index Child</i> was given some training.	04= Transferred on a job (First reason) 06= For training (Second reason)
Marriage/spouse	<i>Index Child</i> moved in order <u>to get married</u>	12 = Marriage
	<i>Index Child</i> was <u>already married</u> AND moved to follow spouse	21 = To follow spouse/partner
Pregnancy	<i>Index Child</i> was pregnant and moved in order to have access to a better hospital	25=Pregnancy / birth of a child (First reason) 09=To seek medical treatment (Second reason)
	<i>Index Child</i> was pregnant and moved in order to stay with/be closer to her parents/family.	25=Pregnancy / birth of a child (First reason) 23=To join or to be close to family (Second reason)
Disputes	<i>Index Child</i> went to stay with relatives because of a dispute	28=Other family problems 23=To join or to be close to family (Second reason)
	Disputes with spouse: 1) Have a dispute and move together 2) Move together (no dispute) 3) Move to different locations because of a dispute 4) Move to different locations (no dispute)	1) 26=Forced to move by spouse / partner 2) 21=To follow spouse/ partner 3) 13=Divorce/separation 4) Reason for moving apart e.g. 04=transferred on a job
Conflicts	Conflicts that involve violence/security risks	30=To escape war, violence, crime
	Conflicts that are NOT a security threat for the <i>Index Child</i>	33=Conflict in the community (clashes within the community /

neighbours)

**Q.8: Before moving, did you know anyone at the location that you were moving to?**

This question seeks to find out if the Index Child had known anyone in the locality to which he/she was moved BEFORE moving there (support system/network). If he/she answers “No=00”, skip to the next row. It is very important that the respondent understands that we are not asking about people whom the respondent met after moving to the locality, but rather, who the respondent knew BEFORE s/he moved.

**Q.9: Whom did you know BEST in the location that you moved to?**

This question seeks to find out if the Index Child had someone in that locality that he/she could consider as a support. The respondent should think about all of the people whom s/he knew BEFORE moving to the location and name the person h/she was closest to BEFORE moving. If the respondent knew different people just as much, ask him/her to think of the person he/she considered could provide him/her with the most support.

## SECTION 2 – SUBJECTIVE WELL-BEING

### PURPOSE

The purpose of this section is to compare the current subjective well-being of the *Index Child* with respect to 2013/2014 (when we interviewed them for the Round 4). By comparing the locality in which he/she currently lives to that where he/she lived in 2013/2014, we seek to find out if the *Index Child* lives better now compared to before. For example, the *Index Child* may have better access to work in his/her current locality because there he/she has better connectivity with a big city where it is easier to find a job compared to where he/she used to live in 2013/2014.

### INSTRUCTIONS

#### **Q.1: Are you living in the same location as in [MONTH AND YEAR OF R4 INTERVIEW]?**

If the answer is “Yes=01”, skip to question Q.3. Please make sure that the answer to this question matches the answers in the Movement History section: if the child is currently living in a different location from 2013/2014 according to the movement history, the answer here should be “Yes” and vice versa.

#### **Q.2: How long have you been in the current location?**

In case that the Index Child moved to a different locality since 2013/2014, ask for how long has he/she lived in his/her current location. Register the number of months.

The next group of questions seeks to compare different aspects of the Index Child’s life at present to his/her life in 2013/2014. Note that the questions are about how the Index Child personally experienced these different aspects rather than how these aspects were/are in an “objective” sense. For example, if the locality in which the Index Child currently lives has great schools, but the Index Child cannot access them, (e.g. because they are too far or because his/her grades are not good enough) then for the Index Child access to education can be bad even-though for some others in the community it is good.

The questions should be answered by all Index Children, irrespective of whether they currently live in a different locality than in Round 4. Depending on Q.1, you should phrase the questions in the following ways:

- If the YL Child is in a different location than in Round 4 (Q.1=NO), ask the *Index Child* to compare the location where s/he lived in 2013/2014 to the one s/he lives in now (at the time of the interview).

- If the YL Child is living in the same location as in Round 4 (Q.1=YES), ask the child the compare the same location in 2013/2014 and now (at the time of the interview).

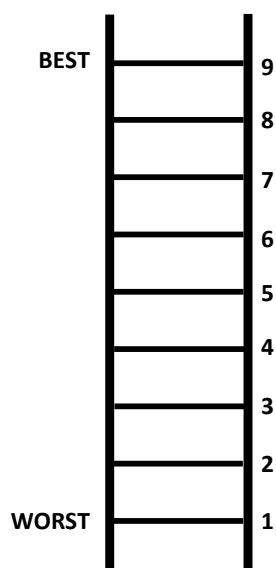
Show the Index Child the Ladder Card, as shown in

Figure 1, and explain: that there are nine steps in this ladder. Tell him/her that the ninth step, located in the upper part of the ladder, represents the best possible score, and that the bottom part of the ladder represents the worst possible score. Then tell him/her that you will mention different aspects of his/her current and past locality (access to education, access to jobs, etc.) For each aspect, s/he must look at the ladder and say in which step of it the mentioned aspect is located for both times: (a) currently and (b) in 2013/2014. Make this exercise row by row.

For example, the *Index Child* may have better access to work in his/her current location because there he/she has better connectivity with a big city where it is easier to find a job compared to the place where he/she used to live in 2013/2014. In this case, the *Index Child* will be located on a higher step CURRENTLY than in 2013.

It is very important that you allow the *Index Child* to point to the step on the ladder rather than just saying a step. PLEASE DO NOT RECORD THE STEP UNTIL THE INDEX CHILD HAS POINTED TO THE STEP ON THE PROMPT CARD.

Figure 1: LADDER CARD



The comparison is between the Index Child's current experience and his/her experience in 2013 in relation to a number of key like domains such as access to education, access to jobs, etc. There are two possible cases:

- 1) Index Child moved since 2013/14: the comparison is between the two locations in relation to each of the domains.

- 2) Index Child did not move since 2013/14: the comparison is between how things were in relation to each of the domains in 2013/14 and how they are now (i.e. same location but change over time).

The domains that we ask about include:

1. **Opportunities for education:** implies that there are schools, universities or vocational institutes/colleges in the locality. It can also involve access to BETTER EDUCATION.
2. **Opportunities for work:** implies employment opportunities. It can also involve access to BETTER JOBS (jobs with better working conditions, better salaries, transnational companies, more market competition, etc.).
3. **Wealth/Income:** refers to the family's economic well-being as perceived by the *Index Child*.
4. **Access to health services:** implies that the locality has health centres. It can also involve access to BETTER HEALTH CENTRES (modern infrastructure, better medical teams, greater number of doctors available, etc.).
5. **Quality of housing:** it refers to the materials of which the housing is built (roof, walls and floor's materials), to the inside equipment of the housing (furniture, appliances, etc.), to the public services with which the housing counts (water, electricity, etc.) and to additional services (Internet, Cable TV).
6. **Safety:** (it refers to the level of security perceived by the index child; both out on the streets as well as at home. Criminality and gang activity are examples in which safety can be affected. The presence of security agents (policemen or private security) is also an important factor to take into consideration in this point.)
7. **Sanitation facilities:** this refers to the existence of health facilities for the household. The presence of plumbing and toilets are some examples that may be included in this question.
8. **Access to safe water:** It refers to accessibility to drinking water which is neither contaminated nor stored in a way that it may carry diseases)
9. **General living environment:** the following aspects are considered in environmental quality:
  - (a) air quality (for example, presence of pollution, toxic gases, etc.)
  - (b) ambient noise (for example, presence of noise due to cars in the city)
  - (c) cleaning (for example, presence of trash in the streets)
  - (d) infrastructure and media



- (e) water and soil quality
  - (f) presence of natural resources (plants, animals, food)
  - (g) aesthetics and recreation (for example, the presence of natural landscapes)
10. **Support from neighbours:** the provision of help and support (does not have to be economic only, can be e.g. emotional) by neighbours of the locality where the *Index Child* lives.
  11. **Support from friends:** the provision of help and support (does not have to be economic only, can be e.g. emotional) by friends of the locality where the *Index Child* lives.
  12. **Support from Government:** i.e. whether there are government institutions operating in the locality in ways that benefit the *Index Child*, his/her family or people considered important to him/her. It may be the case that the *Index Child* considers that the support given to the whole community is important to him/her.
  13. **Support from NGOs/Local Associations (PRI, Panchayat institutions, etc.):** i.e. whether there are NGOs/Local Associations (such as PRI, Panchayat institutions, etc.) operating in the locality in ways that benefit the *Index Child*, his/her family or people considered important to him/her. It may be the case that the *Index Child* considers that the support given to the whole community is important to him/her.

**Q.3: Where on the ladder would you place the locality where you CURRENTLY live, in terms of:**

Say the item out loud so that the *Index Child* can think in which step he/she will put him/herself today. Register the number of the step.

**Q.4: Where on the ladder would you place the locality where you lived 3 YEARS AGO, in terms of:**

With respect to the same item, make the *Index Child* to remember where it would have been located in 2013. Register the number of the step.

NOTE: All of the items have a POSITIVE meaning. For example, if the *Index Child* believes that now is better than before, then he/she will be located on a higher step of the ladder compared to 3 years ago. When naming each item explain well what each item means so that the *Index Child* can make a better assessment before taking a decision. Remember that there are no correct or incorrect answers, it is just the assessment that the respondent has with respect to the issue that is mentioned.

## SECTION 3 – EDUCATION

### SUB-SECTION 3.1 – EDUCATION HISTORY

#### PURPOSE

The purpose of this section is to register the educational history of the *Index Child* since the last time that he/she was interviewed (2013/2014) until the current year (2016/2017). For that, we want to know if the *Index Child* was studying every year on a regular basis (for more than 6 months), the year in which he/she was every year and the school in which he/she was enrolled.

#### DEFINITIONS

- **School/ educational institute/ university types:** Refers to the administration of the institutions:

School type	Definition
<b>Private (unaided)</b>	Private-run schools
<b>NGO/Charity/Religious (not-for-profit)</b>	Schools run by NGO's or by religious organizations
<b>Public (Govt)</b>	Government-run schools
<b>Informal or non-formal community</b>	Community-run schools
<b>Charitable trust</b>	Schools run by charitable trusts such as Sathia Seai Baba
<b>Bridge School</b>	Schools meant for drop-out children to re-join formal schooling after fulfilling certain criteria such as age appropriateness
<b>Mix of public and private</b>	

## INSTRUCTIONS

Before beginning with the education history, you will have pre-filled information from Round 4 that will help you with the administration of the section. The following is an example of the type of background information you will get in the CAPI program.

Educational History

SAY: I would like to ask you about your educational history since the last time we came to see you in 20 October 2013

In 20 October 2013, YL Child was enrolled in:

Grade in R4: University degree (graduate).

School Code in R4: 2795.

School Name in R4: SIR CRR COLLEGE FOR WOMAN VATLURU ELURU.

### Q.1: Academic Year

This question is pre-filled with all of the years for which education history needs to be collected.

### Q.2: In which grade/type of programme are/were you enrolled?

Ask about the grade in which YL child was enrolled in in that specific year. If YL Child was not enrolled in any program or grade for the whole time between 2013/14 to 2016/2017, enter "00=None" in all years. Notice that in this case, you should not administer the following section: current education. In CAPI, 'current education' will be disabled automatically for such cases.

### Q.3: Did you successfully complete this grade?

For each one of the grades in which the YL Child was enrolled in, ask about the final outcome in terms of completing the grade. There are four possible answers:

- 01= Yes, completed grade → for those who completed the grade successfully
- 02= No, failed grade
- 03= No, dropped out and failed to complete year
- 04= Currently attending grade → for those attending any specific grade in the school year 2016/2017

### Q.4: Are/Were you enrolled in the same school as in the previous year?

This question asks if the YL Child has changed schools from one year to the other. This is done in order to avoid collecting school information for the same school repeated times. There could be some cases when YL Child has not changed schools since he/she was in pre-primary or Grade 1.

To avoid not collecting any information about the schools, in CAPI you will see that the final row (academic year 2013-2014) does not have a skip for this question. This means that you will ALWAYS collect school information for this academic year.

**Q.5: What type of school/educational institute/university is/was it?**

This refers to the ownership of the school. Please refer to the definition provided at the beginning of this section.

**Q.6: State where school / educational institute / university is located**

Use the drop-down list and select the state in which the educational institution is located. If it is not located in an YL area, the state will not appear in the dropdown list. In this case, please make sure to enter 98 and fill in the Specify field.

In CAPI you will be shown a pop-up box to type in the name of the State when you select code 98.

**Q.7: District where school / educational institute / university is located**

Use the drop-down list and select the district in which the educational institution is located. If it is not located in a YL area, the district will not appear in the dropdown list. In this case, please make sure to enter 98 and fill in the Specify field. Please make sure to spell the name of the district correctly so that it can subsequently be coded easily.

In CAPI you will be shown a pop-up box to type in the name of the District when you select code 98.

The screenshot shows a software interface with a dropdown menu at the top right labeled 'District not on list (98)'. Below it are two more dropdown menus, both labeled 'Please select...'. A pop-up window titled 'Other Value' is open in the center, containing a text input field labeled 'Enter Other value' and two buttons: 'Ok' and 'Cancel'.

**Q.8: Name of school / educational institute / university in YL area**

This question provides a drop down menu with the names of the schools per district reported in Round 4. If the school name is not listed, enter 9999=Not listed. In that case Q.9 is enabled, where the name of the school can be written down. There will be many cases in which the school name will not appear in the dropdown list. This might be because the school was not captured in Round 4 (even if it is in a YL area) or because the school is not located in a YL area. In all cases it is very important that you fill in Q.9.

**Q.9: Specify name of school / educational institute / university**

Please spell the name of the school as accurately as possible so that it can subsequently be coded easily.

**Q.9: Specify code of school / educational institute / university**

Please spell the name of the school as accurately as possible so that it can subsequently be coded easily. Enter -9999 if the school/educational institute/ university does not have a code.

## SUB-SECTION 3.2 – CURRENT EDUCATION AND SCHOOLING EXPENDITURE

### PURPOSE

The purpose for this section is to capture some basic information relating to the education of the *Index Child*. This includes education related expenses, absenteeism, level of education attained, as well as current education status (whether in full-time education).

### INSTRUCTIONS

#### Education expenditure

Q.1: During the last academic year, how much I did you spend on (in Rupees):

This question aims to collect disaggregated information about education expenditure related to direct payments to the school. Specifically, the idea is to gather the amounts spent on:

- 01 Registration
- 02 Examination
- 03 Tuition fees
- 04 Payment to schools, parents association, donations, etc. → which involve all other payments made directly to school

The fieldworker should make an effort to estimate all these costs, but in cases where any of these categories cannot be disaggregated or when the respondent does not know how much was spent on any of these categories, enter code -77=NK. If this situation occurs, the fieldworker will have to ask for the total amount paid to school in the following question. Otherwise, if the respondent is able to estimate all the different costs, Q.2 should be skipped.

In CAPI, this means that as soon as you write code -77 for any of the items in Q.1, Q.2 will be enabled.

For example, if the respondent paid for examination together with his/her tuition fees (both 900 Rupees), and does not know how much the costs of examinations exactly were, you should enter -77 for both these categories:

**Q.1. During the last academic year, how much did you spend on:**

01	Registration	1500
02	Examination	-77
03	Tuition fees	-77
04	Payments to schools/educational institute, university, parents associations, donations, etc.	600

**Q.2 How much did you spend in total on payments to school/ educational institute/ university during the last academic year? (Enter in rupees) :**

(this amount is estimated by adding: 1500+900+600)

Notice that there could also be the extreme case where the respondent paid a bulk payment that includes all the different payments to school without the possibility of disaggregating them. In this case, you should enter -77 to all items in Q.1 and collect the total payment to school in Q.2

**NOTE:** If the *Index Child* was not in school in the last academic year, please ask about amount spent in the last academic year in which the *Index Child* attended school. You can use the information collected in the Education History to verify which year that is.

**Q.2: How much did you spend in total on payments to school/ educational institute/ university during the last academic year? (Enter in rupees)**

This question seeks to find out how much the Index Child or his/her family spent on school, institute/college or university-related expenses in total. As explained previously, this question is only asked when the respondent was not able to disaggregate the expenses on all the items in Q.1 – or where there is at least one unknown amount (-77). Payments made directly to the education institution include:

- registration fees
- examination fees
- tuition fees
- other payments to schools (for instance parents association, donations, etc.)

Register the value in Rupees. In cases where that an item includes several items that are paid with different frequencies, calculate the total annual value of them. This total annual value will depend on the period that is considered as academic year which is different for school and universities.

**NOTE:** If the *Index Child* was not in school in the last academic year, please ask about amount spent in the last academic year in which the *Index Child* attended school. You can use the information collected in the Education History to verify which year that is.

**Q.3: How much did you spend on other necessary additional costs not paid to school/ educational institute/ university during the last academic year? (Enter in Rupees)**

This question aims to gather information on all other costs associated to education, but which are not directly paid to school, such as:

- 06 Payment for private tuition
- 07 Food at school/ educational institute/ university
- 08 Transportation (outward and return)
- 09 Accommodation
- 10 Special equipment (e.g. laptops, calculator)
- 11 Other expenditures (e.g. uniforms, books, stationary)

**Funding and absenteeism**

**Q.4: Who paid the total cost of your last academic year's course?**

This question refers to the total cost of the course, not only tuition fees. For each option (Self, Parents, Other household members, other non-household members, scholarship, fee reimbursement), register “Yes=01” or “No=00”. The way the question is set up allows you to select more than one person/ institution that could have paid for the YL Child’s education. Note that a scholarship can include help with any aspect related to last academic year’s course, including, for instance, registration, fees, living costs, etc. What matters is not the type of cost, but the source of the payment. MNAS is one example of a “scholarship” payment.

**Q.5: During the last academic year, have you ever missed school/educational institute/ university continuously for one week or more? (excluding school holidays, national holidays, etc.)**

Ask YL Child if he/she ever missed school for 5 consecutive days or more in the last academic year. If the child did not miss school for more than 5 consecutive days in the last academic year, skip to Q.7. By last academic year we mean academic year 2015/2016. However, if the child was not in school during the 2015/2016 year, ask about the last year in which the child attended school. You can go as far as the 2013/2014 academic year.

**Q.6: During the last academic year, how long was the longest period of time you were absent from school/ educational institute / university? (Enter number of days)**

Record the number of days in which the child missed school for the longest time in the last academic year. Logically, the number of days cannot be less than 5 days.

CAPi will show an error message if this situation occurs and you will have to correct your answer. By last academic year we mean academic year 2015/2016. However, if the child was not in school during the 2015/2016 year, ask about the last year in which the child attended school.

**Current education**

**Q.7: What is the highest qualification/certificate you have attained (including school leaving certificates/transcripts/report)?**

Notice that this question refers to the highest qualification or certificate attained, rather than to the highest grade achieved. The list of options include:

- 00=No certificate (or Pre-school)
- 01=Primary (Class 5)
- 02=Upper primary (Class 7)
- 03=Matriculation certificate (Class 10)
- 04=Senior Secondary school certificate / Intermediate certificate (Class 12)
- 05=ITI certificate
- 06=Diploma in technical education
- 09=University degree
- 10=Post-graduate degree
- 08=Other, specify

**Q.8: Are you currently in full-time education?**

This question seeks to find out if the Index Child is studying full-time in a formal educational programme. A course of 3 or 6 months in an institute/college is also NOT considered formal education, but being enrolled in a vocational career, that eventually leads to obtain an official degree IS considered formal education. If the answer is “Yes=01”, skip to the next section.

**Q.9: Why are you NOT in full-time education?**

In case that the Index Child is not studying full-time, ask why.



## SECTION 4 – FEELINGS AND ATTITUDES

### PURPOSE

We would like to know about the feelings and attitudes of the *Index Child* regarding issues that concern young people of his/her age.

Some of the questions can be quite unusual for the *Index Child*, so please make sure that you pay careful attention and re-read the confusing sentences to the *Index Child*.

It is very important that the *Index Child* understands that there are no right or wrong answers – we just want to know about the feelings, attitudes, hopes and perceptions of the *Index Child*. Often young people can feel that these items are “testing” them and their morals/attitudes/personality. As the result they try to answer in a way that they think is most “correct”. Please pay attention and remind the *Index Child* repeatedly that there are no right answers and they should answer in a way that is most true in relation to them personally.

## SUB-SECTION 4.1 – FEELINGS AND ATTITUDES OF INDEX INDIVIDUAL

### INSTRUCTIONS

#### Q.1:

This question asks the *Index Child*'s opinion on issues that concern young people his/her age: we want to know what the *Index Child* thinks or feels about them. This question concerns issues 01-31.

Please take time to explain the answer codes before starting. For this, show Prompt the Four-Point Scale Card to the *Index Child*. Figure 2 shows this card, which has 4 alternatives:

Figure 2: FOUR-POINT SCALE CARD

Strongly disagree	Disagree	Agree	Strongly agree
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For each sentence, you must show the card to the *Index Child*, so that s/he can select the alternative that best represents his/her opinion on a certain topic (how much does the s/he agree with it). Make sure the respondent fully understands the sentence. Do not influence their final decision. If the *Index Child* does not understand the sentence, you should not try to explain the "meaning" of the

sentence: we do not want to influence his/her opinion. If this happens, please re-read the sentence until the *Index Child* gets the idea.

Before starting, carefully go through the CAPI example to make sure that the *Index Child* is comfortable with the answer codes and understands the difference between them. Please ask the *Index Child* to point to the relevant option on Prompt Card #2 when answering rather than just give you the answer orally.

## SUB-SECTION 4.2– SUBJECTIVE WELLBEING

### INSTRUCTIONS

#### Q.2: Where on the ladder do you feel you personally stand at the present time?

This question is about the *Index Child's* overall assessment of his/her well-being. This question works in the same way as the questions about subjective well-being in Section 2. Nevertheless please go through the instructions on how to answer this type of question with the *Index Child* again. Display the image of the ladder with 9 steps. Explain that the ninth step, the highest, represents the best possible life that the *Index Child* can have, and the lowest is the worst possible life. Make sure the *Index Child* understands that the ladder is about all aspects of life (economic, health, social, personal, etc.), and is a subjective measure of how the *Index Child* feels about his/her life in general. This must not be confused with a simple measure of economic wellbeing. Be very clear about the goal of the stairs.

Please wait for the *Index Child* to point to the step that s/he feels s/he stand on presently. Only then enter the step number in the provided space.

## SUB-SECTION 4.3 – GRIT

### INSTRUCTIONS

The next section asks how much like or unlike the index child's characteristics are based on eight given statements using the options given in the figure below:

Figure 3: GRIT SCALE

Not like me at all	Not much like me	Somewhat like me	Mostly like me	Very much like me
-----------------------	---------------------	---------------------	----------------	----------------------

01	New ideas and projects sometimes distract me from previous ones.
02	Setbacks don't discourage me.
03	I have been obsessed with a certain idea or project for a short time but later lost interest.
04	I am a hard worker.
05	I often set a goal but later choose to pursue a different one.
06	I have difficulty maintaining my focus on projects that take more than a few months to complete.
07	I finish whatever I begin.
08	I am diligent.

## SUB-SECTION 4.4 – SUBJECTIVE WEALTH

### INSTRUCTIONS

**Q.4: Compared to other households here in [NAME OF CURRENT LOCALITY], would you describe your household at the moment as:**

This is a question of perception so you should try to avoid answers like NK, unless the Index Child really cannot compare his/her household with others.

**Q.5: THREE YEARS AGO: Compared to other households here in [ROUND 4 LOCALITY] in [MONTH AND YEAR OF R4 INTERVIEW], would you describe your household at the time as:**

This is a question of perception so you should try to avoid answers like NK, unless the Index Child really cannot compare his/her household with others. If the Index Child has moved, s/he should answer with reference to the locality in which s/he was living four years ago.

**Q.6: Which of the following best describes your household?**

Ask the Index Child how s/he would describe the economic situation of the household in which s/he is living. This question is different from Q.4 as it asks for an overall evaluation rather than just relative to the other households in the current locality.

Please read the answer-codes to the Index Child and enter the answer s/he chooses.

**Q.7: THREE YEARS AGO: How would you describe your household in [MONTH AND YEAR OF R4 INTERVIEW]?**

Ask the *Index Child* about the household's economic situation four years ago. As in the previous case, the interviewer should read the alternatives and enter the code. This question should be answered even if the *Index Child* currently lives in a different household from four years ago: the answer should be about the situation of the household that the *Index Child* was living in four years ago – irrespective of whether it is the same household as today.

## SECTION 5 – EMPLOYMENT, EARNINGS AND TIME-USE

### SUB-SECTION 5.1 – LABOUR FORCE PARTICIPATION

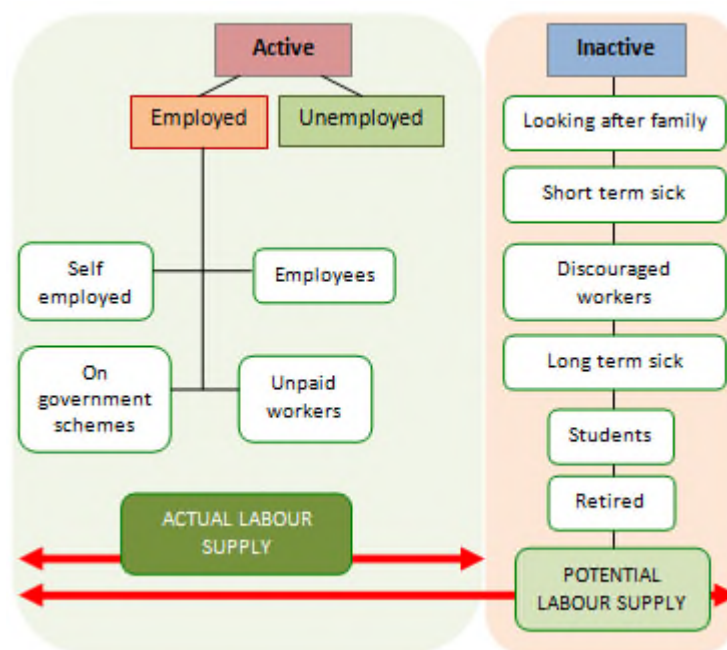
#### PURPOSE

The purpose of this first sub-section of the employment section is to find if the *Index Child* is Economically Active (s/he has a job or is looking for one) or not (he/she is a student or full-time housewife). The reference period for all cases is the last 12 months. In addition, we want to know about the *Index Child's* work experience. This includes his/her work experience, the period in which he/she was unemployed and the means used to find a job. Finally, this section helps us find out the minimum wage that the *Index Child* would agree to accept for a job.

#### DEFINITIONS

This is one of the more complicated sections of the questionnaire, both conceptually as well as in terms of the skip patterns. Keep in mind that the objective is to classify Index Children in one of the different categories of employment: Employed, unemployed, and inactive.

Figure 4: EMPLOYMENT CATEGORIES



Source: <http://www.economicsonline.co.uk/>

- **EMPLOYED:** Is defined as anyone aged 16, or over, who has completed at least one hour of work in the reference period, or are temporarily away from his or her job, such as being on holiday.
- **UNEMPLOYED:** Individuals aged 16 or over are unemployed if they are:
  - Out of work, want a job, have actively sought work in the reference period and are available to start work immediately.
  - Out of work, have found a job and are waiting to start it.
- **INACTIVE:** Individuals aged 16 or over who were not working AND were not looking for a job in the reference period. They are commonly divided in the following groups:
  - Attendant at educational institutions;
  - Retired;
  - Engaged in family duties;
  - Other economically inactive.
- **REFERENCE PERIOD.** In Young Lives we use TWO reference periods:
  - Last week
  - Last 12 months

## INSTRUCTIONS

### Q.1 & Q.2:

The first two questions (Q.1 & Q.2) inform on whether in the last 12 months the *Index Child* worked for at least one hour, in any labour activity, either paid or unpaid. Q.1 refers to different types of jobs that the *Index Child* could have worked on including:

- Worked on a **farm** owned or rented by a **member of your household**, (e.g. cultivating crops, farming tasks, caring for livestock)
- Worked for someone who is **NOT a member of your household** (e.g. a company, the government, neighbours farm) – includes agricultural and non-agricultural work
- Worked on your own account or in a business enterprise belonging to you or someone in your household (e.g. shop-keeper, taxi driver)

For each activity record “Yes=01” or “No=00”. Please complete Q.1 before moving onto Q.2 i.e. record answers for each of the possible labour activities:

- If the *Index Child* answers “No=00” for all 3 options (he/she has not worked at any moment during the last 12 months), skip to question Q.4. This is like Case 1 above: *Index Child* does not work, probably because s/he is a full-time student or housewife (or because s/he has any kind of disability).

- In case *Index Child* answers “Yes=01” to at least one of the options in Q.1, Q.2. is asked to determine whether s/he has also worked during the last week. If the *Index Child* has worked during the last week, go to question Q.6 (how he/she found his/her current job). Otherwise, go to question Q.3.

**Q.3: Do you currently have a job even though you did NOT work last week (from Monday through Sunday)?**

This question is activated only if the *Index Child* answers that s/he worked during the last 12 months, but not during the last week. This question seeks to verify if the *Index Child* is actually unemployed or if, for example, s/he is on holiday/temporary rest. If the answer is “Yes=01”, skip to Q.6. Otherwise, go to Q.4.

**Q.4: Did you look for work last week (from Monday through Sunday)?**

If the *Index Child* is unemployed, this question seeks to find out whether s/he looked for a job last week. If the answer is “No=00”, go to Q.5. If the answer is “Yes=01”, skip to Q.12.

**Q.5: What is the main reason you did NOT look for work last week?**

This question seeks to find out why the *Index Child* did not look for a job last week. This question is important because for those *Index Children* who do not report any labour activity, this question clarifies why e.g whether they are students or housewives. The codes “Waiting for the response from potential employer (05)” and “waiting for recall by previous employer (06)” are different. The code 05 refers to when the *Index Child* applied for a job before last week, while code 06 implies that the *Index Child* has already worked for the employer in the past and is waiting to be called back for more work. After answering this question, skip to Q.8.

**Q.6: How did you find your current job?**

For those who currently have a job, this question seeks to find out how s/he found the current job. In case that the *Index Child* has several jobs at the same time, tell him/her to choose the most important in terms of income (the job in which s/he earns more net salary). Wait for the *Index Child*’s response and record “Yes=01” to the options that match his/her answer. Only read the options out loud if the *Index Child* does not understand the question.

Note that in the list of codes you will find the word “contact”. The word contact implies personal contact, contact through mobile phone or telephone, or contact through Internet (for example, Facebook, e-mail). Be careful of not confusing him/her with the codes “looked in the internet (06)” and “sent e-mails (07)”. Code 06 implies that the *Index Child* search ON HIS/HER OWN in Internet the name of the company or the job position and then sent his/her CV or went directly. Code 07 implies that the *Index Child* sent e-mails ON HIS/HER OWN, i.e. it was not the initiative of the employer.

**Q.7: At any point in the last 12 months were you WITHOUT work?**

This question informs on whether the *Index Child* was unemployed during the last 12 months. If the answer is “No=00”, skip to Q.16. Please note that WITHOUT work does not mean not working. It means not working AND not having a job. Someone who occasionally works on the

family farm, but not all of the time, may have had times in the last 12 months when he/she was not working, but s/he had a job i.e. family farm work. Therefore, the answer for that person would be “No=00”. In contrast, the answer would be “Yes=01” for someone who had a summer job in a shop which then ended and who could not go back to working in that shop even if s/he wanted to.

**Q.8: During the time you were WITHOUT work in the last 12 months, were you looking for work?**

If the *Index Child* had been unemployed during the last 12 months, this question informs on whether s/he looked for a job during that time. If the answer is “No=00”, go to the next question. If the answer is “Yes=01”, skip to Q.12.

**Q.9: During the time you were WITHOUT work, what is the main reason you did NOT look for work on the last 12 months?**

Again, the question informs on reasons for periods on inactivity. Likely reasons for not working and not looking for work are being a student or housewife, as well as having a disability. Note that if the person says that he/she is “Housewife/childcare (01)”, you should go to the next question. If s/he reports another reason, skip to Q.16.

**Q.10: How satisfied are you about being housewife / child-caring?**

This question seeks to measure *Index Child*’s satisfaction with being a housewife or taking care of children. The options go from “Very dissatisfied” to “Very satisfied”. Please read the alternatives to the *Index Child* and let him/her choose one. If the answer is “Normal (03)”, “Satisfied (04)” or “Very satisfied” (05), skip to Q.16.

**Q.11: Why are you dissatisfied / very dissatisfied?**

This question seeks to determine the reasons why the *Index Child* does not feel happy with being a housewife or taking care of children.

**Q.12: In the last 12 months for how long have you been without work and looking for work?**

This question seeks to find out for how long the *Index Child* was looking for a job while s/he was unemployed. Register the number of weeks; if less than a week enter 00. If the *Index Child* answers in months, multiply his/her answer by 4.3 (average number of weeks in a month).

**Q.13: What have you done to look for work?**

This question seeks to find out what means the *Index Child* used to find job. The codes are the same as for the questions Q.6 and the question follows the same logic.

**Q.14-15: What is (was) the minimum wage/payment for which you would be (have been) willing to accept a job offer (Amount and time-period)?**

These questions refer to the Minimum wage/salary. The minimum wage/salary is the wage/salary for which a person is willing to work. If the offered wage/salary is below the wage/salary for which a particular person would be prepared to work, he/she will decide not to work.

#### Q.14: Amount:

Register the value in Rupees. In the case of a person who works but has never received any wage/salary for his/her work (for example, a subsistence farmer who cultivates his/her own farm) it will be difficult for him/her to think about a minimum wage/salary. If you face this or any other similar case, make the respondent imagine a hypothetical situation in which s/he has to work to receive a payment or wage/salary.

#### Q.15: Time-period:

Register the frequency in which s/he would like to receive that payment.

For example, if s/he names a minimum weekly wage, enter the Amount in Q.14 and per week=03 in Q.15.

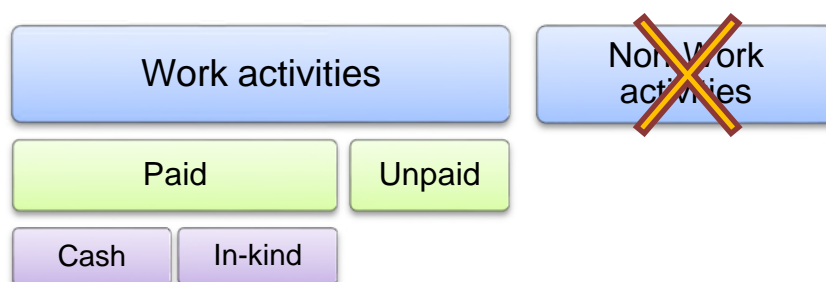
**Q.16: Have you ever worked at any point BEFORE the last 12 months on a household farm, on your own account, in a household business enterprise or for someone else?**

## SUB-SECTION 5.2 – WORK ACTIVITIES

### PURPOSE

This section has a double purpose. First, to identify YL Child's main work activities in terms of time spent during the last 12 months. We are interested in identifying both paid and unpaid work done inside and outside the household. Second, to estimate YL Child's income generated through these work activities. Note that this sub-section excludes non-work activities (see figure below), such as household chores, studying, taking care of household members, etc.

Figure 5: DEFINITION OF WORK ACTIVITIES



**REMEMBER:** This sub-section has a different intention than the “Individual Activities” section in the Younger Cohort Household questionnaire. Here we are interested ONLY in work activities, whereas in the Younger Cohort, we also identify the non-work activities. Here, we already filtered the



*inactives* identified in the Labour Force Participation sub-section (e.g. students and housewives that did not do any work activity in the last 12 months).

## DEFINITIONS

- **Net earnings:** Sum of all wages/salaries, tips, gratuities, bonuses and the value of any in-kind payment minus taxes and any other work-related payments.
- **Self-Employed:** Works on a farm owned / rented by the YL Child or a household member (e.g. cultivating crops, farming tasks, caring for livestock); on a business enterprise that belongs to the YL Child or a household member (e.g. shop-keeper); or on own account (e.g. taxi driver).
- **Wage Employed:** Works for someone who is NOT a household member for wage or salary, in cash or in-kind. This includes agricultural (e.g. neighbours farm) and non-agricultural (e.g. a company, the government) work.

## SAMPLE

YL Children that worked at least one hour in the last 12 months, according to the *Labour force participation* sub-section.

## INSTRUCTIONS

Ask [YL Child] to report her/his 3 most important paid or unpaid work activities in terms of time spent in the last 12 months, regardless of whether s/he is still working in that activity. Start with the most important one and administer the table row by row.

Example:

[YL Child] worked for 9 months and then stopped working for the next 3 months (currently not working). You will record the activity in which s/he worked for those 9 months in the first row because this is the activity in which s/he spent most of her/his time in the last 12 months.

**REMEMBER:** It is very important that you register the activity where [YL Child] spent most of her/his time in the **first row** because the next sub-section is linked to this work activity. Therefore, always probe with the child that the most important activity is being reported first.

### Q.1: Type of work activity

Start by asking [YL Child] what is the activity in which s/he spends most of her/his time and then code accordingly – the child won't know if it is a working/non-working activity, so you'll

need to ask this questions openly and record only if it is a work activity. Remember probing that the first activity reported is the most important in terms of time spent.

**Table 2: WORK ACTIVITIES**

AGRICULTURE & ALLIED AGRICULTURE	NON-AGRICULTURE
01=Self Employed (Food crops) → Works in his own / his household's farm growing <u>food crops</u> , such as rice, nuts, grams & pulses, spices, etc.	09=Self Employed (Services) Works on his own account / for his household delivering a service, such as washing/ironing clothes, plumbing, driving a taxi, etc.
02=Self Employed (Non-food, including horticulture, sericulture and floriculture) → Works in his own / his household's farm growing <u>non-food crops</u> , such as cotton, castor, flowers, medicinal herbs, or rearing silkworms.	10=Self Employed (Business) → Works on his own / his household's business enterprise, such as a shop, barber shop, etc.
03=Self Employed (Aquaculture) → Rears his own / his household's fish or seafood.	11=Self Employed (Other non-Agriculture) → Works on his own account / for his household in any <u>non-agricultural</u> activity not mentioned above.
04=Self Employed (Livestock) → Rears his own / his household's livestock.	12=Wage Employment (Unsalaries / Irregular; Non-agriculture) → Works for someone else on a <u>casual</u> basis in a non-agricultural activity.
05=Wage Employment (Agriculture) → Works for someone else on a <u>casual</u> basis in any agricultural activity (e.g. crops, livestock, etc.). Usually works on a casual basis (e.g. hired for a day).	13=Regular Salaried Employment → Works for someone else on a <u>permanent</u> basis in a non-agricultural activity, such as a teacher.
06=Annual Farm Servant → Works in someone else's farm on a <u>permanent</u> basis doing skilled and non-skilled farm operations. Hired for a whole year.	→ 15=Begging
07=Other (allied) agriculture, specify → Works in any other agricultural activity not mentioned above.	19=Other non-agriculture, specify Works in a non-agricultural activity.
<b>08=Self Employed (Manufacturing)</b> <b>Works on his own account / for his household producing a good, such as a carpenter that produces furniture, a tailor that sews sarees, etc.</b>	20=Student
	21=Housewife.

The figure below summarises the type of activities that should be collected in this sub-section, and gives examples of how the codes for this question are expected to fit into this classification.

Figure 6: EXAMPLES OF WORK ACTIVITIES

Work activities		
Paid		Unpaid
Cash	In-kind	
<p>01=Self Employed (Food crops) Ex: Grows paddy in his own field</p> <p>02=Self Employed (Non-food, including horticulture, sericulture and floriculture) Ex: Grows his own castor</p> <p>03=Self Employed (Aquaculture) Ex: Rears his own shrimp</p> <p>04=Self Employed (Livestock) Ex: Raises his own cattle</p> <p>05=Wage Employment (Agriculture) Ex: Harvests jowar in neighbours' farms</p> <p>06=Annual Farm Servant Ex: Plants and harvests paddy at someone else's farm</p> <p>08=Self Employed (Manufacturing) Ex: Produces sweets at her own bakery</p> <p>09=Self Employed (Services) Ex: Washes/irons clothes</p> <p>10=Self Employed (Business) Ex: Runs his father's canteen or his own shop</p> <p>11=Self Employed (Other non-Agriculture) Ex: School teacher , civil servant</p> <p>12=Wage Employment (Unsalaries; Non-agriculture) Ex: Construction worker at NRGES</p> <p>13=Regular Salaried Employment Ex: School teacher , civil servant</p>	<p>01=Self Employed (Food crops) Ex: Grows pulses in her in-laws' field and gets paid in Kgs of rice</p> <p>02=Self Employed (Non-food, including horticulture, sericulture and floriculture) Ex: Grows his father's cotton and gets paid in Kgs. of cotton</p> <p>04=Self Employed (Livestock) Ex: Rears his own poultry and gets paid in units of chicken</p> <p>05=Wage Employment (Agriculture) Ex: Grows groundnuts in neighbour's farm and gets paid daily in bags of groundnuts</p> <p>06=Annual Farm Servant Ex: Plants and harvests maize at someone else's farm and gets paid in Kgs of maize</p> <p>18=Begging Ex: Begs in the entrance of a restaurant and receives food from customers</p>	<p>01=Self Employed (Food crops) Ex: Waters paddy in her father's field everyday after school (and doesn't get paid)</p> <p>04=Self Employed (Livestock) Ex: Shepherds the sheep on the weekends (and doesn't get paid)</p>

As you can see in the previous figure, in this section we do NOT record any non-work activities, such as household chores, studying or taking care of other household members (children, elderly). This means that we will only include in this section housewives or students IF besides household chores or studying, they ALSO WORK on any paid or unpaid activities. Remember to be very careful about entering each work activity starting with the most important in terms of time spent.

Example:

The YL Child goes early morning to his parents' farm and spends 1 hour feeding the cattle and cleaning the barn. Then he goes to school/college and spends 8 hours attending classes. Finally he comes back home and joins his father on the field working with the crops for 2 hours.

The correct way of recording these activities would be:

Activity			
ID	Activity	Q.1 పని రకం వర్గీకరించండి :- మూడంట్లకుపాద తరగతి వయసు వేసినవారిలో ఆ వయసు వయస్కుడు వేసిన మొత్తం వయస్కుల 88 శాతం రాయండ్రి Type of activity	Enter Activity Information
1	Activity 1	Please select...	Enter Activity Information
2	Activity 2	Please select...	Enter Activity Information
3	Activity 3	Please select...	Enter Activity Information

**REMEMBER:** If a HHM works harvesting crops for his own family's farm, her/his activity will be coded as 01=Self-employed (food crops). Whereas if s/he also harvests crops, but in the neighbours' farm, her/his activity will be coded as 05=Wage employment (agriculture).

*The following set of questions (Q.3-Q.7) seeks to find out the exact time, during the last 12 months, in which the Index Child was doing this activity. Specify the total number of months that the person worked full or part-time on that job during that year. Specify the average number of days per month, weeks per month, days per week and hours per day that he/she worked. For temporary periods of work, register the average for the whole year.*

### Q.3: Months

Enter the number of months in which [YL Child] worked full or part-time in this activity on the last 12 months.

### Q.4: Days per month

Enter the average number of days per month if possible.

### Q.5: Weeks per month

Specify the average number of weeks worked in the month.

**Q.6: Days per week**

Specify the number of days worked in an average week.

**Q.7: Hours per day**

Record the average number of hours per day.

**Q.8: What form of payment was received or is expected from this activity?**

This question seeks to find out if the activity undertaken by him/her is paid or not. Then, it should be administered in 2 steps: First ask whether the work activity is paid or not. If it is paid, ask for the type of payment. It could be in cash, in-kind (material goods) or a combination of both. If it is not paid, probe if the child works to reduce a debt. If still the child reports that s/he doesn't receive any payment, then code as '00=None'.

The next two questions seek to capture the net earnings that the YL Child receives (the sum of all wages/salaries, tips, gratuities, bonuses and the value of any in-kind payment after deducting taxes and any other work-related payments). If own business, deduct production costs.

**Q.9-Q.14: What are the net earnings from this activity? (excluding extra benefits)**

**Q.9: In cash**

Register the value in Rupees. If the YL Child has difficulties on understanding the meaning of net earnings, ask her/him for the profits. If still unclear on how to report the net earnings, ask separately for the revenues and costs and subtract them.

Example:

If the YL Child works as a farmer, after entering the net income generated in total during the last 12 months. This would be the value of the crops sold minus operational costs (salaries of workers, expenditure in seeds, fertilizers, pesticides, fuel, irrigation, costs for maintenance of equipment, rent of agricultural land).

**Q.10: What period of time did this payment cover?**

Another way of asking this is "how often do you get paid?" Do not prompt: wait for the respondent's answer and code, accordingly. If the payment is reported on a different period, please convert it to the most suitable measure.

For self-employed - The expected frequency payments include hourly, daily, weekly, fortnightly, monthly or annual. Note that by annual frequency we actually mean "all income generated during the last 12 months". The "annual frequency (code 05=Per year)" can be used in cases in which the person's income is very irregular or it is difficult to convert into a smaller frequency, such as monthly or daily. The daily, weekly, fortnightly or monthly frequencies are

used when the income generated by the person is approximately the same in each of these periods.

Example:

The YL Child works as a taxi driver and earns approximately 300 Rupees per week. You can register this as 300 Rupees weekly or 1,200 Rupees monthly. Strictly, both ways are correct. However, while you have some flexibility on how to register this, it is advisable to try to register the smallest frequency you can get from the child. This will allow for a more accurate estimation of the YL Child's income.

For waged-employed - The frequency will depend on the nature of the work activity.

**Q.11: How many pieces are produced by day?**

If in the previous question the payment is given by pieces, ask for how many pieces are produced daily.

Examples: Payment per garment or per bangles.

**Q.12: In-kind**

Value/convert into Rupees

**Q.13: What period of time did this payment cover?**

Refer to the instructions for Q.10.

**Q.14: How many pieces are produced by day?**

Refer to the instructions for Q.11.

**Q.15: Do you still perform this activity?**

This question seeks to find out if the Index Child is still undertaking that activity. If the answer is "No=00", skip to Q.17.

**Q.16: During the next 12 months, for how many months would you expect to perform this activity?**

In case that the Index Child is still undertaking this activity, ask him/her how much time he/she thinks will dedicate (or how much time he/she plans to dedicate it) to this activity in the next 12 months. If the Index Child has a long-term contract, register 12 months. Remember that the interval of responses SHOULD VARY BETWEEN 0 AND 12.

**Q.17: Who do you do this activity for?**

In case of more than one type of employer in the same activity, refer to the most important employer in terms of time spent.

This question seeks to find out who is the employer of the Index Child for the activity that he/she is performing (or performed), or to find out if the Index Child is working on his/her

own (self-employed). This section collects information about activities, NOT employers. If the child works in the same activity for more than one type of employer in the same activity, refer to the most important employer in terms of time spent.

**Q.18: FIELDWORKER: Please select the activity in which the respondent spends more time in based on the CAPI calculation.**

For this question, you will have to estimate the number of hours spent in each of the three activities using the information from Q.3-Q.7. If any of the answers in these questions were NK =-77, you will have to ask directly to the respondent to name the activity in which s/he spent most time in. In CAPI, you will select the activity from a drop down menu. This question is particularly important because it is the basis for the questions in the next sub-section: Main activity.

## SUB-SECTION 5.3 – MAIN ACTIVITY

### PURPOSE

The purpose of this sub-section is to know some aspects of the most important work activity of the *Index Child* in terms of time spent in that activity. This activity should be the first activity registered in the sub-section Work Activities. It does not matter if the *YL Child* does not work in that activity anymore. The aspects we inquire about in this sub-section are about the time he/she has worked/worked in that activity, how satisfied he/she is/was with it and, in the case that the activity is/was a paid-activity, the work conditions and the benefits that he/she receives/received by working in that activity.

### INSTRUCTIONS

**Q.1: Does working in [MAIN ACTIVITY] involve any of the following?**

These questions seek to find out the conditions under which the *Index Child* works in his/her [MAIN ACTIVITY]. The aim is to find out the security, health and life quality that he/she has in his/her job. For each one of the alternatives, register “Yes=01” if his/her job implies that problem or “No=00” otherwise.

**Q.2: For how long have you worked in [MAIN ACTIVITY] in all your life?**

Enter in number of years and months. Round to 0 if less than a month

The questions Q.1 and Q.2 are just one question. If the *Index Child* has worked less than a year in that activity, register the number of months he/she worked (between “1” and “11”) and “0” in years. Some examples:

- A *Index Child* that reports he/she has worked for 6 months. Register:
  - Years: “0”
  - Months: “6”
- A *Index Child* that reports he/she has worked 1 year. Register:

- Years: “1”
- Months: “0”
- A *Index Child* that reports he/she has worked for a year and a half. Register:
  - Years: “1”
  - Months: “6”
- A *Index Child* that reports he/she has worked for 3 years. Register:
  - Years: “3”
  - Months: “0”

**Q.3: All things considered, how satisfied are you with your work in [MAIN ACTIVITY]?**

This question seeks to find out how well the Index Child feels (felt) with that activity. Read the categories. These vary from “Very dissatisfied” (01) to “Very satisfied” (05). If the Index Child answers “Normal” (03), “Satisfied” (04) or “Very satisfied” (05), skip to the question Q.1 in the page [MAIN ACTIVITY 2].

**Q.4: Why are you dissatisfied / very dissatisfied?**

Take note of the most important reason mentioned by the *Index Child*.

**Working Arrangements**

This set of questions should be administered if the OC Child is waged employed. Thus, if [MAIN ACTIVITY] in sub-section Work Activities is a waged working activity. In CAPI, this set of questions will be enabled if the first row of the previous sub-section [ACTID1] is coded as:

05=Wage Employment (Agriculture)

06=Annual Farm Servant

12=Wage Employment (Unsalaries/ irregular; Non-agriculture)

13=Regular Salaried Employment

**Q.5: How many people altogether work at your place of work in [MAIN ACTIVITY]?**

This question seeks to find out the size of the company/work centre of the Index Child. Register the number of persons. If the Index Child has more than one employer, make him/her to answer the next questions that refer to the employer for who he/she works/worked more hours during the last 12 months.

Example: Imagine the case of a construction worker. In the last 12 months, the OC Child has worked for 2 companies: he worked 8 months for Company A, then he stopped working for a month and then he worked 3 months for Company B. These questions should be administered only for the 8 months he worked for Company A.

**Q.6: In [MAIN ACTIVITY], are you a member of a union or an employees association/ group?**

This question aims to find out if the index child is an active member of a public or private union or association/group. If the answer is “No=00”, go to Q.8.



**Q.7: In [MAIN ACTIVITY], in how many different unions and employees' associations/ groups are you a member of?**

If the index child indicates that they are a member of a union or association/group, ask her/him how many groups they are members of.

**Q.8: Do you have a written contract for this work?**

This question seeks to find out if the Index Child has/had a contract in his/her [MAIN ACTIVITY]. In some way, this helps to deduce if his/her job/company in which he/she works/worked is formal or informal. If the answer is "No=00", go to Q.10.

**Q.9: What is the duration of the contract that you have?**

Do not prompt the answers. Wait for the respondent to tell you how long the contract is for and code accordingly.

**Q.10: Do you receive the following extra benefits in [MAIN ACTIVITY]?**

The benefits may not necessarily be claimed by the respondent. Mark as 'yes' all benefits that the respondent is offered in their work, even if they do not receive it, or they do not claim it.

The next 2 questions ask about the employer for whom the OC Child works / has worked in [MAIN ACTIVITY]. This includes all the time that you have worked there (not only on the last 12 months). If the OC Child works simultaneously for several employers, consider the one he/she works more hours for.

**Q.11: For how long have you worked in [MAIN ACTIVITY] for the current employer?**

Months: If the Index Child has worked less than 1 year for his/her current employer, enter the number of months. Year: If the Index Child has worked more than 12 months, enter the number of years. In CAPI, this question will be enabled if the child has reported to be currently working on [MAIN ACTIVITY] – Q.13=01 in sub-section 4.2 Work Activities.

**Q.12: For how long did you work in [MAIN ACTIVITY] for the latest employer?**

The same as the previous case when the individual no longer works in that job.

## SUB-SECTION 5.4 – WORK-RELATED TRAINING

### PURPOSE

To collect information on YL Child's formal and informal training related to the acquisition of work-related skills that lasted for at least one week (e.g. apprenticeship, formal training course at the workplace, learning by doing, etc.).

**REMEMBER:** This section should NOT overlap with the Education section of this questionnaire since it does NOT capture training that belongs to the official education system. This applies especially for vocational training.

## DEFINITIONS

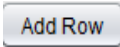
Duration of training refers to **the total amount of time devoted solely in training activities**, not the period **during which** an individual may have been engaged in training together with other activities. It refers to the **pure or net training time**. For example, if in the last 12 months an individual has been engaged in computer training that included 20 hours of seminars, the duration of training is 20 hours.

Only training that lasted at least one week should be reported, with one week referring to the number of hours that is equivalent to one week in full-time employment, as defined in each country.

## INSTRUCTIONS

### Q.1: Since [MONTH AND YEAR OF R4 INTERVIEW], have you had any work-related training that has lasted at least one week and that is/was not part of formal education?

This question wants to find out if the Index Child has received some training that meant acquiring skills that have improved his/her job performance or has helped him/her find a job. This could have been either provided by the company he/she works at, or on his/her own. The training could have been for example on starting a business or finding employment.

(If the Index Child responds “Yes=01)”, a dialogue will pop-up in which you must click  to add an extra row. This row is to be filled with information regarding training received by the index Child. To start filling the information, click on the ENTER INFORMATION ABOUT TRAINING button.

### Q.2: Type of training

Generally, we consider two types of training: formal and informal training. Formal training refers to a systematic or structured training conducted by a qualified instructor; informal training refers to unstructured learning (e.g., informal learning from work colleagues). On the other hand, pre-professional internships are included, but it is likely that no Index Child has been in pre-professional practice. Finally, it considers the training programmes conducted by the Government.

### Q.3: Who delivered the training?

This question seeks to know who did the training. Differentiate thoroughly who pays for the training from who effectively gives the training. For example, imagine that the Index Child works at the ABC Company. ABC hires the company COMPUTRONI to train ABC employees in their working place, to handle a new acquired software. In that case, who conducts the training? The correct answer is the company COMPUTRONI. So regarding this question's codes, the code "Employer" (05) and "Private Company" (03) are different. The 05 refers to the company / job where the Index Child works, while code 03 refers to any private company that is not the employer.

### Q.4: Did you or any member of your household pay for the training?

This question wants to find out whether the Index Child or any member of his/her household paid for the training.

**Q.5: Full duration of the training?**

Enter the number of weeks. Even if he/she only had to attend one day a week, that counts as 1 week. Make sure that the Index Child reports the whole extension of the provided training, regardless of whether he/she completed it or not.

**Q.6: Has this training been completed?**

This question wants to find out if the Index Child finished training.

**Q.7: What is the duration of training attended up to now?**

Record the duration of the training up to the time of the interview.

**Q.8: Did you receive or do you expect to receive a certificate/ diploma?**

This question wants to find out if the Index Child received or expects to receive a certificate or diploma.

## SUB-SECTION 5.5 – SKILLS FOR THE LABOUR MARKET

### PURPOSE

In this section there will be questions about the Index Child's skills for the labour market, including driving skills and languages.

#### **Driving skills**

**Q.1: Can you say you are skilled in driving the following:**

For each one of the following vehicles, ask the respondent whether s/he considers her/himself skilled. The notion of skilled remains open to the subjective appreciation of the respondent.

- 1 Motorcycle/scooter/TVS Moped
- 2 Three-wheeler
- 3 Car
- 4 Heavy vehicles (truck, buses)

**Q.2: Do you have a driving license for the following:**

For the same list of vehicles, respond whether the Index Child has a license to drive it.

#### **Languages**

**Q.3: What languages (including you native language) can you speak, read or write?**

First you must ask about their native language and this must be coded as ID=0. Make sure the respondent lists all the languages s/he has knowledge of, even if s/he is not fluent or knows one of the three domains (speaking, reading, writing) that we want to gather.

- 01=Telugu
- 02=Urdu
- 03=Kannada
- 04=Oryha
- 05=Hindi
- 06=Other local language, specify \_\_\_\_\_
- 07=English
- 08=Other foreign language, specify \_\_\_\_\_

**Q.4: How fluent are you in speaking this language?**

We aim to find out how fluently they speak in the languages they know: Fluent, good, intermediate, poor, or cannot speak it.

**Q.5: How fluent are you in reading this language?**

We aim to find out how fluently they read in the languages they know: Fluent, good, intermediate, poor, or cannot read it.

**Q.6: How fluent are you in writing this language?**

We aim to find out how fluently they write in the languages they know: Fluent, good, intermediate, poor, or cannot write in it.

## SUB-SECTION 5.6 – TIME-USE

### PURPOSE

In this table, we want to figure out how each child in the household (between 5 and less than 18 years old, including the YL Child) administers his/her time. For this we shall refer to a normal day class.

### DEFINITIONS

**Typical day:** The questions in this section refer to a “typical day”. This is defined as a standard day during the work/school week which is like most of the work/school days during the year. In most cases, that will just be a work-day in the last week (Monday to Friday). However, in some cases, when the previous week was unusual due to e.g. a one-off family event, national holiday, illness etc., please work with the child to think about when the last “typical day” that s/he can remember was and ask about that day.

**Pebbles:** You will have 24 pebbles which you will give to the child to play this game. Remember that these should be similar and equally sized.

## INSTRUCTIONS

1. Start this section by explaining the child what each circle means (which activity they represent). Remind him/her that the items about work and school include travelling times (out and return).
2. Then explain that the 24 pebbles represent the 24 hours of a typical day (Monday to Friday, not holidays). If the child is ill on the day of the interview, consider a typical day before the illness.
3. Ask the respondent how many hours HHM spends sleeping, and let her/him put that number of pebbles on the corresponding circle. Probe this answer by asking at what time does s/he usually sleeps and at what time s/he wakes up.
4. Then take the remaining pebbles and ask her/him to start allocating them in the activities where s/he spends most of his time first and so on, until the activity where s/he spends less time.
5. Once he is done, ask the respondent to look at the 8 circles and confirm if they represent the child's typical day. S/he may reallocate the pebbles if needed.
6. After s/he finishes, show him/her the circles of work and school, and ask how many minutes out of that amount of hours, he usually spends travelling (out and return). Enter in minutes.

### **Q.1: Sleep**

Includes time he/she takes a nap.

### **Q.2: Care for others (younger children, ill household members)**

Refers to whether the child takes care of a household member as younger siblings, elderly or other members with disabilities.

### **Q.3: Domestic tasks (fetching water, firewood, cleaning, cooking, washing, shopping)**

Includes any work or task done to help at home EXCEPT looking after others, which is included in Q.2.

### **Q.4: Tasks on family farm, cattle herding (household and/or community), other family business, shepherding, piecework or handicrafts done at home (not just farming)**

If the YL Child contributes with activities that generate income, then some pebbles should be allocated here. For example, working at the farm, grazing animals, helping sell in the family shop, at a stall, etc.

### **Q.5: Paid (remunerated) work or activities outside of household or for someone not in the household (including traveling time, out and return)**

If the YL Child does activities outside home for other people who are not members of your household, then enter here the time in hours that he/she takes on that, including (if applicable) the time it takes to get from home to the workplace and vice-versa.

### **Q.6: At school / educational institute / university (including all time spent -not only attending hours- and travelling time, out and return)**

Including the time it takes to and from school. We need to know how long the YL Child is at school. This includes also the time used to get from home to school and from school to home.

If the Young Lives child does not attend school, there shouldn't be any pebbles and you should code it as "0".

**Q.7: Studying outside of school time (at home, extra tuition)**

Time at home that YL Child spends studying, doing homework, or getting particular classes / tutorials OUTSIDE SCHOOL CLASS HOURS. If the YL Child is attending English classes or another language institute, also consider the time he/she spends studying it.

**Q.8: Play time / general leisure (includes eating, self-hygiene)**

Time YL Child spends playing or having fun. This also includes the time it takes to her/him to have her/his meals (breakfast, lunch, dinner), grooming, etc.

After completing [YL Child]'s activities, write down separately how much time he/she allocates for commuting to do any work activity (Q.4 or Q.5) or to study (Q.6):

**Q.9: Time spent commuting to the place where the child carries out any work activities (out and return)**

Enter in minutes

**Q.10: Time spent commuting to school / educational institute / university (out and return)**

Enter in minutes

## SECTION 6 – GENERAL PERCEPTIONS

### PURPOSE

The purpose of this section is to learn about the general perception an Index Child has of him/herself, meaning, how Index Children perceive themselves in a series of different dimensions. The items in this question inform on the *Index Child's* sense of self-esteem and self-efficacy.

- **Self-efficacy:** the feeling that one is able to perform in a certain way and to achieve certain goals. In other words, it is the belief that one has the skills to act in the ways necessary to manage different situations.
- **Self-esteem:** general self-assessment of the person's own worth, resulting from his/her thoughts, evaluations, feelings and behavioural tendencies.

This question works in the same way as in the FEELINGS AND ATTITUDES section. HOWEVER, there is an important difference in the answer codes. In the previous question there were four answer options, while in this question there are five: in the previous question there was no "neutral" option, while in this question there is. The answer codes relevant for this question are shown in the following figure.

Figure 7: FIVE-POINT SCALE CARD

<b>Strongly disagree</b>	<b>Disagree</b>	<b>More or less (neutral)</b>	<b>Agree</b>	<b>Strongly Agree</b>
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For each sentence, you must show the card to the *Index Child*, so that s/he can select the alternative that best represents his/her opinion on a certain topic (how much does the s/he agree with it). Make sure the respondent fully understands the sentence. Do not influence their final decision. If the *Index Child* does not understand the sentence, you should not try to explain the "meaning" of the sentence: we do not want to influence his/her opinion. If this happens, please re-read the sentence until the *Index Child* gets the idea.

Before starting, carefully go through the CAPI example to make sure that the *Index Child* is comfortable with the answer codes and understands the difference between them. It might be confusing for the *Index Child* that although this question works in the same way as the last question, the answer codes are a little bit different. Please take the time necessary to make sure that the *Index Child* is aware of the change in the answer codes and make sure that s/he is using the full range of answers. Please ask the *Index Child* to point to the relevant option on the five-point scale card when answering rather than just give you the answer orally.

## SECTION 7 – HOUSEHOLD DECISION MAKING

### PURPOSE

This section informs on how decisions are made in the *Index Child's* household (i.e., the household to which the Household Questionnaire is administered).

### INSTRUCTIONS

Please ask about nine decisions that the household makes/might make in the future regarding the *Index Child*. Please note, the *Index Child* should answer the questions about all of the six decisions even if s/he has not faced some of them. In cases where the *Index Child* has never made a specific decision, please ask the questions hypothetically by saying “*imagine what would happen in such a situation*”.

There are two household decisions (large purchase (house, land, livestock etc.), and purchases for daily needs (food, fuel etc.)), and seven individual decisions (joining/leaving school/college; spending own money; visit parents, relatives or friends outside the community; join a community group; migrating to another community; getting married; having children).

For each decision, please ask the following questions:

**Q.1: Have you/your household ever made this decision?**

The aim of this question is to inform whether any of the decisions have already been made or not. This is important to later know whether the respondent is answering the questions based on actual experiences or hypothetical situations.

**Q.2: Do you (would you) have any say on this decision?**

This question informs on whether the *Index Child* has had a chance to express his/her opinion on this decision. Based on Q.1, the fieldworker knows whether the decision has been made or not, therefore, they should ask accordingly:

- If decision has never been made (Q.1=NO), ask Q.2 in a hypothetical way: Would you have a say on this decision....
- If the decision has been made (Q.1=YES), ask Q.2 like this: Did you have any say on this decision.....

**Q.3: Who takes (would take) the final decision?**

This question informs on who has the final say. For example, in a situation where there are different views about a household decision, who makes the final decision. Similarly, if there are disagreements about a decision relating to the Index Child, is it his/her view that prevails, or someone else's? Note that the codes allow for join decisions e.g. 06 = Index child together with spouse/partner.

Phrase the question as explained in Q.2, based on Q.1's information.



## SECTION 8 – MARITAL AND LIVING ARRANGEMENTS

### PURPOSE

This section aims to find out [YL Child]'s marital status and to collect the basic information of the spouse/partner. It also aims to estimate the value of the gifts received and given by YL Child and her/his family to the spouse and her/his family before and during her/his wedding.

## SUB-SECTION 8.1 – BASIC INFORMATION AND MATCHING

### DEFINITION

- **Nuclear family:** Family formed by parents and children.
- **Joint family:** Extended family formed by parents, children and other relatives (e.g. in-laws).

### INSTRUCTIONS

In order to facilitate the administration of this section, in CAPI you will have information about the marital status of the Index Child in Round 4 at the beginning of the screen:

Basic Info & Matching

ఫోలోవ్‌అప్‌లో, ఈ సెక్షన్‌లో ఇండెక్స్ పిల్లలకు 'మేర' యొక్క మైన-హాక మర్యాద / అదేరా పర్వహిత సంబంధాల గురించే ఉద్దేశ్యం.

FIELDWORKER: This section captures information about YL Child's marital and/or intimate relationships.

Marital Status in R4: Single (never married)

Month of Marriage: (unanswered)

Year of Marriage: (unanswered)

Spouses Name in R4: (unanswered)

#### Q.1: What is your marital status?

This question wants to ask the marital status of the person. Not to be confused with the status stated on his/her ID. Note that the code "Separated" (05) refers to both separation if the couple was married, as well as separation if the couple only lived together. Wait for the Index Child's response. In some cases, this question does not capture the true information of the Index Child's marital status in some cases in which he/she reports to be single. If the Index Child has been married or has ever lived with a partner, but divorced or separated, it may be the case that he/she reports to be single. In this case, respect the response of the Index Child; this information may have had been collected in the previous round.

Be familiar with the answer codes as they reflect subtle situations that may have occurred since Round 4.

- 00=Single (never married) → this code should be used for YL Children who have never married in the past. For them, the whole sections is skipped.
- 01= Married (to different person / newly married since Round 4) → This code should be used for newly married individuals (i.e. single in Round 4 and married for the first time between Round 4 and Round 5) and for those who re-married since Round 4 (i.e. they were married to a different person in 2013/2014, got divorced and got married again to another person).
- 06= Married to same spouse as in Round 4 → used for individuals married to the same spouse as in Round 4.
- 07 = Married since Round 4 to Round 4 partner → used for individuals that were cohabiting in Round 4 and got married to that partner between Round 4 and Round 5.
- 02= Cohabitant (with different person / newly cohabiting since Round 4) → For those individuals who were single in Round 4 and are now newly cohabiting, and for those who were cohabiting with a different person in Round 4.
- 08 = Cohabitant with same partner as in Round 4 → for individuals who are still cohabiting with the same partner as in Round 4. The whole section is skipped for these individuals.
- 03= Widow(er)
- 04= Divorced
- 05= Separated

**Q.2: How old were you when you got married?**

Enter in completed years. If [YL Child] has been married more than once, record age of the first marriage.

**Q.3: Which month and year was it?**

If [YL Child] has been married more than once, record year and month of the first marriage.

***For the following questions, ask the YL Child about the latest marriage if s/he has been married more than once.***

**Q.4: How long had you known your spouse before you married him/her?**

This question intends to capture the time between the couple first met and the date of marriage. Enter the number of months.

***The next two questions seek to find out if [YL Child], by own choice, married her husband/wife.***

**Q.5: Who chose your spouse?**

Do not prompt the answers, wait for a full answer and code accordingly. Notice that the options include the YL Child him/herself, the YL Child together with other people, and other people except the YL Child.

**Q.6: Did you have any say in choosing him/her?**

If the YL Child answers that other people chose the spouse for him/her in Q.5, you should ask this question to further probe that he/she did not have a say at all in choosing his/her spouse.

**Q.7: Do you have a marriage certificate?**

This question seeks to probe if the marriage is official by law or religion; whichever is the relevant authority.

**Q.8: Are you related to your spouse by blood?**

This question is very sensitive. Be careful and take into account the religious and cultural background of YL Child as the blood relationship between s/he and the spouse may vary depending on which side of the family the spouse belongs to.

- Hindus: Couple is usually considered blood-related if the spouse is the child of [YL Child]'s father's brothers (uncles from father's side) or mother's sisters (aunts from mother's side).
- Muslims: None of the cousin brothers/sisters (first-degree cousins) are considered blood-related. If the spouse is the child of any of [YL Child]'s uncles or aunts, the couple is NOT considered blood-related.

**Q.9: At the time of your marriage, if you compared the economic status of your natal family with your spouse's family, would you say YOUR natal family was...**

This question seeks to capture if there is any economic mobility related to the marriage by asking the perception of YL Child's economic conditions compared to the spouse's. Read the alternatives.

The following questions seek to identify [YL Child]'s in-laws educational level. Some filter questions are asked before in order to avoid an awkward situation with the respondent.

**Q.10: At the time of your marriage, was your mother-in-law alive?**

If No, skip to Q.13

**Q.11: Does mother-in-law live in the household?**

This is a filter question to avoid overlapping information captured already in the Household Roster of Older Cohort Household Questionnaire.

**Q.12: What was the highest grade of education completed by your mother-in-law?**

**Q.13: At the time of your marriage, was your father-in-law alive?**

If No, skip to Q.16

**Q.14: Does father-in-law live in the household?**

This is a filter question to avoid overlapping information captured already in the Household Roster of Older Cohort Household Questionnaire.

**Q.15: What was the highest grade of education completed by your father-in-law?**

**Q.16: Who are you and your spouse currently living with?**

This question seeks to find out if [YL Child] lives with her/his spouse as a nuclear family or as a joint/extended family.

**Table 3: LIVING ARRANGEMENTS**

	[YL Child] and spouse live with:
01 = Own family (as a joint family)	[YL Child]'s family (parents, siblings, etc.) and they are all one single household. Example: OC Boy and his wife live with <u>his</u> parents and the household head is OC Boy's father.
02 = Own family (as a nuclear family)	[YL Child]'s family (parents, siblings, etc.), but the couple is a separate household. Example: OC Boy and his wife live with <u>his</u> parents in the same house, but the couple lives in the first floor and his parents in the ground floor. They cook and eat separately and they don't share their income. The household head is OC Boy.
03 = Family of spouse (as a joint family)	Spouse's family (YL Child's in-laws) and they are all one single household. Example: OC Girl and her husband live with <u>his</u> parents and the household head is her father-in-law.
04 = Family of spouse (as a nuclear family)	Spouse's family (YL Child's in-laws), but the couple is a separate household. Example: OC Girl and her husband live with <u>his</u> parents in the same house, but the couple lives in the first floor and his parents in the ground floor. They cook and eat separately and they don't share their income. The household head is OC Girl's husband.
05 = Independent	No one else outside the nuclear family (NO in-laws). Example: OC Boy and wife live with their children and the household head is OC Boy. OC Girl and husband live with their children and the household head is OC Girl's husband.
06 = Other, specify	Any other combination not mentioned above

**Q.17: In terms of time spent in the last 12 months, what is the most important paid or unpaid work activity for your spouse?**

This question aims to find out the spouse's main work activity.

**Q.18: Which of the following origins does [NAME OF SPOUSE] belong to?**

Once this question is answered, you should skip to next section (9. Gender Roles and social norms), if R5 marital status is married to the same spouse, or cohabitant with the same partner or R5 marital status is widowed, divorced, or separated.

## SUB-SECTION 8.2 – SPOUSE'S CHARACTERISTICS

### SAMPLE

[YL Child]'s spouse is NOT living in the household or is NOT in the household roster (in the OC Household questionnaire).

### INSTRUCTIONS

*If [YL Child] has been married more than once, ask about current marriage.*

**Q.1: Is your spouse currently living in the same household?**

Filter question to check if this information has already been collected in the Household Roster.

The following questions collect basic information of YL Child's spouse.

**Q.2: Full name of spouse**

Be careful with the spelling.

**Q.3: Age in completed years of [NAME SPOUSE]**

Remember to code in completed years. For example, if spouse is 25 years and 11 months old, you should enter 25 in this question.

**Q.4: What is [NAME SPOUSE]'s relationship to the household head?**

Be careful with the coding. Remember that the reference point is the household head and not the spouse. For instance, if OC Boy's father is the household head, when you ask this question, he might say: "[HOUSEHOLD HEAD] is her father-in-law". In this case, you should enter the code 06=Son-in-law/Daughter-in-law since the relationship is defined taking the household head as point of reference rather than the spouse.

**Q.5: What is the highest grade [NAME SPOUSE] has completed (excluding pre-primary)?**

Enter the highest educational grade obtained so far, or the degree of education currently studying. If the educational level is up to secondary school, we distinguish between specific grades. If the household member has completed secondary education and has continued studying (or are studying), enter the codes that match this level (e.g. University degree, Vocational, etc.). It is important that the fieldworker remembers to ask for the last grade

completed or whether the spouse is attending school as we are looking for the educational grade currently achieved or, otherwise, the last completed educational grade.

## SUB-SECTION 8.3 – GIFTS AT MARRIAGE

### PURPOSE

This section aims to gather as much information as possible about the gifts that the YL Child received and gave at the time of the wedding.

### INSTRUCTIONS

Ask the following questions for the current marriage if [YL Child] is married or for the latest marriage if [YL Child] is divorced, separated, or widow(er).

**Q.1: In your caste group, how much money is usually spent by the boys' family?**

This question refers to spending on the wedding ceremony and excludes any gifts given or received. Record the amount in Rupees

**Q.2: In your caste group, how much money is usually spent by the girls' family?**

This question refers to spending on the wedding ceremony and excludes any gifts given or received. Record the amount in Rupees

**Q.3: How much money was spent by your family for your wedding?**

Record the amount in Rupees. It only refers to the expense in the wedding's ceremony and excludes any additional gifts. We need to know the amount of money spent by the family. If any friends or relatives contributed with money or other goods, these must not be included.

**Q.4: How much money was spent by your spouse's family for your wedding?**

Insert the amount in Rupees. It only refers to the expense in the wedding's ceremony and excludes any additional gift. We need to know the amount of money expended by the spouse's family. If any friends or relatives contributed with money or other goods, these must not be included.

**Q.5: Has any of the following items been offered as wedding gifts either by your natal family or your spouse's family?**

This is a filter question to identify which gifts have been exchanged due to the wedding. In CAPI, this question enables the rest of the row.

**Q.6: What was the value of [Item X] offered by your natal family at the time of your wedding?**

Enter in Rupees.

**Q.7: Was this item offered by your natal family at the time of your wedding to:**

- Yourself
- Your spouse
- Your spouse's family

**Q.8: What was the value of [Item X] offered by your spouse's family at the time of your wedding?**

Enter in Rupees.

**Q.9: Was this item offered by your spouse's family at the time of your wedding to:**

- Yourself
- Your spouse
- Your family

**Q.10: Has your family gotten any loan to spend for your wedding?**

This question identifies if YL Child's family got indebted due to the wedding.

**Q.11: What is the amount of the loan that your family got for your wedding?**

Ask for the amount of the credit that YL Child's family got due to the wedding.

## SECTION 9 – SOCIAL NORMS AND GENDER ROLES

### PURPOSE

The purpose of this section is to identify the index child's feelings and attitude towards the roles of women in society.

### INSTRUCTIONS

In this section, 12 statements are read and the Index Child must indicate by pointing in the four-point scale card whether s/he strongly disagree, disagree, agree, or strongly agree (please refer back to Figure 2). You must read the statements exactly as they are written. Do not read them as questions. We aim to find out the index child's thoughts about each statement. Explain that if the YL Child does not want to respond to any of the questions or if s/he doesn't know what to answer, s/he has the option to skip an item and pass to the next one.

Explain to the YL Child the differences about agreeing and strongly agreeing and use an example to make the exercise clear. For instance, you can say:

*How much do you agree or disagree with the following statement? – 'I like rainy days'*

If the YL Child says that s/he (dis)agrees, ask him how much s/he (dis)agrees and ask them to then point to the option in the card.

- 1 Swearing is worse for a girl than for a boy
- 2 On a date, the boy should be expected to pay all expenses.
- 3 On the average, girls are as smart as boys.
- 4 More encouragement in a family should be given to sons than daughters to go to college
- 5 It is all right for a girl to want to play rough sports like football.
- 6 In general, the father should have greater authority than the mother in making family decisions.
- 7 It is all right for a girl to ask a boy out on a date.
- 8 It is more important for boys than girls to do well in school.
- 9 If both husband and wife have jobs, the husband should do a share of the housework such as washing dishes and doing the laundry.
- 10 Boys are better leaders than girls.
- 11 Girls should be more concerned with becoming good wives and mothers than desiring a professional or business career.
- 12 Girls should have the same freedoms as boys.



## SECTION 10 – FERTILITY

### PURPOSE

This section aims to find out fertility attitudes and history of the [YL Child] and/or his spouse. Sub-section 10.1 aims to find out the preferences of the YL Child about starting a family and how many children ideally he/she would like to have while sub-sections 10.2 (for OC girls) and 10.3 (for OC boys) aims to find out how many children the YL Child has had and to collect basic information about the delivery and maternal pre and post-natal practices. Sub-section 10.4 consists of questions about each of the children of the index child.

## SUB-SECTION 10.1 –ATTITUDES TOWARDS MARRIAGE AND FERTILITY

### INSTRUCTIONS

**Q.1: ONLY ASKED TO UNMARRIED CHILDREN: At what age do you think you will get married?**

This question only applies to non-married Index Children. Once answered go to Q.3.

**Q.2: ONLY ASKED TO MARRIED CHILDREN: Do you think you were married:**

This question only applies to married Index Children. We aim to find out if the Index Child thinks he/she has gotten married at the right age, too young or too old compared with the “normal age”.

**Q.3: Do you want to have children/ another child sometime in the future?**

This question wants to find out if the YL Child wants to be a father/mother at any point of her/his life.

Notice this question has two different answers for NO depending on whether the YL Child has had children. The skip patterns are different for those who do not want to have any children, from those who do not want to have more children.

**Q.4: What do you think would be the ideal number of children for you?**

This question seeks to find out how many children the respondent would ideally like to have. Record the number. Remind the YL Child that this question is independent from the number of children he/she may already have. If the person is indifferent to this, enter "80".

**Q.5: What do you think would be the ideal number of sons for you to have?**

The number is independent of the number of sons the respondent perhaps already have. If he/she has no preference for either number, enter "80".

**Q.6: What do you think would be the ideal number of daughters for you to have?**

The number is independent of the number of daughters the respondent may already have. If he/she has no preference for either number, enter "80".

**Q.7: Ideally, at what age would you like/ have liked to have your first child?**

The number is independent from the number of children the Index Child has. Age is entered in years

**Q.8: What do you think is the ideal period between child births?**

The number is independent from the number of children the Index Child has. Age is entered in years.

The next two questions aim to find out the Index Child's opinions regarding the ideal age for men and women to start a family.

**Q.9: What do you think is the best age for a man to have children? (Enter age in years)**

**Q.10: What do you think is the best age for a woman to have children? (Enter age in years)**

**Q.11: Does your spouse want the same number of children that you want?**

## SUB-SECTION 10.2 and 10.3 – FERTILITY HISTORY

### PURPOSE

This sub-section aims to find out the number of children the Index Child has had. For each of the Index Child's children we need to know all information regarding their birth: date of birth, gender, if they are still alive, weight at birth and, for mothers, the pregnancy conditions. This sub-section will only be administered if [YL Child] has ever been married or is currently cohabiting.

### INSTRUCTIONS

This section is administered to both girls and boys. Boys are allowed (even encouraged) to consult the questions with their spouses. You should phrase the questions according to whether they are being asked to the YL Child or the spouse of the YL Child. For instance:

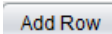
- For the OC girl: Q.2: Are you currently pregnant?
- For the OC boy: Q.2: Is your spouse currently pregnant?

As the questions asked to girls and boys are exactly the same, in this manual we only include the questions phrased for girls to avoid repetition.

**Q.1: How many births have you given since our last visit in [MONTH AND YEAR OF R4 INTERVIEW]?**

This includes children who are still alive or not. This is a filter question for the rest of the section.

**Q.2: Are you currently pregnant?**

This pair of questions is a filter to input all information regarding new children the Index child has had. If the Index Child mentions they have had children you need to click on  to add a new row. Each row represents one child.

*The next questions are only applicable for newly born children – i.e. children born at any moment between Round 4 and Round 5. For children born before Round 4, for whom we have collected information, the information will be pre-filled in CAPI.*

**Q.3: What is the name of the child?**

**Q.4: Is [CHILD] a boy or a girl?**

**Q.5: When was [CHILD] born?**

**Q.6: How is [CHILD] doing?**

This question aims to find out if the child is still alive. If the answer is “child has passed away=00” move on to the next child. If the index child has only one child, go to the next section. In CAPI, this is a filter question for the rest of the section.

**Q.7: Does [CHILD] live with you?**

**Q.8: If the child does not live with you, who does [CHILD] live with?**

This question aims to find out if the child lives with his/her biological parent or with someone else.

*The following questions are asked for children who were born between Round 4 and Round 5 and who are still alive. Some of the questions are new and therefore were not asked in Round 4, for children born before Round 4, these questions will be enabled automatically.*

**Q.9: Weight of [CHILD] at birth**

This question wants to find out the child's birth weight. Usually this variable is subject to measurement error, since the exact data on birth weight is not remembered by the parents. However, there are medical documents that certify both weight and length at birth

**Q.10: Was the birth weight from documentation?**

If you have checked the birth weight data with any of these documents or similar, enter "Yes = 01".

**Q.11: When [CHILD] was born was he/she very large, large, average, small or very small?**

This question is the YL Child's perception regarding the size his/her child at birth

**Q.12: During your pregnancy with [CHILD], how many months pregnant were you when you first saw somebody for antenatal care?**

This question identifies if the YL Child did prenatal controls when she was pregnant with Child's Name.

**Q.13: How many antenatal visits did you have during your pregnancy with [CHILD]?**

Record the number of antenatal visits, or 0 if the YL Child did not have any antenatal visits.

**Q.14: During your pregnancy with [CHILD] was your health good, average, bad, or poor?**

This question wants to find out the health of the YL Child when she was pregnant with Child's Name.

**Q.15: Did you have a difficult labour with [CHILD]?**

A difficult birth can be one that lasted more than 12 hours, or when the mother had excessive bleeding after childbirth, fever, haemorrhage, or seizures.

**Q.16: Where was [CHILD] born?**

**Q.17: Who assisted with your delivery? (Tick all that apply)**

This question is asked only when the YL Child's child was born at home (Q.16=01) because deliveries at home could have also been attended by qualify health personnel.

- ☐ 01 Doctor
- ☐ 02 Nurse
- ☐ 03 Midwife
- ☐ 04 Traditional birth attendant
- ☐ 05 Relative
- ☐ 06 Other, specify

This question aims to find out who assisted with the delivery. This is to have an idea of the conditions in which the child was born.

**Q.18: Was [CHILD] delivered by a caesarean section?**

This question aims to find out who assisted with the delivery; this is to have an idea of the conditions in which the child was born

**Q.19: Was [CHILD] born before you expected?**

This question wants to find out if delivery was anticipated when the Index Child was pregnant with Child's Name

**Q.20: By how many weeks was the birth early?**

Record the number of weeks the CHILD was prematurely conceived.

**Q.21: Have you ever breastfed [CHILD]?**

If the answer is "No = 00" skip to the next child. In case he/she only has one child, skip this section.

**Q.22: How old was [CHILD] when you started feeding him/her with anything else than breast milk (e.g. water, mushy food)?**

For example water, tea, porridge, soup. Enter the child's age in months. If less than 1 month, enter "00". If she is still giving ONLY breast milk, enter "99".

**Q.23: How old was [CHILD] when you stopped giving him/her any breast milk?**

The child's age must be entered in months. If he/she is less than a month old, type "00". If the child is still breastfeeding enter "99".

**Q.24: What was [CHILD] given to drink in the first 2-3 days after birth? (Tick all that apply)**

For this question you are required to tick the boxes for all the food/liquids that the respondent mentions as given to the CHILD in the first 3 days after birth

- ☐ 01 Milk (other than breast milk)
- ☐ 02 Plain water
- ☐ 03 Sugar or glucose water
- ☐ 04 Gripe water
- ☐ 05 Sugar-salt-water solution
- ☐ 06 Fruit juice
- ☐ 07 Infant formula
- ☐ 08 Tea infusions
- ☐ 09 Honey
- ☐ 10 Janam ghutti
- ☐ 11 Other, specify
- ☐ 12 Colostrum/ first milk

#### **JANANI SURAKSHA YOJANA (JSY) & SUKHBHAVA SCHEME**

**Q.25: Have you accessed to institutional deliveries under this scheme?**

**Q.26: Have you received any financial assistance under this scheme in order to access an**

## **SUB-SECTION 10.4 – CHILDREN OF THE YOUNG LIVES INDIVIDUAL**

### **Health**

**Q.1: Compared to other children of this age, would you say [CHILD NAME]'s health is the same, better, or worse?**

We aim to find out whether the Index Child's health is perceived as the same, better or worse than their peers'

**Q.2: Does [CHILD NAME] have any long term health problem?**

**Q.3: What are they?**

Record up to FIVE long-term health problems. If the CHILD has less than 5 long-term health problems, enter 88-NA in the spaces.

**Q.4: Did [CHILD NAME] ever receive a BCG vaccination against Tuberculosis, that is, an injection on the shoulder usually given around the time of birth?**

We aim to find out if the child has been vaccinated against tuberculosis. The vaccine against tuberculosis is an injection in the upper arm normally administered around the time of birth.

**Q.5: Has [CHILD NAME] ever been vaccinated against measles, that is, an injection on the shoulder usually given at about 9-12 months?**

We aim to find out if the child has been vaccinated against measles. The vaccine against measles is an injection in the upper arm normally administered at about 9-12 months.

**Q.6: Has [CHILD NAME] ever been vaccinated for polio?**

We want to know if the child has ever been vaccinated against polio

### **Child care and education**

**Q.7: Between the ages of 0 and 36 months, was [CHILD NAME] regularly looked after at a [LOCAL NAME FOR FORMAL OR INFORMAL CRECHE/ DAY CARE/ FAMILY DAY CARE] i.e. for a whole morning, afternoon, evening or night almost every week?**

This question aims to find out if the child has access to any institution of basic education such as the examples given in the question. If the answer is “No=00”, go to question Q.12

**Q.8: How old was [CHILD NAME] in months when he/she first attended a [LOCAL NAME FOR FORMAL OR INFORMAL CRECHE/ DAY CARE/ FAMILY DAY CARE]?**

**Q.9: Is [CHILD NAME] currently attending a [LOCAL NAME FOR FORMAL OR INFORMAL CRECHE/ DAY CARE/ FAMILY DAY CARE]?**

If child is currently attending creche (Q.9 = 01), the next two questions refer to the current creche. If the child is not currently attending creche, but has attended creche in the past (Q.7=01 AND Q.9=00), these questions refer to the last creche attended.

**Q.10: Who runs (ran) this [LOCAL NAME FOR FORMAL OR INFORMAL CRECHE/ DAY CARE/ FAMILY DAY CARE]?**

We want to know if it is private, an ONG, charity group, church, local municipality, national government or any other

**Q.11: In your opinion, how good is (was) the standard of care at this [LOCAL NAME FOR FORMAL OR INFORMAL CRECHE/ DAY CARE/ FAMILY DAY CARE]?**

We want to know if the quality standards are: excellent, good, reasonably good, bad or extremely bad according to the perception of the YL Child.

***Before continuing with the next questions, you should observe whether the child is older than 36 months. In CAPI you will have a question to be answered only by you to enable or disabled the questions.***

**Q.12: Since the age of 36 months, has [CHILD NAME] regularly attended a [LOCAL NAME FOR FORMAL OR INFORMAL PRESCHOOL] i.e. for a whole morning, afternoon, evening or night almost every week?**

In case of a negative answer “No=00”, go to next section

**Q.13: How old was [CHILD NAME] in months when he/she first went to a [LOCAL NAME FOR FORMAL OR INFORMAL PRESCHOOL]?**

**Q.14: Is [CHILD NAME] currently attending a [LOCAL NAME FOR FORMAL OR INFORMAL PRESCHOOL]?**

If child is currently attending preschool (Q.14= 01), the next two questions refer to the current preschool. If the child is not currently attending preschool, but has attended preschool in the past (Q.12=01 AND Q.14=00), these questions refer to the last preschool attended.

**Q.15: Who runs (ran) this [LOCAL NAME FOR FORMAL OR INFORMAL PRESCHOOL]?**

We want to know if it is private, an ONG, charity group, church, local municipality, national government or any other

**Q.16: In your opinion, how good is (was) the quality of the care and teaching at this [LOCAL NAME FOR FORMAL OR INFORMAL PRESCHOOL]?**

We want to know if the quality standards are: excellent, good, reasonably good, bad or extremely bad

## SECTION 11 – HEALTH

### PURPOSE

This section informs on the general health of the *Index Child* (sub-section 11.1), his smoking and drinking habits (sub-section 11.2), and his food consumption and diet (sub-section 10.3)

### DEFINITIONS

The following definitions will be helpful for answering the questions in this section:

- **Serious Injury:** bodily damage by injury, accident, or disease that prevents the child from doing normal activities and/or that requires medical attention.
- **Serious Illness:** severe impairment of health which prevents the *Index Child* from doing normal activities (school, work, etc) and/or require medical attention.
- **Permanent Disability:** a continued health problem that partially or fully reduces the person's ability to perform work, academic or personal care activities.
- **Long-term health problem:** a problem that persists for a long time either because it is incurable or because it is not being treated. It can include chronic and mental health problems as well as re-occurring / seasonal problems (e.g. allergy).

## SUB-SECTION 11.1 – INDIVIDUAL HEALTH

### INSTRUCTIONS

**Q.1: In general, would you say your health is very poor, poor, average, good or very good?**

The purpose of this question is to identify the overall health of the *Index Child*.

The next three questions (Q.2-Q.4) are about serious injuries that the *Index Child* may have suffered since 2009.

### **Long-term health problems**

**Q.2: Do you wear glasses?**

We want to know if the Index Child uses glasses to correct his/her vision.

**Q.3: Do you have any long-term health problems?**

Understand if the Index Child has any long-term health problems that can affect his/her daily life. If "Yes = 01", skip to Q.4. If "No = 00", skip to the next problem.



**Q.4: Which long-term health problems do you have?**

A long-term health problem is one that persists because it is incurable or because it is not being treated. It may include physical disability, chronic mental health problems, and/or seasonal or periodic problems. You can include up to 3 options. If you have less than 3, enter "NA = 88" in the blanks.

**Serious injuries**

**Q.5: Since we visited in [MONTH AND YEAR OF R4 INTERVIEW], how many times have you been seriously injured?**

Ask if the Index Child has had an accident or serious injury in the past four years. A serious injury is an injury that restricts the injured to perform in his/her normal activities (going to school, work, etc.), hence requiring medical attention (in some cases emergency care). If the answer is NO, select "0 times = 00" and go to Q.8. If the answer is YES, ask the Index Child what was the most serious injury he suffered.

**Q.6: What was the most serious injury?**

The purpose of this question is to know the type of injury, such as a cut, blow to the head, burning, near-drowning. Enter the code according to the code table shown in CAPI. If the Index Child suffered multiple accidents, take the one the respondent considers to be the most serious: the severity of injuries is defined subjectively by the respondent.

**Q.7: What were you doing when the most serious injury happened?**

The purpose of this question is to know which of the common daily activities the Index Child was doing (e.g., working, going to school in the same school, etc.), when he/she got injured.

**Serious illnesses**

**Q.8: Since we visited you in [MONTH AND YEAR OF R4 INTERVIEW], have you been seriously ill?**

Ask if the Index Child has had a serious illness in the past four years. A serious illness is one that prevents the person to do his/her normal activities (going to school, work, etc...), and requires medical attention (in some cases emergency care). Skip to question Q.11 if answer NO.

**Q.9: What was the most serious of these?**

The purpose of this question is to know the type of disease, e.g. asthma, gastritis, severe anaemia, epilepsy, etc. Enter the code according to the code table shown in CAPI. If the Index Child suffered multiple serious illnesses, take the one the respondent considers to be the most serious: the severity of illnesses is defined subjectively by the respondent.

**Q.10: During the last 12 months, how many times did you miss school/work due to illness?**

This question is INDEPENDENT from Q.8 and Q.9. Here we want to know whether the Index Child missed school (or university) due to any type of disease (whether serious or not).

***The next questions ask about the level of difficulty the index child may have in doing certain activities.***

**Q.11: Do you have difficulty seeing, even if wearing glasses?**

This question aims to find out if the index child has a visual impairment, even when the child wears glasses, and the level of difficulty. Please note that the question refers to eye sight problems that could not be fixed by wearing glasses, for instance: cataracts.

**Q.12: Do you have difficulty hearing, even if using a hearing aid?**

This question aims to find out if the index child has a hearing impairment, even when the child uses a hearing aid, and the level of difficulty.

**Q.13: Do you have difficulty walking or climbing steps?**

This question aims to find out if the index child has a difficulty to walk or climbing steps and the level of difficulty.

**Q.14: Do you have difficulty remembering or concentrating?**

This question aims to find out if the index child has a difficulty remembering or concentrating and the level of difficulty.

**Q.15: Do you have difficulty (with self-care such as) washing all over or dressing?**

This questions aims to find out if the index child has a difficulty with self-care, such as showering him/herself or dressing up, and the level of difficulty.

**Q.16: Using your usual (customary) language, do you have difficulty communicating, for example, understanding or being understood?**

This questions aims to find out if the index child has a difficulty communicating in their customary language and the level of difficulty.

**Q.17: Do you have a permanent disability that affects your work capacity or ability to care of yourself?**

A permanent disability is a continued health problem that partially or fully reduces the person's ability to perform work, academic or personal care activities (such as doing his/her daily activities independently). In other words, it is the degree of disability that occurs when the person has suffered, because of an accident or illness (physical or mental), a reduction in his/her ability to function independently in certain areas of his/her life (like going to work, study, etc.). A person who is paralyzed, blind, lame, maimed or mentally disabled are examples of permanent disability.

**Q.18: How does this disability affect your ability to work and take care of yourself?**

This question informs on the severity of the disability in terms of the extent to which it affects the ability of the *Index Child* to perform his/her daily activities and/or work (if s/he works) relative to someone of the same age without this disability.

## SUB-SECTION 11.2 – SMOKING AND DRINKING HABITS

### INSTRUCTIONS

Ask about smoking cigarettes or any other products with tobacco such as beedi, khaini, gutka or snuff. This section only allows to tick one option. Note that there are no skips even if the child reports not having ever smoked or drunk. The respondents may find some of these questions sensitivity. Please be careful to not convey any judgement about the responses and maintain friendly rapport with the respondent so that he/she feels able to answer these questions honestly. To the extent possible, please ensure that the respondent has enough privacy and is not restricted in his/her answers by the presence of other members of the household /neighbours etc.

Please DO NOT question the “truthfulness” of the answer – record the answer given by the respondent.

**Q.1: How old were you when you tried cigarettes/ beedy/ gutka/ snuff for the first time?**

**Q.2: How often do you smoke cigarettes/beedy/gutka/snuff now?**

**Q.3: On the days you smoke, how many cigarettes/beedy do you usually smoke?**

**Q.4: How many of your best friends drink alcohol at least once a month?**

**Q.5: How often do you usually drink alcohol?**

**Q.6: When you drink alcohol, how much do you usually drink per day?**

## SUB-SECTION 11.3 – DIETARY DIVERSITY

### DEFINTIONS

**Last 24 hours:** The reference period for the questions in this section is the last 24 hours, as long as the last 24 hours was a normal / typical day. A normal day is a day with no special events, such as celebrations, birthday, funeral, parties, etc. The interviewer must ask about the previous day since waking up until the person went to sleep. The interviewer should make sure that the previous day was a normal day. If it was not, the interviewer should ask about the most recent normal/typical day.

### INSTRUCTIONS

This section is administered exactly in the same way as for the Younger Cohort.

**Q.1: During the previous 24-hour period (or on typical day if the child was ill yesterday) did you consume:**

This question checks which meals (of all of the possible meals) the *Index Child* consumed in the last 24 hours (or the most recent typical day). The list of possible meals includes: food before morning meal, morning meal, food between morning and midday meals, midday meal, food between midday and evening meal, evening meal, and food after the main evening meal. The total number of meals to which the *Index Child* says yes is then automatically added up in CAPI and filled in.

Please note that this list of meals are to help with the collection of data on the different foods the child has eaten in the last 24 hours; therefore, it will have to be asked in parallel with Q.2. and Q.3. This is a way of helping the respondent remember the types of food eaten in the previous 24 hours.

For instance, you should ask the child whether they ate any “food before the morning meal”, and if s/he says yes, you should inquire into the different foods s/he ate for that meal using the list in Q.3.

**Q.2: Are you Vegetarian?**

The answer should be “Yes” if the child does not eat fish, meat, or poultry.

**Q.3: During the previous 24-hour period did you consume any of the following?**

These questions are about meals or snacks. Name all the options and ask the *Index Child* if he/she consumes any of these alternatives. People tend to forget that they had eaten certain foods, so prompt and ask not only about main meals, but snacks as well. Include foods consumed inside and outside the household and food s/he bought on the street. These are the foods on CAPI:

1	Any rice, roti, chapatti, phulka, naan, biscuits or other foods made of wheat or rice?
2	Any potatoes, tapioca (Karapendalam) cassava, or any other foods made from starchy roots or tubers like qocho?
3	Any pumpkin, carrots, squash, red/orange peppers or sweet potatoes?
4	Any dark, green, leafy vegetables such as palak, pudina, methi leaves, bathua leaves or other vegetable leaves?
5	Any other vegetables (onions, cucumber, tomatoes, lady fingers)?
6	Any ripe mangoes, ripe papayas or apricots?
7	Any other fruits (citrus fruit, bananas, pineapple)?

**8** Any liver, kidney, heart, or other organ meats? (iron rich, not tripe)

**9** Any other meat (beef, pork, goat, lamb, chicken)?

**10** Any eggs?

**11** Any fresh or dried fish or shellfish?

**12** Any foods made from legumes such as beans, peas, lentils, or nuts?

**13** Any cheese, yogurt, milk or other milk products?

**14** Any foods made with oil, fat, or butter?

**15** Any sugar, honey, sweets, sugary sweet drinks?

## SECTION 12 – COMPUTER, DIGITAL DEVICES, AND INTERNET USAGE

### PURPOSE

This section asks the index child questions about the use of computer, certain digital devices, and internet. It also looks into the skills of the child when using a computer or a laptop and the internet.

### INSTRUCTIONS

Now I would like to ask you about your usage of computers and other digital devices and internet

#### Use

**Q.1: Have you ever used any of the following:**

- 01 Computer/laptop
- 02 Tablet
- 03 Internet
- 04 Mobile phone with internet access (e.g. Smartphone)

You need to mark an answer for each one of the 4 devices. The aim of this question is to find out the level of contact the index child has with these tools. If the index child answers “no, never”, “yes, a few times in my life” or “I don’t know what that is” for each one of the four devices please move on the next section. If the index child answers “yes, many times in my life” to at least one of the devices, carry on with this section.

By “internet” we refer to any type of connection to the internet, be that wired or wireless (Wi-Fi) regardless of the accessing device. Read through the alternatives.

By smart phone, we refer to a mobile phone with internet connection or a mobile phone that can be connected to internet (either through free Wi-Fi connections or any data use contract). Notice that in order to say that the child has used a smart phone, s/he should have been using internet in the mobile. This means that if the YL Child has a mobile phone with internet access, but has never used internet in his/her phone, you should mark: No, never.

**Q.2: In the last 12 months, how often have you been using any of the following:**

The aim of this question is to find out the frequency of use of the device by the index child in the last 12 months. For each of the 4 cases the question only activates if the index child replied with “yes, many times in my life” in Q.1. You need to show and read to the index child the alternatives on the ‘frequency card’. The following figure displays the options in the card.

**Figure 8: USE FREQUENCY CARD**

<b>Never</b>	<b>Less than once a month</b>	<b>Monthly</b>	<b>Weekly</b>	<b>Daily</b>
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**Q.3: How old were you when you first used each of the following:**

We ask for 4 specific devices: computer or laptop, tablet, internet and a mobile phone with internet access. The aim of this question is to find out the age in which the index child used the device for the first time. Again, the question only activates if the index child has used the device many times in his/her life. If the index child doesn’t remember the exact age, an approximate age may be given.

**Q.4: Which of the following do you currently have?**

- 1 E-mail
- 2 A social network account and/or instant messaging account

This question refers to two different types of accounts: email and social media or instant messaging. By “electronic mail” or “email” we refer to accounts in any server such as Gmail, Hotmail, Yahoo, Outlook, etc. By “social media or instant messaging” we refer to an account in any of services such as: Facebook, Twitter, Whatsapp, Skype, LinkedIn, Instagram, etc. The aim of this question is to understand how familiar the index child is with socialising digital media.

**Skills**

**Q.5:**

The following includes statements related to different activities that you can perform in a computer or laptop. Please, remember that there are no right or wrong answers. Please, think about how comfortable you feel when you perform the following activities.

Show the five-point scale card with different alternatives that range from “Strongly disagree” to “Strongly agree” (refer back to Figure 7). Explain that you want the respondent to tell me how much s/he agrees or disagrees with them by pointing in this card the option that best

reflects his/her performance while using a computer or laptop. If s/he does not understand the item, please mark the last option “I do not understand what this means”.

1	I know how to create a folder on a digital device.
2	I know how to move a file from one folder to another.
3	I know how to delete a file.
4	I know how to retrieve a deleted file from the recycle bin.
5	I know how to use the undo and redo functions, while working on a digital document.
6	I know how to change the margins (for example using Word).
7	I know how to bold, italicize or underline text (for example using Word).
8	I know how to insert a table in a document (for example using Word).
9	I know how to use a spreadsheet to plot a graph (for example using Excel)
10	I know how to create a presentation (for example using PowerPoint).

#### Q.6:

The following statements include different tasks related to digital devices with internet connection. Please, remember that there are no right or wrong answers. I would like you to think about how comfortable you feel about performing these tasks.

Show the five-point scale card with different alternatives that range from “Strongly disagree” to “Strongly agree” (refer back to Figure 7). Explain that you want the respondent to tell me how much s/he agrees or disagrees with them by pointing in this card the option that best reflects his/her performance using internet. If you s/he does not understand the item, please mark the last option “I do not understand what this means”.

1	I know how to open downloaded files.
2	I know where to click to go to a different webpage.
3	I know how to complete online forms.
4	I know how to connect to a Wi-Fi network.
5	I find it easy to decide what the best keywords are to use for online searches.
6	I find it easy to find a website I visited before.
7	I know how to create something new from existing online images, music or video.
8	I know which apps or software are safe to download.



## SECTION 13 – SOCIAL CAPITAL

### PURPOSE

This section is designed to obtain information about the household support system/network and ability to raise money in case of an emergency and how interested and politically active the household is.

### SUB-SECTION 13.1 – SUPPORT NETWORKS

#### INSTRUCTIONS

**Q.1: Would your household be able to raise 2600 Rupees in one week if you needed it?**

This question informs on the household's ability to raise money in case of an emergency/sudden need. Raising money can mean borrowing or receiving as a gift. What is important is to understand how readily the household can have access to money if it suddenly needs it.

### SUB-SECTION 13.2 – COLLECTIVE ACTION AND EXCLUSION

*The next seven questions are about politics: how interested and politically active the household is. For each action in the table, ask whether the YL Child has done that action since Round 4 (in the last three years). There is a code 79 which should be used if the respondent refuses to answer and 77 is the respondent does not know.*

**Q.2: Talked with other people in your area about a serious problem affecting the community**

**Q.3: Voted in the 2014 national elections**

**Q.4: Voted in the latest local elections**

**Q.5: Gave gifts or cash to any community organizations or political groups?**

**Q.6: Taken action with others about a serious problem affecting the community**

**Q.7: Actively participated in an awareness raising campaign**

**Q.8: Taken part in a protest march or demonstration**

## SECTION 14 – ANTHROPOMETRY

### PURPOSE

Measure the height and weight of the *Index Child* and his/her children (if any).

### PROCEDURES TO MEASURE WEIGHT

- We will use an electronic scale. Please find an adequate and safe surface. This kind of scale cannot accurately measure if it is on a slope.
- Be sure to record each weight measure in the corresponding spaces of the table. Do not forget to record the final weight.
- Weigh the *Index Child*/*Index Child's* child with minimal clothing and no shoes.
- Record all weight calculations on the back of the sheet.
- Weigh the *Index Child* / *Index Child's* child and read the weight measurement clearly. Take a second reading, when the scale is stable again. If the two measures are the same, then enter that as the final weight measurement. If they are different do the procedure a third time and record the number that is repeated twice.
- If you cannot get two identical measurements, and you are sure that you have followed the procedure correctly every time, take the average of the measurements.
- When weighing an *Index Child's* child, or an *Index Child* living with his/her parents always thank the mother.

### PROCEDURES TO MEASURE HEIGHT

- If the person being measured cannot stand, use a wall or a door as support when measuring stature.
- Appropriate clothing: the person being measured should take off his/her shoes and any bulky clothing like a jacket or bulky jumper which may prevent the person being in contact with the measuring board.
- Place the person in such a way that s/he is standing on the measuring board with his/her feet parallel, and with heels, buttocks, shoulders and back touching the surface of the measuring board. The head should be held comfortably with the person looking straight ahead, not with his head tilted up or down. The arms should be hanging next to him/her. If measuring a child, ask the mother to help if needed.
- Gently lower the movable stop of the measuring board and place it on the child's head. Press down if necessary to ensure contact, but only to ensure soft contact.
- Read length within 0.1cm. Ensure that your vision is aligned with the position of the marker, not higher or lower. If the measurement is between two markers of 2 mm, take the lowest value.
- Say the measurement clearly and write it down immediately.

- Raise the head of the board, check the alignment and measure the child again. If the two measures are the same, accept this measure. If the measures are different, measure again until you get two measures that are the same and write the measure in the space for the final height.
- When weighing an *Index Child's* child, or an *Index Child* living with his/her parents always thank the mother.

## CONTROLLING QUALITY OF WEIGHT AND HEIGHT

### 1) Read the measures

- a) If the marker indicates a precise measure (mm. or g.) then take this as the measure.
- b) If it falls between two markers, then take the lower value.

### 2) Read and record the weight and height

- a) The person who is measuring should read the measurement
- b) The assistant repeats what has been read
- c) The person being measured says "yes" or "good"
- d) The assistant says "yes" or "good" and enters the measurement into CAPI.
- e) The assistant displays the measurement to the person measuring.

## HEIGHT

### 3) Common errors in measuring the height/size

- a) Position of the person taking the measure
  - The person is too far from the *Index Child / Index Child* child's feet.
  - The person is not on his/her knees (when measuring a child).
  - The person is too far from the measuring board.

#### b) The feet of the *Index Child / Index Child* child

- Is tiptoeing.
- The soles are not perpendicular to the board's wood.
- Only has one foot on the board.

#### c) The child's head

- The neck is too stretched
- The neck is cramped.
- The mother's hand completely covers the ear (fingers are not bent)

d) The position of the *Index Child* / *Index Child's* child on the measuring board

- Not in the centre of the board
- Wearing bulky clothing (nappy in the case of a baby), braid or hair accessories so that the head is not in contact with the measuring board.

## WEIGHT

4) Common mistakes in weighing

- The *Index Child* / *Index Child's* child can touch a wall or grab other people around
- The *Index Child* / *Index Child's* child is wearing a lot of clothes

## SUB-SECTION 14.1 – INDEX CHILD

### INSTRUCTIONS

#### Q.1: SCALE CHECKED

Make sure that the scale has been tested and is working well. Tick the appropriate space in CAPI if the scale is well calibrated.

#### Q.2: First child weight TO NEAREST 0.1 KG

Take and record the weight from the first measurement.

#### Q.3: Second child weight TO NEAREST 0.1 KG

Take and record the weight from the second measurement

#### Q.4: Agreed child weight TO NEAREST 0.1 KG?

Record agreed final weight following the procedure detailed above

#### Q.5 - Q.7: Height

Record two height measurements and the agreed measurement

#### Q.8: Why was child not measured?

If the Index Child was not weighed and/or his/her height was not measured, specify why the measurement did not occur.

## SUB-SECTION 14.2 – INDEX CHILD'S CHILDREN

### INSTRUCTIONS

#### Q.1: SCALE CHECKED

Make sure that the scale has been tested and is working well. Tick the appropriate space in CAPI if the scale is well calibrated.

**Q.2: First child weight TO NEAREST 0.1 KG**

Take and record the weight from the first measurement

**Q.3: Second child weight TO NEAREST 0.1 KG**

Take and record the weight from the second measurement

**Q.4: Agreed child weight TO NEAREST 0.1 KG?**

Record agreed final weight following the procedure detailed above

**Q.5 – Q.7: Height**

Record two height measurements and the agreed measurement

**Q.8: Why was child not measured?**

If the Index Child's child was not weighed and/or his/her height was not measured, specify why the measurement did not occur.

When taking measurements of children, please make sure to thank the mother when finished.

# **ROUND 5**

## **FIELDWORKER MANUAL**

### **OLDER COHORT HOUSEHOLD QUESTIONNAIRE**

August 2016



**CENTRE FOR ECONOMIC AND SOCIAL STUDIES**  
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## PART I. INTRODUCTION

This manual is a guide to the methods and protocols you will follow while you are in the field. Its aim is to help you both during training and fieldwork.

Your duty as a fieldworker will mainly involve the following tasks:

- a) Administering the questionnaires to adults and children using a Computer-Assisted Personal Interviewing (CAPI) programme.
- b) Assisting your supervisor with anthropometric measurements of children and mothers
- c) Assisting your supervisor with different cognitive developments test for children

This manual will also give you detailed instructions and explanations of each question you will ask. Please read it carefully and early enough to ask any questions or doubts that you may have regarding the questionnaires or the protocols explained in this document.

While you are on the field, take it always with you as it may be useful in case you need to refresh concepts or procedures explained during the training.

***Please refer to the General Guidelines manual for:***

- ***General guidelines on how to conduct the interview***
- ***General guidelines on how to fill in the questionnaire***

The Older Cohort Household questionnaire collects similar information to the Younger Cohort Household questionnaire. There are two main differences. Most of the questions that are asked about the *Index Child* to the caregiver are now asked to the *Index Child* directly. Some of the sections informing on the household's socio-economic situation have been shortened substantially or dropped.



## PART II: HOUSEHOLD QUESTIONNAIRE

### TRACKING SCHEDULE

#### PURPOSE

To locate YL Child, verify that s/he is still alive and confirm if his/her family/current household members agree to continue participating in the study. Also, to identify which is the relevant household where the Older Cohort Household Questionnaire will be administered.

#### RESPONDENT

The Tracking Schedule can be answered by any adult at least 18 years old that can provide reliable information about the location of YL Child or YL Child's family. However, once YL Child's family has been tracked (final attempt) the respondent should be a household member that is familiar with YL Child's affairs – ideally the household head.

#### DEFINITIONS

**Household:** A household is defined as a group of individuals that meets three conditions:

1. They live under the same 'roof' or within the same compound/homestead/stand, and
2. They share food from a common source at least once a day (i.e. cook and eat together), and
3. They contribute to or share in, a common resource pool, aside from food and shelter, which means:
  - They **contribute to** the household through wages/salaries or any cash/in-kind income (e.g. parents), or
  - They **benefit from** this income, but do not contribute to it (e.g. children, students, elderly)

**Current household:** Household in which YL Child is living now in Round 5.

**R4 Household:** Household in which YL Child was living in Round 4.

To identify whether the child is still living with the Round 4 household, s/he will have to live with either of the following household members:

1. R4 spouse (if YL Child was married in Round 4)
2. Biological mother
3. Biological father
4. R4 household head

For complex living arrangements, we will take the four household members in the same order of importance as shown in the list. This means that, for instance, if the child has moved away and is now living with the R4 household head (who was the parental grandfather) and the biological parents are living in the Round 4 location, the YL CHILD will still be considered as living in the Round 4 household. Remember that *household* does not refer to a place of residence or dwelling, but to sharing the roof, food, and income with any of the household members listed above. A YL Child who was moved does not necessarily live in a *new* household and could be still live in the Round 4 household.

**Primary caregiver:** In this round, as well as in Round 4, we no longer interview the primary caregiver of the YL Child (as in previous rounds), since the *Index Child* is now considered to be grown-up and already or soon to become independent. All references to the caregiver in the questionnaires for Older Cohort *Index Child* are referring to the person who was identified as the caregiver in the previous round (Round 3). The name of this person is pre-populated in CAPI everywhere where he/she is mentioned.

**Household head:** In principle, the definition of household head is left open to the respondent. However, if s/he does not know how to define her/him or mentions more than one person, explain that the household head is defined as the person that has control over the family in the household. If the respondent considers more than one person as household head, ask which of these controls the resources / income; and if still more than one is mentioned, ask which of them contributes with most of the resources / income at home. There should only be **one** household head in each household.

## INSTRUCTIONS

This format is administered on paper by the supervisors. Only the final attempt – in which YL Child is found – will be entered in CAPI. Each supervisor has already defined from previous rounds their pool of index children under their responsibility within their allocated districts. They will receive from their Field Manager a pre-printed *Contacts Sheet* with the household's last known address collected in the last tracking on August 2015. This sheet also contains other contacts' addresses and details that may help you find the household.

This form is administered on paper by the supervisors. Only the final attempt – in which YL Child is found – will be entered in CAPI. Each supervisor has already defined from previous rounds their pool of index children under their responsibility within their allocated districts. They will receive from their Field Manager a pre-printed *Contacts Sheet* with the household's last known address collected in the last tracking on August, 2015. This sheet also contains other contacts' addresses and details that may help you find the household (see Figure 1).

### Q.1. Child ID

This is the unique number assigned to each YL Child since Round 1, and it should be kept until the last round of the study. Entering an incorrect Child ID means we cannot use the data collected in the questionnaire.

### Q.2: Tracking attempt number

*In this space, you need to enter the number of times you have tried to find the child. Please note that the maximum number of attempts to find the child is 7. If you cannot find the child after the 7th attempt, report to your FIELD MANAGER to record this child as dropped from this round.*

### Q.3: Date

Record the starting date of each attempt, even if unsuccessful.

### Step 1: Finding the house

### Q.4: Could you find the house/dwelling?

Use the physical address of dwelling from R5 tracking (in August 2015) provided in the *Contacts Sheet* (see Figure 1) to find the house where the child was tracked for the last time.

**Q.5: Record any tracking information collected. Include new address if possible.**

If you could not find the house, talk to neighbours to find out how to get there or where to find YL Child's family and write down all references as this will be useful for tracking the child next round. If unsuccessful, use the phone and postal address provided in the *Contacts Sheet* to contact the household head (usually the child's father) or the primary caregiver (usually the child's mother). Record any useful information you got, and report to the Field Manager. If a child moved to a YL district where another team is working, inform the Field Manager for him to do the arrangements with the corresponding supervisor.

**Step 2: Find the YL Child's family**

**Q.6: Does [YL Child]'s family live here?**

Once you found the house/dwelling, either because you got the correct directions to get there or you obtained a new possible address, you need to ask if YL Child's family is currently living there.

**Q.7: Record any tracking information collected. Include new address if possible.**

If YL Child's family does not live there, ask to the members of that household for any tracking information or talk to neighbours. If unsuccessful, use the phone and postal address provided in the *Contacts Sheet* to talk to the contacts for YL Child to find as much information as you can about where the family has gone. Record any useful information you got, and report to the Field Manager

**Step 3: Check if YL child is alive**

**Q.8: How is [YL Child] doing?**

Once you found YL Child's family, you must find out if s/he is still alive. This is very sensitive, so it is better to ask indirectly to prevent upsetting the respondent. It could be as phrased in this question or by asking "Is the child around / gone for playing / school?". If the child has passed away, you should make appropriate sympathetic statements on behalf of the project.

**Q.9: Approximately, how old was [YL Child] when s/he passed away?**

Only if possible, try to elicit in a very tactful manner, at what age the child died. For the Younger Cohort, the age of death should be less than 13 years old. You could ask this to a household member or a neighbour. **|| End the interview here. ||**

**Step 4: Find YL Child**

**Q.10: Where is YL Child living?**

Once you confirmed that YL Child is alive, ask if s/he is still living in this same residence or in a different one. If YL Child is living in the same residence skip to Q.14. If not, ask for the new address where the YL Child can be found.

**Q.11: Write down the new address where the YL Child is living**

Record the address and if possible the name of someone the child is living with. Once you get a new possible address, start the Tracking Schedule from the beginning. Remember to record the number of attempts in a correlative order.

**Q.12: How long has [YL Child] been living there?**

Record the length of time the child has been living there in years and months. If YL Child has been living there for less than a month, enter 00.

**Q.13: For how long do you expect [YL Child] to stay there?**

This question intends to capture whether the child is expected to return to the previous household. Enter “Temporarily” if the child is expected to return at some point, although the respondent does not know exactly when. As reference use a 6-month period as the definition for ‘temporary’ stay. Enter “Permanently” if the child is NOT expected to return to the previous household or intends to stay more than 6 months.

**Step 4: Linking YL Child to the Round 4 household**

**Q.14: Is [YC Child] now living in the same Round 4 household?**

This question aims to find out whether the Index Child is living in the same household as in Round 4. For this question we need to use the definition described at the beginning of this section. In brief, we link the YL Child to Round 4 household if s/he is living with any of the following people: Spouse (if YL Child was married in Round 4), biological mother, biological father, or Round 4 household head – in that order of importance if the child lives with some but not all of t this people.

**Step 5: Identification of the Relevant Household**

The last couple of questions are just for you to mark based on previous questions.

**Q.15: The relevant household is in a new household**

Tick this box if the child is not living with the Round 4 household and aims to stay in a new residence permanently.

**Q.16: The relevant household in the Round 4 household**

Tick this box if the child:

- is not living with the Round 4 household but plans to return, and
- is living with the Round 4 household

**Figure 1: CONTACT SHEET**

<b>CHILDID</b>	<b>IN010001</b>
CHILD NAME	SAI VEDELLA
GENDER	MALE

R4 ADDRESS	KARANAM GARI SANDU, NEAR RAJAGARI MEMA D.NO-6D-6-5, SOUTHERN STREET, ELURU
MARITAL STATUS IN R4	MARRIED
SPOUSE'S NAME	SAVITA

**R5 TRACKING**

NAME OF HOUSEHOLD HEAD	RAMAMJANEYULU
FATHERS NAME	RAMAMJANEYULU
CAREGIVER'S NAME (IN R4)	GANGA BHAVANI
MOTHER'S NAME	GANGA BHAVANI
PHYSICAL ADDRESS OF DWELLING (R5 TRACKING)	KARANAM GARI SANDU, NEAR RAJAGARI MEMA; D.NO-6D-6-5, SOUTHERN STREET, ELURU
PHONE NUMBER	9440130708 ; 9441687670
POSTAL ADDRESS	V. RAMANJANEYULU, NO. 60-KARAM GARI SANDU SOUTHERN STREET ELURU
CLUSTER ID	01
COMMUNITY ID	IN033
TYPE OF SIT	URBAN
REGION	21

**CONTACTS FOR YL CHILD FROM R5 TRACKING**

NAME OF CONTACT	ADDRESS	PHONE	IS THIS CONTACT STILL VALID?
RAMANJANEYULU VEDELLA	D.NO.6D-6-5, NEAR HANUMAN TEMPLE, RAJA GARI MEDA, KARNAM GARI SANDHU, 29 <sup>TH</sup> WARD, ELURU	NA	<input type="radio"/> YES <input type="radio"/> NO
PULLAIAH VEDELLA	D.NO.6D-6-5, NEAR HANUMAN TEMPLE, RAJA GARI MEDA, KARNAM GARI SANDHU, 29 <sup>TH</sup> WARD, ELURU	NA	<input type="radio"/> YES <input type="radio"/> NO
KOTHAMASU KRISHNA RAO	D.NO.6D-6-4, KARNAM GARI SANDHU, SOUTHERN STREET, ELURU	NA	<input type="radio"/> YES <input type="radio"/> NO

**NEW CONTACTS FOR YL CHILD**

NAME OF CONTACT	ADDRESS	PHONE

## PRELIMINARY INTERVIEW

### PURPOSE

To get consent for keep participating in Young Lives Study and re-introduce Young Lives to all households enrolled since 2002. If successful, you will set appointments with the main respondents of the questionnaires (e.g. the household head, the primary caregiver and YL Child). You should also verify that the contact details in the *Contacts Sheet* (see Figure #5) are up to date.

### RESPONDENTS

Preferably the respondent should be the same as in Round 4; otherwise, any adult (18 years old or more) in the household that knows well the rest of household members, especially YL Child (i.e. not a visitor). If no one with these characteristics is present, ask when you could come back to meet the most suitable respondent.

### INSTRUCTIONS

Briefly introduce yourself and the study following the outline below:

#### Box 1: OUTLINE FOR SELF-INTRODUCTION TO THE HOUSEHOLD

**SAY:** My name is [SUPERVISOR NAME] and I am part of 'Young Lives' project, a study of childhood poverty which has been carried out since 2002 in four countries: Ethiopia, India, Peru and Vietnam. You may remember that we first visited you for the first time 14 years ago when you kindly answered questions for us on various aspects of your lives. The last time we visited you was in 2013/2014 and now we are visiting you again to find out how your life has been over the past 3 years and, in particular, to see how [YL Child] has been developing. Today we would like to check some details with you and then, if you agree, arrange an appointment for a deeper interview with you at a time most convenient to yourselves. Please remember you have the right to withdraw from the study at any time.

#### Q.1: Child ID

Check that this is the same ID you have from the *Tracking Schedule* and the *Contacts Sheet*.

#### Q.2: Date of Preliminary Interview

This should always be the same or later than the date of the last attempt of tracking.

### Locating Information

**The following two questions are for you only. For each, please refer to the *Contacts Sheet* and answer:**

**Q.3: Is the YL Child currently living at the same address as in Round 4?**

Tick in the appropriate answer Yes or No

**Q.4: Is the YL Child currently living at the same address as the one from Round 5 tracking?**

Tick in the appropriate answer Yes or No

If the answer to either Q.3 or Q.4 is YES, copy the details of the current location of the house from the contacts sheet. If the answer for BOTH Q.3 and Q.4 is NO, enter the new location details in Q.5-Q.14. Remember that these should be the same as in the Tracking Schedule.

**Q.5: Address/ New address**

This should match (or be more detailed than) the last address collected in the *Tracking Schedule*.

**Q.6: Phone numbers**

Ask for the landline and mobile, ideally of the household head and/or primary caregiver.

*The following questions intend to identify what type of context information (Community/Mini-Community Questionnaire) will be collected in the locality where the YL Child is currently living.*

**Q.7: Cluster ID (Sentinel site)**

If the child has moved to a locality outside the Young Lives sentinel sites, make sure you write correctly the correlative number assigned to the new mandal.

**Q.8: Community ID**

If the child has moved to a locality outside the Young Lives community, make sure you write correctly the name of the new locality.

**Q.9: Is this new non-YL locality urban or rural?**

This question is answered by observation and can be filled-in later in the mandal headquarter when s/he has access to the official definition of urban and rural areas.

**Q.10: Is it possible to link this urban locality to a nearby urban YL Community?**

*Nearby urban YL Community* refers to an urban YL locality within a 8 km radius, where a Community questionnaire has been administered in previous rounds or is being administered in this round.

**Q.11: Is it possible to link this rural locality to a nearby rural YL Community?**

*Nearby rural YL Community* refers to a rural YL locality within a 5 km radius, where a Community questionnaire has been administered in previous rounds or is being administered in this round.

**Q.12: Enter the Community ID of this nearby community.**

If it is possible to link the new non-YL locality to a nearby locality where a Community questionnaire has been administered, then enter its ID here.

**Q.13: Enter the new Mini-Community ID**

If the household is located in a community for which a mini-community questionnaire will be administered, the relevant mini-community ID will need to be entered here.

**IT IS THE JOB OF THE SUPERVISOR TO ENTER THE APPROPRIATE MINI-COMMUNITY ID IN THIS FIELD.**

**Q.14: Region of residence**

It is most likely that if the region is different from Coastal Andhra, Rayalaseema or Telangana, it should be a neighbouring area. Please make sure you specify correctly the name of the region or state.

**Q.15: Geographic coordinates**

If the GPS coordinates is the same as in the previous round, skip to question Q.16. The reference point to read the GPS (East and North points) is located 1 meter in front of the main door of the house.

**Household Roles**

*The purpose of these questions is to identify the key respondents for the household questionnaire.*

**Q.16: Current household head is the same as in Round 4**

Check the *Contacts Sheet*. If the household head is the same as in the previous round, verify that the name provided in the *Contacts Sheet* is written correctly and amend if necessary and skip to question Q.19.

**Q.17: Who is the household head?**

If the household head is different from before, write her/his name only –there is no need to enter the ID at this stage as more details will be asked in depth during the main interview.

**Q.18: What is his/her relationship to [YL Child]?**

Be careful with the coding. Remember that the reference point is YL Child and not the household head. For instance, if the father is the respondent and he is also the household head, when you ask this question, he might say: “[YL Child] is my daughter”. In this case, you should enter the code 01=Biological parent, since the relationship is defined taking the child as point of reference, and not the respondent or any other household member.

**Q.19: Current primary caregiver is the same as in Round 4**

Check the *Contacts Sheet*. If the primary caregiver is the same as in the previous round, verify that the name provided in the *Contacts Sheet* is written correctly and amend if necessary and skip to question Q.22.

**Q.20: Who is the best person (respondent) to answer questions about [YL Child] (e.g. their education, health, etc.)?**

If the primary caregiver is different from before, write her/his name only –there is no need to enter the ID at this stage as more details will be asked in depth during the main interview. The purpose of this question is to identify the key respondents for the main questionnaire. Try as much as possible to involve the same person as in Round 4.



### Q.21: What is his/her relationship to [YL Child]?

Be careful with the coding. Remember that the reference point is YL Child and not the caregiver. For instance, if the mother is the respondent and she is also the primary caregiver, when you ask this question, she might say: “[YL Child] is my son”. In this case, you should enter the code 01=Biological parent, since the relationship is defined taking the child as point of reference, and not the respondent or any other household member.

### Consent form

Once you have identified the key household roles for the child, prompt the *Consent Form* (see [Box 2](#)) and read it to YL Child’s caregiver. If the person is illiterate, it is essential to have a witness that could be a relative or any other person who can read it. You must inform the caregiver that the child will be assessed and interviewed. [Explain about the Child Questionnaire, and the Achievement and Anthropometry Tests]. Provide explanation to all her/his queries and doubts, if any. Remind her/him that their participation is voluntary, so either the caregiver or YL Child may leave the study anytime. If s/he needs more time to think or consult anyone, kindly offer to come back any other time that may suit her/him.

Bear in mind that this time, the respondent may not be the same person who gave consent in previous rounds. Then, you may have to explain the study to this person, so prepare yourself for this and bring all the necessary information with you. If they are unsure ask if they are happy to answer a few questions (i.e. the preliminary interview). Otherwise ask if they need more time to consider and say that you will come back later. If they do consent then you can continue with the preliminary interview. Either way this is just a verbal consent at this stage – you must reconfirm consent at the start of the main interview and ask them to sign the consent form at that stage. If they clearly refuse consent at this point then you must not pressurise them to continue and you should stop the interview.

#### **Box 2: CONSENT FORM**

I have read and had explained to me by \_\_\_\_\_ the information sheet concerning the study on children and young adults’ welfare in which I have been asked to participate.

I have had the nature and purpose of the research explained. I believe that I understand what is being proposed and what will be required of me if I take part in this study.

I have been informed about what the data collected in this investigation will be used for, to whom it may be disclosed, and how long it will be retained

I understand that my personal involvement and my particular data from this study will remain strictly confidential. Only researchers involved in the investigation will have access.

I have had the opportunity to discuss the details and ask questions about this information. My questions have been answered by \_\_\_\_\_. I received satisfactory answers to all my questions.

I understand that participation is entirely voluntary and that I may withdraw from this study at any time without giving a reason and that this will be without detriment to any care or services I may be receiving or may receive in the future.

I agree to the arrangements described in the information sheet so far as they relate to my participation and hereby fully and freely consent to participate in the study which has been fully explained to me.

I have received a copy of this consent form and the accompanying information sheet.

Participant’s signature/thumbprint or other sign: \_\_\_\_\_

District: \_\_\_\_\_ Village: \_\_\_\_\_ Mandal: \_\_\_\_\_

Signature of project staff: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_ (day/month/year)

Only after all the relevant people agree and sign the *Consent Form*, you may proceed with the next questions.

**Q.22: What is the preferred language of interview?**

This should be asked for the household head, , the YL Child, and the spouse (if child was married) in order to arrange for a translator if needed.

**Appointment(s) for main interview**

Arrange an appointment with the family for conducting the main interview. Ideally the primary caregiver (or the person who answered the questionnaire last time), the household head and [YL Child] will need to be present at the main interview. If necessary, set more than one appointment. Inform the respondent that the interview will take approximately 3 hours.

These questions will not be entered in CAPI, but remember that you need to keep record of them in the corresponding monitoring sheet – *Template 1 for Investigator*.

**Q.23: Date of First Appointment**

**Q.24: Time of First Appointment**

**Q.25: Date of Second Appointment**

**Q.26: Time of Second Appointment**

**Q.27: Date of Third Appointment**

**Q.28: Time of Third Appointment**

## DATA HANDLERS

**Q.1: Date of interview**

**Q.2: Fieldworker ID**

**Q.3: Date of Supervisor Check**

**Q.4: Supervisor ID**

## SECTION 1 – HOUSEHOLD ROSTER

### PURPOSE

The purpose of this section is to identify the members of the household. It starts prompting the list of household members (*HHMs* hereafter) reported in Round 4 and probes if each of them is still living in the household, as well as if there are new members. For all household members (previous and new), basic demographic information is collected, as well as the relationship of each household member with the index child or Young Lives child (*YL Child*, hereafter). This section is crucial because their personal characteristics (e.g. age, sex, etc.) will determine which questions and sections will be asked to each household member (e.g. education level, employment status, etc.).

### RESPONDENTS

The preferred respondent for this section is the household head or the household head partner.

### DEFINITIONS

**ID of Household Member:** The ID is a unique number assigned to each household member since the beginning of the study and, therefore, two members of the same household cannot have the same ID. The YL Child's ID is always "0" ("00" in the paper questionnaire). The remaining household members may have an ID of 1 onwards, and the new members added will have new IDs that will be automatically created in CAPI, so you don't have to enter it.

**REMEMBER:** The Household Member ID is different from the **Child ID**, which is the unique 6-digit code assigned to each YL Child of the 2 cohorts from the 4 countries. Therefore, no YL Child will have the same Child ID as any other YL Child in the sample. The code is composed of: **Country / Cluster / Cohort / Child number**

Example: IN 01 0 011, where

IN = Country

01 = Cluster

1 = Older Cohort

011 = Child number

In CAPI, the Child ID is shown without the country pre-fix (IN) and without the leading “0”. For the example given above, you will see “10011.”

**Round 4 household:** As defined in the Tracking Schedule, Round 4 household is defined by the following people:

- Spouse (if Index Child was married in R4)
- Biological mother
- Biological father
- Round 4 household head

Note the difference between the living place and household. Household members may have moved to a different living place or migrated to another region, but this doesn’t necessarily have a relation to whether it is the same household or not. Members of a household may have moved (some may have left or some may have arrived) but this doesn’t necessarily have a relation to whether it is the same household or not either

## INSTRUCTIONS

In CAPI, the household roster shows a first table with pre-filled basic information of previous household members. Check that the name is spelled correctly and amend if necessary. The roster should be administered row by row. Once you finish asking for all previous household members (PHHM’s hereafter) add all new members at the end of the roster by adding new rows to the table.

### **Full Household Roster**

#### **Q.1: Is this the R4 Household?**

The question aims to find out whether this household is the same as the one surveyed in Round 4. This is done using the definition of Round 4 household above.

**Full name**

The names of PHHM's are pre-filled, but you should still verify them (including spelling).

**Q.3: Did [HHM] move to the new household?**

This question is enabled only when the household in Round 5 is not the same as the Round 4 household (See Q.1)

**Q.4: Does [HHM] still live in the household?**

This records whether the HHM lives at home or not, and whether s/he is alive or not. This is a key question because all questions in later sections refer to current household members. It is important that those household members who have moved are entered properly as "No, he/she moved permanently" or "No, he/she moved temporarily". For these household members no further questions will be asked in the questionnaire and will not be considered part of the household for all practical purposes.

**Q.5: Which year did [HHM] die in?**

Remember to be sensitive when asking this question. This question is enabled only when Q.4=03 (Household member has died).

**Age in R4**

The ages of PHHM's appear pre-filled as labels so you are not able to modify them. Use it as a reference when the respondent reports the current ages of the household members. Please DO NOT CORRECT the respondent even if the pre-filled age and current age do not match.

**Q.6: How old is [HHM]?**

You have to enter the age in completed years. If someone is 12 years and 11 months old, you should enter 12 in this question. Enter "0" if the HHM is less than 1 year old.

**Q.7: Age in completed months**

If the HHM is less than 1 year old, you should enter "0" in Q.6 and the number of months here. Remember the range should be between 0 and 1; zero being less than one month.

**Q.8: Sex**

Please enter the sex of the HHM. For previous household member, the selection of the sex is pre-filled however you are able to modify this if you see that there was a mistake previously.

**PQ.9: Relationship to [YL Child] in R4**

**Q.9: Relationship to [YL Child]**

Be careful with the coding. Remember that the reference point is YL Child and not the caregiver. For instance, if the mother is the respondent and she is also the primary caregiver, when you ask this question, she might say: "[YL Child] is my son". In this case, you should enter the code 01=Biological parent, since the relationship is defined taking the child as point of reference, and not the respondent or any other household member.

**YL child and YL child mother's place of birth**

**Q.10: Was [YL Child]/[YL Child's mother] born in this village?**

In previous rounds, the place of birth of YL Child has not been recorded and this round we are including it. To reduce speed in the administration, we start asking if the YL Child was born in the place where the interview is taking place. If not, you should ask the details as follows in Q.11-Q.14.

**Q.11-Q.14: Where was [YL Child] born? Enter State, District, Mandal and Village**

Enter the state, district, mandal and village.

Once this information is filled in for all *PHHM's*, you should ask the respondent if there are any other people currently living in the household permanently and/or are hosted in the household. This would be the case, for example, of a younger sibling of YL Child that was born at any point after Round 4. In that case, add this person to the Roster and record the same information that was recorded for previous members. By definition the new household member must live in the household. Once you have filled in the details of all – previous and new – household members, you will ask the following questions only to the *current* household members.

**Household head in Round 4**

You will see the name of the household head in Round 4 as a label only for reference.

**Q.15: Who is the head of the household?**

Ask who the current head of the household is. If different from Round 4 (see the reference above) probe the reported response. The household head is defined as the person that has control over the family in the household. If the respondent considers more than one person as household head, ask who controls the resources / income; and if still more than one is mentioned, ask which of them contributes with most of the resources / income at home. Enter the ID of the household member identified as the household head.

**Current Household Roster**

This table shows all previous household members identified as current household members above plus new household members - these are all the household members who are living in the household.

**Q.16: Which of the following origins does [HHM] belong to?**

Please read out the options and wait for the respondent to decide on the relevant category.

**Q.17: When is [HHM]'s birthday?**

Ask to all members 5-17 years old. Record only the month by selecting it from the drop down menu.

**Q.18: What is [HHM]'s relationship to [HOUSEHOLD HEAD]?**

Be careful with the coding. Remember that the reference point is now the household head and not the respondent. For instance, if the respondent is the mother of the household head, when

you ask this for the respondent, she might say: “[HOUSEHOLD HEAD] is my son”. In this case, you should enter the code 01=Biological parent, since the relationship is defined taking the household head as point of reference, the respondent or any other household member.

**Q.19: What is [HHM]'s marital status?**

Ask to all household members 12 and above. Remember that single means that the person has never been married.

**Q.20: Does [HHM] have a permanent disability that affects his/her work capacity?**

Permanent disability is a continuing health alteration that prevents or limits the sufferer from performing work or academic activities, or taking care of him/herself. It can be a result of an accident or an illness (physical or mental). Examples are: paralysis, visual impairment, mental problems, etc. Select from the options YES/NO in CAPI.

**Q.21: Who is [HHM]'s biological mother?**

This question intends to capture the links among other household members different than the YL Child, the household head and the primary caregiver. If the biological mother lives in the household, enter the ID from the household roster drop-down list. If she does not live in the household, enter 98. If she has passed away, enter 99.

In CAPI you will see the list of all female household members to select one from them. You will also see the codes: 98=Does not live in the household, and 99=Has passed away.

**Q.22: Who is [HHM]'s biological father?**

This question intends to capture the links among other household members different than the YL Child, the household head and the primary caregiver. If the biological father lives in the household, enter the ID from the household roster drop-down list. If he does not live in the household, enter 98. If he has passed away, enter 99.

In CAPI you will see the list of all male household members to select one from them. You will also see the codes: 98=Does not live in the household, and 99=Has passed away.

***The following questions are for you (the investigator) only.***

**Q.23: Tick if the current household roster is complete.**

Once finished updating the household roster, check with the respondent that all current household members have been included, and correct if necessary.

**Q.24: Tick if this is a polygamous household.**

This question is for you to answer based on information in the household roster; do not ask the respondent. This refers if the household head has more than one spouse – check the roster to see if more than one HHM is entered as the wife of the HH head (Q.18).

**Q.25: ID of respondent for this section**

Identify the respondent for this section from the household roster and enter the ID.

## SECTION 2 – HOUSEHOLD EDUCATION

### PURPOSE

The purpose for this section is to identify the educational level / degree of all of the household members.

### RESPONDENT(S)

Household head or another person closely linked to the rest of the household members with information on their education.

### DEFINITIONS

- **Full-time education:** Refers to the minimum attendance requirements established by schools. Teaching hours may not necessarily be a whole day; could be morning, afternoon or evening shifts.
- **School types:** Refers to the administration of the schools

School type	Definition
Private (unaided)	Private-run schools
NGO/Charity/Religious (not-for-profit)	Schools run by NGO's or by religious organizations
Public (Govt)	Government-run schools
Informal or non-formal community	Community-run schools
Charitable trust	Schools run by charitable trusts such as Sathia Seai Baba
Bridge School	Schools meant for drop-out children to re-join formal schooling after fulfilling certain criteria such as age appropriateness
Mix of public and private	

### INSTRUCTIONS

This section is divided in 2 tables: one for adults (18 years old and above) and another for children (5 to less than 18 years old).

#### Q.1: Respondent for this section

Enter household member from the household roster.



**18 years old and over**

**Q.2: Has [HHM] ever attended or is he/she currently attending school?**

It seeks to differentiate between the HHM that have ever attended school and those who haven't. If No, skip to the next HHM.

**Q.3: What was the highest grade that [HHM] completed (excluding pre-primary)?**

Enter the highest educational degree obtained so far, or the degree of education still studying today for each adult. For those household members whose current educational level is not higher than secondary, enter the last grade completed. For instance if the household member is currently in grade 12, then the last grade completed is 11. If the household member has completed secondary education and has continued studying, enter the codes that match this level (e.g. Degree, post-secondary technological institute etc.). It is important that the fieldworker remembers to ask for the last grade completed.

Remember that we are looking for the last completed educational grade. For someone who currently is in secondary school 5<sup>th</sup> grade, you must enter 4<sup>th</sup> secondary school.

**Q.4: Is [HHM] currently in full-time education?**

This question seeks to establish whether the individual is in full time education, which refers to formal education programmes. The codes in this question allow to differentiate between attending regularly, irregularly, and distance learning.

**For ages 5 to less than 18 years old**

***The next six questions are enabled only for HHM's who are between the ages of 5 and 18.***

**Q.5: Has [HHM] ever attended or is he/she currently attending school?**

See instructions for Q.2

**Q.6: What was the highest grade that [HHM] completed (excluding pre-primary)?**

See instructions for Q.3

**Q.7: Is [HHM] currently in full-time education?**

See definition of full-time education above.

**Q.8: Why is [HHM] currently NOT in full-time education?**

For all those of school-going age (i.e. age 5-18) we would like to know the reason why they are not attending school.

**Q.9: How old was [HHM] when s/he completed/ stopped full time education?**

This question seeks to establish the age in years when the child stopped being in full-time education. Only ask if the child is not currently in full time education (i.e. Q.5=01 and Q.7 = 00)

**Q.10: What type of school is [HHM] attending?**

Please match the respondent's answer to the codes available. See above for definition of each type of school. As far as possible please use available codes. Only use other, specify in cases where the school-type is very unusual and really cannot be coded as one of the options.

## SECTION 3 – LIVELIHOODS AND ASSET FRAMEWORK

### RESPONDENT

Household member who knows best about the land extension and value, probably the household head.

#### Q.1 Respondent for this section

Enter household member from the household roster.

## SUB-SECTION 3.1 – LAND USE

### PURPOSE

The purpose of this section is to find out about the total area of agricultural and non-agricultural land used by the household – either owned or not owned. We also ask whether the Index Child is the main decision making or has any ownership of the land.

Note that this section is a reduced version of the Younger Cohort Household questionnaire.

### DEFINITIONS

**Owned land:** The land is owned by the household and is NOT mortgaged with a bank or other financial institution (i.e. it is not used as collateral). This includes sharecropped-out land. Remember that if the land is rented out, lent to or shared with someone else, it still belongs to the household.

**Land that is not owned:** This includes:

- **Rented land:** The land belongs to someone else who rents it to the household.
- **Borrowed land:** The land belongs to someone else who is lending it to the household.
- **Sharecropped-in land:** The land belongs to someone else who allows the household to work on a part of it and keep an agreed percentage of the output. This arrangement is stated in a contract that specifies the percentage of the crop and/or a monetary payment that the household would receive as a compensation of their work.

<b>REMEMBER:</b> IF THE HOUSEHOLD OWNS THE LAND AND IS SHARE-CROPPING IT WITH SOMEONE ELSE, THEN IT WOULD BE “SHARECROPPED-OUT” AND WILL BE CONSIDERED AS “OWN LAND”.
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**REMEMBER:** IF THE HOUSEHOLD HAS A LAND TITLE, IT WILL BE CONSIDERED AS “OWN LAND”

## INSTRUCTIONS

**Q.2: In the last agriculture year (i.e. June 2015 to May 2016), has anyone in your household owned, borrowed or rented any agricultural land?**

This question identifies those households that use or have used any agricultural land over the last agricultural year and, therefore, includes plots that are sharecropped-in and sharecropped-out. If the answer is NO, answer Q.3 and skip Q.4 and Q.5.

### **Non-agricultural land**

**Q.3: Total area of non-agricultural land**

Record the area of land (in acres and cents) used for living accommodation as well as industry and other uses. If there is more than one property, you must report the sum of the total area of the land. If the household has a business in the house (e.g. a warehouse on the ground floor), include it in the total area of the land. If the household moved from one house to another during the last agricultural year, only consider the current house.

### **Agricultural land**

**Q.4: Total area of agricultural land**

Enter the total area of all agricultural land used by the household during the last agricultural year. For example, if the household has a plot of 2 acres and another one of 3 acres, the total area of agricultural land is 5. Help the respondent make the calculations by listing the area of each plot and adding them up.

If the land reports having no agricultural land enter ‘0000’ and skip Q.5. Although this will rarely be the case as the household already reported using some agricultural land in Q.2.

**Q.5: What proportion of the land was irrigated in the last dry season?**

Please refer to agricultural land only. Let the respondent make an estimate and then code appropriately.

**Q.6: What is the total area of leased-out / sharecropped-out land?**

This refers to land owned by the household which is leased to someone else. This could be agricultural and/or non-agricultural land.

**REMEMBER:** IF THE HOUSEHOLD HAS MORE THAN ONE PLOT OF LAND, REFER TO THE SUM OF ALL PLOTS WHEN ANSWERING THESE QUESTIONS

*The next three questions inform on the extent to which the Index Child has control over the land used by the household (land that is owned, borrowed, rented, etc.). Note that the land can be agricultural or non-agricultural.*

**Q.7: Is [OC YL CHILD] the main decision maker about how any of this land is used?**

The main decision maker is the person who has the final say, even when others are of a different opinion, on how the land is being used.

**Q.8: Is [OC YL CHILD] the main decision maker about how proceeds from any of this land are used?**

That is proceeds from the way in which the land is used, and/or if the land was sold.

**Q.9: Does [OC YL CHILD] have a land certificate for any of this land?**

This question informs on whether the *Index Child* officially owns any of the household land. This could be for part of the land or for all the land used by the household.

## SUB-SECTION 3.2 – LIVESTOCK AND PRODUCTIVE ASSETS

### PURPOSE

The purpose of this section is to gain information about productive assets (animals, tools, utensils, agricultural and non-agricultural machinery) owned by the household in the past 12 months. Further, the value of these assets is of interest.

### DEFINITIONS

- **Productive asset:** any tangible good, utensil, machinery, or tool employed in production processes and income generation. It may be agricultural or non-agricultural. Tractors, wheelbarrows, and axes are productive assets used in agriculture while spinning machines, drills, and sewing machines are non-agricultural productive assets. A car can be a non-agricultural productive asset if it is used to generate income (e.g. driver, necessary to drive to place of work).

### INSTRUCTIONS

#### Livestock

**Q.1: Has anyone in the household owned any livestock in the last 12 months?**

Do not include pets. This question identifies whether a member of the household owns or owned any animal in the past 12 months. The fieldworker must keep in mind that only the

animals that can generate income are relevant. *Pets are irrelevant for the study.* If the respondent's answer is YES, continue with the table listing the different types of animal.

***For every type of animal, establish whether someone in the household owns or owned that specific type in the past 12 months. This includes animals that were owned and sold at any point in the last 12 months. Go through every row. For every type of animal ask the following:***

**Q.2: Has anyone in the household owned any of the following animals at any time in the last 12 months?**

This includes animals that had been sold and are currently no longer in the household's possession.

**Q.3: How many of the following animals does the household currently own?**

The answer here can be "00" even if this animal is ticked in Q.2, because the household could have sold it.

**Q.4: If you were to sell or rent all of [NAME OF ANIMAL], can [YL child] dispose entirely or partially of the money obtained?**

This question informs on the extent to which the *Index Child* has control over the resources of the household. It is about the extent to which the *Index Child* has control over the proceeds from sale of livestock.

### **Productive Assets**

**Q.5: Do you have any assets (owned, rented, or borrowed) that allow your household to work and generate income?**

This is a filter question to identify whether the household utilises productive assets. These do not necessarily have to be owned by the household; they can also be borrowed or rented. If the respondent does not understand what is meant by the term "productive asset", please clarify that these are implements that allow/help the household to generate income.

Some of the productive assets mentioned here may also be reported in the Socioeconomic Status section. For example, if the household uses a car as a taxi, the car will be reported here. However, if the car is owned by the household, the car will be reported again in the Socioeconomic Status section. This is correct. In these cases, the fieldworker is advised to leave a comment.

If the household responds 'yes' to Q.6, then the Productive Assets table is enabled:

***The table of Productive Assets captures the 3 most valuable productive assets for the household.***

**Q.6: Can you tell me up to three of the most VALUABLE (in terms of money) assets (owned, rented, or borrowed) that allowed your household to work/generate income?**

Enter UP to three most important productive assets in CAPI by adding rows accordingly.

The fieldworker should be aware that the codebox table of productive assets includes both agricultural and non-agricultural assets. If the assets mentioned by the respondent belong to the same code, these should not be entered as separate assets. Instead, the total number column should inform on the total number of individual asserts in each category. Please read the codes out loud if the respondent does not understand the question.

**Q.7: For which activity is this asset used?**

Enter economic industry according to the categories shown in Codebox 5. This question applies to any asset, whether owned or not.

**Q.8: How many of them do you currently own?**

Consider only owned assets. If all the productive assets of the same type in question are rented or borrowed, enter 00.

## SECTION 4 – ECONOMIC CHANGES AND RECENT LIFE HISTORY

### PURPOSE

Combined the information collected in this section informs on the economic changes and unanticipated adverse economic events that have affected the household of the *Index Child* in the last 3 years, since 2013.

This section also records the history of economic events affecting the family since 2013 (shocks). We think of these events as “shocks” since most of them are by their nature unexpected (i.e. not necessarily caused or sought by the decision of the family). An election is not an unexpected event. On the other hand, fire, theft, natural disaster, being fired, illness, a business that generated economic losses are typically unexpected events.

### RESPONDENTS

The respondent must be the person who knows most about the events or economic circumstances that occurred in the home in the last four years.

#### Q.0 Respondent for this section

Identify the respondent for this section using their ID from the household roster.

## SUB-SECTION 4.1 – ECONOMIC CHANGES

### INSTRUCTIONS

#### Q.1: How would you describe the household you were living in?

##### 01. Currently

Respondent is asked how s/he would describe the economic situation of the household in which he/she is currently living in. For this question you should read the alternatives and input the relevant code. You must ensure that the person’s answer is one of the alternatives. In this question, the code 03 = “Comfortable – manage to get by” means average.

##### 02. *THREE years ago (around the time of previous visit in [MONTH AND YEAR OF R4 INTERVIEW])*



The respondent is asked about the economic situation of the household where the respondent lived four years ago. As in the previous case the interviewer should read the alternatives and place the code. You must ensure that the person's answer is one of the alternatives. In this question, the code 03 = "Comfortable – manage to get by" means average.

These questions are of perception. If the answer is very different from what you can see, just add a comment but do not try to change the respondents' answer or record your own.

***If the answers to Q1 and Q2 are different, meaning that situation has changed, ask Q.2. In CAPI the enablement of Q.2 will be automatic. If the situation has not changed (answers to Q1 and Q2 are the same) skip to Q.3. Again, in CAPI, this will be done automatically for you.***

**Q.2: Please give the two main reasons why your situation has changed compared to three years ago (around time of previous visit in [MONTH AND YEAR OF R4 INTERVIEW]).**

Ask about the two most important reasons for this change: [Reason 1] and [Reason 2]. Try as much as possible (but not force) that the reasons reported by the household fit the existing response categories reported in the dropdown menu. Up to two reasons can be mentioned. Try to record them in order of importance. If there is only one reason, enter 88 = NA in the box on the second answer.

**Q.3: Compared to other households in this VILLAGE/SUBURB, would you describe your household at the moment as:**

Ask the respondent to compare his/her household to others in the village. This is a question of perception so you should try to avoid answers like NK, unless the respondent really cannot compare his/her household with others. If the answer is far from what you can observe, make a comment, but do not try to change the answer/mind of the respondent – just make sure s/he understands the question.

## SUB-SECTION 4.2 – SHOCKS

### PURPOSE

This section records the history of economic events affecting the family since 2013 (shocks). We think of these events as "shocks" since most of them are by their nature unexpected (i.e. not necessarily caused or sought by the decision of the family). An election is not an unexpected event. On the other hand, fire, theft, natural disaster, being fired, illness, a business that generated economic losses are typically unexpected events.

***This section is intended to pick the events that affected the home and have had a negative economic consequence for the home. The fieldworker should not impose their views and decide whether an event is counted as a shock or not.***

## DEFINITION

### Q.1 Has [SHOCK NAME] happened since [MONTH AND YEAR OF R4 INTERVIEW]?

This question determines each of the event occurred *and had negative economic consequences for the household*. This question is asked for each event first. Once all of the events have been asked about, you can move onto asking when the specific events that affected the households occurred.

### Q.2 Indicate if each event happened in any of these years.

For this question you have a column for each year since 2013. You are asked to tick the ones in which a shock happened. Do this for all those events that happened since 2013 (all were previously identified in Q.1.)

**Table: Three events that affected the economic situation of the household most negatively**

### Q.3 Indicate the 3 most important negative SHOCKS that affected the economic situation of the household. Enter events by order of importance.

The purpose of this question is to find out which negative events, out of the ones reported in Q.1 and Q.2 generated the greatest economic loss. In CAPI you will have a drop-down menu that has all the relevant information based on the information provided in Q.1. Please enter these in terms of importance (i.e. the one that affected the most or had the greater economic loss for the household should go first). If there are less than three responses, input 88 = NA in the remaining spaces. CAPI will then automatically prefill the years in which the shock happened based on answers to Q.2.

**IMPORTANT CONSIDERATION:** In the list of the three most important events there may be some that are a result of another (i.e. correlated events). For example, in rural areas in the highlands a home could have reported the following events: "frost", "death of cattle" and "loss of harvest" as the three events that affected him most. In these cases it would be preferable to only report the "dead cattle" and "loss of harvest" as the main events because the table is about the events that affected the economic situation of the household, therefore we are talking about effects rather than causes.

### Q.4: How much does this economic loss represent of the income generated by the household in this year?

For each of the three most important events that affected the economic situation of the household, and for each of the years in which they occurred, ask the respondent approximately how much of the income generated by the household the economic loss associated with the events represents. Do not prompt the answers. Listen to the respondent and code in the most relevant loss category.

### Q.5: What did your household do in response to this event?

Choose up to 3 responses per shock but list in order of importance. An example of code 03=destruction of livestock is when livestock got a disease and it had to be destroyed to avoid any further contagion. Enter code 88=NA if there are less than three responses to the shock. Remember not to leave any questions blank or CAPI will recognise this as an error.

## SECTION 5 – SOCIO-ECONOMIC STATUS

### PURPOSE

This section is about the household's socioeconomic environment. This includes questions about conditions where people live, household possessions, and access to public services.

### RESPONDENT

This section may be answered by the head of household or by the member of the household who knows about housing conditions (infrastructure) and ownership of consumer durables.

### INSTRUCTIONS

#### **Q.0: Respondent for this section.**

Enter household member from the household roster.

#### **Q.1: Does anyone in your household own your house?**

Ask the respondent if any member of the household owns the house and the land that it is built on. This includes situations in which the house is still being paid (e.g. mortgage) but for which a HHM has a title accrediting the ownership of the house. Skip to question Q.3, if answered No.

#### **Q.2: Does anyone in your household have a mortgage on your house?**

Ask whether anyone in the household has a mortgage on the house. A mortgage is an agreement by which the household borrows money from a money-lending organization such as a bank and gives that organization the right to take possession of house which was given as security if the money is not repaid. In other words, the house is being used as collateral for a loan, which is used to pay for the house. The mortgage is usually paid back to the money-lending organisation with specified payment periods and interest rates.

#### **Q.3: How many rooms are there in the house?**

Establish how many rooms there are in the house. Do not include kitchen, bathrooms, passage, garage, warehouses or rooms divided with non-permanent items such as a curtain.

#### **Q.4: Do you have a separate kitchen/cooking area?**

Ask the respondent whether the house has a space for cooking, other than one of the rooms counted in the previous question.

#### **Q.5: Do you have electricity?**

This question refers to both legal and illegal electricity connections. The connection must be working most days. Enter yes if electricity comes from a generator, including wind and solar ones, but NOT if it is generated by a car battery. Before asking this question you should try to

observe if the household has light bulbs, fans, or any devices that need electricity and whether they are working at the time of the interview.

*The following three questions seek to collect information about the main material of the house. In this case, the fieldworker should observe the construction materials and record the category from the drop-down menus. If the materials are not visible, ask a member of the household. If the ceiling, floor, and/or wall are made of different materials record the type of material that covers at least 50% of the construction. If the same proportion prevails, record the material of the highest quality. If the compound has more than one building (separate kitchen, toilet, etc.) take the building material of either the living room or any of the bedrooms.*

**Q.6 : Wall – [recorded by observation]**

**Q.7: Roof – [recorded by observation]**

**Q.8: Floor – [recorded by observation]**

**Q.9: What is the main source of drinking water for members of your household?**

Ask for the source of the water that the household uses for drinking. If different members have different drinking water sources, ask for the source used by most of the household members.

*NOTE: If the home is supplied with piped water that comes from springs, rivers, etc., should be recorded in others and note that it is tube piped water supply. For a source to be considered "public" it must have a minimum treatment (Chlorine)*

**Q.10: What kind of toilet facility does your household use?**

Ask the respondent about the most important characteristics of the toilet used in the household. Do not prompt the answers.

*NOTE: Septic tank is a device used to send human waste through a pipe directly into a well, where is treated with lime, ash, etc.*

*If the home shows that the ultimate destination of human waste is directly the Field, Farm, Paddock, any open field, river or canal, ditch, oxbow lake, this will be classified as Forest/field/open place..*

**Q.11: Do women in the household use it?**

This question is about the users of the toilet facility. Enter yes if all or most of the adult women in the household use the toilet facility.

**Q.12: Do men in the household use it?**

This question is about the users of the toilet facility. Enter yes if all or most of the adult men in the household use the toilet facility.

**Q.13: Do children in the household use it?**

This question is about the users of the toilet facility. Enter yes if all or most of the children in the household use the toilet facility.

**Q.14: What is the main type of fuel you use for cooking?**

This question is about home fuel usually used for cooking. If multiple sources are used, ask for the most frequent.

**Q.15: Is heating used in this area?**

Ask the respondent if heating is used in the household, for instance, in winter. If NO, skip to Q.17. Prior to this question, the fieldworker should be aware if the cluster s/he is visiting has a climate that requires the use of any heating. If the location visited has a warm or tropical climate, it will not require heating, then enter "No = 00" and skip to question Q.17.

**Q.16: What is the main type of fuel you usually use for heating?**

Only if the community uses some heating, ask what fuel the household typically uses. If the respondent states that the household does not use anything to heat the home despite living in an area where heating is used, use the code "11 = None".

**Q.17: Have you invested in the improvement of your dwelling during the last 3 years?**

We want to know if anyone in the home has invested in infrastructure improvements to the house since 2010. If the answer is "No = 00" or "NK = 77" skip to Q.19.

**Q.18: What have you invested in?**

Ask the respondent to report the 3 most important improvements to the house since 2013. You can mark up to three investments. If the respondent mentions more than three, then choose the three that demanded the most spending. Conversely, if less than three investments are mentioned, input the ones mentioned and fill the other spaces with 88 = NA.

**Household items**

**Q.19: Does anyone in the household own this item?**

Establish whether someone in the household owns any of the 20 items listed. To own an article means that the article could be sold by the household member. Make sure you also include all items that are being paid in instalments, or items that are not in the house at the time of the interview (e.g. because they have been borrowed by someone). Also, keep in mind that the item should be in working condition.

Mark "Yes = 01" for all those items owned by the household. If the household does not have the item or do not know, mark "No = 00" or "NK = 77" as appropriate and skip to the next article.

**Q.20: How many of does the household own?**

For each item that the household owns, ask how many it has (in working condition). Enter the amount given by the respondent.

Be careful when coding the number of items owned for the category table /chair (08), which should be counted as individual items. For instance, if the household has a dining table with 6 chairs around it, it should be counted as 7 items (1 table + 6 chairs).

**Q.21: From these items, which are the five most valuable ones (in terms of their monetary value) owned by the household?**

Please indicate the 5 items, amongst those mentioned in the previous table, that have most economic value or would be worth most if sold. Make sure the respondent understands that the term 'valuable' refer solely to economic value and not sentimental value. Enter item IDs in order of importance. In the case of table/chair consider the total value of all tables and chairs together.

*NOTE: If the respondent mentions that they own less than 5 items, then the interviewer should consider these as the most valuable in economic terms.*

**Q.22: If you were to sell these items, how much do you think they would fetch?**

Enter the amount in Rupees. If the respondent has more than one item of a type (e.g. three TVs) add all items and report the total value. If the respondent cannot estimate the value of the item(s) enter code "NS = -77", but try your best to help the respondent with the estimations if necessary. In the case of table/chair consider the total value of all tables and chairs together.

## SECTION 6 – PUBLIC PROGRAMMES

### PURPOSE

This informs on some of the key public programmes that the household may be accessing.

### INSTRUCTIONS

**Q.0: ID of respondent for this section (identify the respondent for this section using the ID from the household roster).**

## SUB-SECTION 6.1 – PUBLIC DISTRIBUTION SYSTEM (PDS)

**Q.1: Are you accessing PDS ?**

If answer No, skip to question Q.5.

**Q.2: Which type of card do you hold?**

**Q.3: Are you satisfied with the quality of the service?**

If answer Yes, skip to question Q.5.

**Q.4: Why are you not satisfied?**

## SUB-SECTION 6.2 – NATIONAL RURAL EMPLOYMENT GUARANTEE SCHEME (NREGS)

**Q.5: Does your household have job card under the NREGS?**

If answer No, skip to question Q.17.

**Q.6: What is your household's job card number?**

**FIELDWORKER:** See job card and enter number. If respondent does not have the card or does not now the number, please code as "0000".

**Q.7: Over the last 12 months, have you or anyone in your household worked for the NREGS?**

If answer No, skip to question Q.17.

**Q.8: Has your household received unemployment allowance under NREGS since 2009/2010?**

**Q.9: Who in your household is registered with the NREG schemes?**

The questions Q.10 to Q.13 are asked to all the household members registered with the NREG schemes (Q.9). It is important ask for two separate periods: the last 'Lean season' (Mar 2016 to Jun 2016) (questions Q.10 and Q.11) and last 'Rabi and Kharif harvests' (Jul 2015-Feb 2016) (questions Q.12 and Q.13).

Q.10: How many days employment was provided for [HHM]?

Q.11: How much did [HHM] receive for this work?

Q.12: How many days of employment was provided for [HHM]?

Q.13: How much did [HHM] receive for this work?

Questions Q.14 and Q.15 are only asked if the YL child index in this household is a girl.

Q.14: Has [YL Girl] not participated in NREGS because of lack of child care facility?

Q.15: Was [YL Girl] refused employment under NREGS because of being a single woman?

## SUB-SECTION 6.3 – RAJIV AROGYASRI (RA) HEALTH INSURANCE SCHEME

Q.16: Do you have Rajiv Arogyasri Card? Skip to question Q.19 if answer No.

Q.17: What is the card number?

Q.18: Have you accessed this scheme for the [YL Child]'s health related issues?

## SUB-SECTION 6.4 – AROGYA LAKSHMI

Q.19: Is the household located in the state of Telangana? Skip to question Q.25 if answer No.

Q.20: Has anyone in your household accessed the Arogya Lakshmi program? Skip to question Q.25 if answer No.

Q.21: When did your household accessed this program?  
(after 2009-10)

Q.22: Did you receive any benefits in cash? Skip to question Q.24 if answer No.

Q.23: How much did you receive in cash? The approximate value should be in Rupees.

Q.24: Has [YL CHILD] benefitted through this program? This question is only enabled if the YL child index is a married girl.



## SUB-SECTION 6.5 – IKP – CREDIT PROVISION

**Q.25: Did anyone in the household benefit from this programme during the last 4 years? If the answer is No, then it is the end of the interview.**

**Q.26: Who is the main person in the household who benefited from this programme?**

# **ROUND 5**

## **FIELDWORKER MANUAL**

### **YOUNGER COHORT CHILD QUESTIONNAIRE**

August 2016



**CENTRE FOR ECONOMIC AND SOCIAL STUDIES**

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## PART I. INTRODUCTION

This manual is a guide to the methods and protocols you will follow while you are in the field. Its aim is to help you both during training and fieldwork.

Your duty as a fieldworker will mainly involve the following tasks:

- a) Administering the questionnaires to adults and children using a Computer-Assisted Personal Interviewing (CAPI) programme.
- b) Assisting your supervisor with anthropometric measurements of children and mothers
- c) Assisting your supervisor with different cognitive developments test for children

This manual will also give you detailed instructions and explanations of each question you will ask. Please read it carefully and early enough to ask any questions or doubts that you may have regarding the questionnaires or the protocols explained in this document.

While you are on the field, take it always with you as it may be useful in case you need to refresh concepts or procedures explained during the training.

This questionnaire is administered directly to the Younger Cohort Index Child. The respondent for the great majority of the section is the *Index Child*. The purpose of this questionnaire is mainly to gather information on children's experiences (e.g. of schooling, work), as well as to get their activities and life-history (e.g. time use, work activities, mobility, etc.).

If possible, please find a quiet space and make sure the respondent is comfortable, not distracted, and feels at ease.

The topics covered in this questionnaire include:

- Mobility
- Education
- Time use and work activities
- Education and job aspiration and expectations
- Health
- Social norms and gender roles
- Social networks
- Marriage and parenthood expectations
- Feelings and attitudes
- Computer, digital devices, and internet usage
- Anthropometry

## PART II: CHILD QUESTIONNAIRE

### DATA HANDLERS

**Q.1: The child lives with the household where the R5 household questionnaire is being (or going to be) administered?**

If the answer is Yes, skip to question Q.3.

**Q.2: Geographic coordinates**

The GPS coordinates should be taken for ALL Index Children. The reference point to read the GPS (East and North points) is located 1 meter in front of the main door of the house where the Index Child resides or is being interviewed.

**Q.3: Cluster ID (Sentinel site): OBSERVE**

If the child has moved to a locality outside the Young Lives sentinel sites, make sure you write correctly the correlative number assigned to the new mandal.

**Q.4: Community ID: OBSERVE**

If the child has moved to a locality outside the Young Lives community, make sure you write correctly the name of the new locality.

**Q.5: Is this new non-[YL Child] LOCALITY urban or rural?**

This question is answered by observation and can be filled-in later in the mandal headquarter when s/he has access to the official definition of urban and rural areas.

**Q.6: Is it possible to link this urban locality to a nearby urban YL Community?**

*Nearby urban YL Community* refers to an urban YL locality within an 8 km radius, where a Community questionnaire has been administered in previous rounds or is being administered in this round.

**Q.7: Is it possible to link this rural locality to a nearby rural YL Community?**

*Nearby rural YL Community* refers to a rural YL locality within a 5 km radius, where a Community questionnaire has been administered in previous rounds or is being administered in this round.

**Q.8: Enter the Community ID of this nearby community.**

If it is possible to link the new non-YL locality to a nearby locality where a Community questionnaire has been administered, then enter its ID here.

**Q.9: Enter the new Mini-Community ID.**

If the household is located in a community for which a mini-community questionnaire will be administered, the relevant mini-community ID will need to be entered here.

**Q.10: Region of residence – OBSERVE.**

It is most likely that if the region is different from Coastal Andhra, Rayalaseema or Telangana, it should be a neighbouring area. Please make sure you specify correctly the name of the region or state.

**Q.11: Date of interview**

**Q.12: Fieldworker ID**

**Q.13: Date of Supervisor Check**

**Q.14: Supervisor ID**

## SECTION 1: MOVEMENT HISTORY

### PURPOSE

This section intends to collect YL Child's movements to a different locality since Round 4 (2013/2014) that lasted at least 1 month (or that is expected to last 1 month or more). The information collected includes movement within the same mandal, as well as to other districts, states and even other countries. This information is then used to analyse migration issues related to YL Child.

### DEFINITIONS

**Locality / community:** The concept of locality remains open to what the respondent considers his/her locality is. Typically, administrative areas such as wards in urban areas and villages in rural areas are considered a "locality".

### INSTRUCTIONS

***Administer the table of Mobility History row by row. Start asking for the latest movement first. Add as many rows as necessary.***

**Q.1: Have you ever moved to a different locality for at least 1 month (excluding holiday trips) since our visit in [MONTH AND YEAR OF R4 INTERVIEW]?**

This is the filter question of this section. If the child moved only once and it was less than one month ago, but expects to stay there temporarily, you should enter "00=Yes".

Holiday trips are defined as trips that are meant for leisure; trips that involve any form of work (unpaid, paid, formal, informal) are NOT considered a holiday trip.

**Q.2: In which year did you move?**

The range of years is from 2013 to 2016. Enter the year in a four-digit format: YYYY

**Q.3: How long did you stay in this location?**

If the YL Child still lives in this town, enter "00". This means that the latest locality entered must be the one in which he/she currently lives.

**Q.4: Where did you move to?**

This question intends to capture approximately how far the child went in each of her/his movements.

**Q.5: What type of locality did you move to?**

This is basically to have an approximation of how big/connected/urbanised the destination is.

**Q.6: Who did you move with?**

With this question we are interested in identifying whether the Index Child moved with a HHM or not. In this question you should select all the household members who moved with the child – you can select as many as apply.

In CAPI, notice that if you select 'Moved alone' the rest of the options will get disabled.

**Q.7: Why did you move?**

Ask for the reasons for moving. Note that if [YL Child] moved because the parents/caregiver was moving, probe further to find out the reasons for which the parents/caregiver moved and code accordingly.

## SECTION 2: EDUCATION

### PURPOSE

The purpose of this section is to collect additional information about YL child education (which is not captured in the household survey) and learn about his/her schooling experience.

### DEFINITIONS

- **Full-time education:** Refers to the minimum attendance requirements established by schools. Teaching hours may not necessarily be a whole day; could be morning, afternoon or evening shifts.
- **School types:** Refers to the administration of the schools

School type	Definition
Private (unaided)	Private-run schools
NGO/Charity/Religious (not-for-profit)	Schools run by NGO's or by religious organizations
Public (Govt)	Government-run schools
Informal or non-formal community	Community-run schools
Charitable trust	Schools run by charitable trusts such as Sathia Seai Baba
Bridge School	Schools meant for drop-out children to re-join formal schooling after fulfilling certain criteria such as age appropriateness
Mix of public and private	

## SUB-SECTION 2.1- EDUCATION HISTORY

### INSTRUCTIONS

*The EDUCATION HISTORY table should be administered row by row. Start with the most recent completed academic year and work backwards. You will see that in CAPI the academic years for which you are gathering information are already pre-filled to ease the administration.*

#### Q.1: Did you attend school for more than six months?

The purpose of this question is to find out whether the Young Lives child studied regularly for more than six months during that year. If the school year started less than 6 months ago, ask if



the Index Child has fully attended school in the period of time the school year has been running. If the answer is NO, you should skip to next row (i.e. previous academic year).

In CAPI you will see that this question enables a button containing questions specific for the academic year. Therefore, if the answer is NO, the following questions will not be enabled and you will automatically have to move to the previous academic year.

Education History Of the Index Child			
ID	Academic Year	Q.1 పోష ఆరు నెలలకు పోష పూర్తి అయ్యే పాఠశాల అయ్యేనా? పోష పూర్తి అయ్యే పాఠశాల పంపిణీ 6 నెలల కంటే తక్కువ నెలల కంటే పూర్తి అయ్యే పాఠశాల పంపిణీ 6 నెలల కంటే తక్కువ నెలల కంటే కమిషన్ ద్వారా Did you attend school for more than 6 months? FIELDWORKER: If the academic year started less than 6 months ago, ask if YL Child has fully attended during that period.	Enter Education History For Year
4	2016-2017	<input checked="" type="radio"/> లోను (0) <input type="radio"/> అనున (1)	Enter Education History For Year
3	2015-2016	<input type="radio"/> లోను (0) <input checked="" type="radio"/> అనున (1)	Enter Education History For Year
2	2014-2015	<input type="radio"/> లోను (0) <input type="radio"/> అనున (1)	Enter Education History For Year
1	2013-2014	<input type="radio"/> లోను (0) <input type="radio"/> అనున (1)	Enter Education History For Year

## Q.2: What grade are/were you in?

Ask about the grade in which the YL child was enrolled in that specific year.

## Q.3: Did you successfully complete this grade?

This question aims to find out the outcome of attending a specific grade (repetition, leaving school, etc.). Please note that for children enrolled in school who are in the middle of an academic year, there is the code 04= currently attending grade.

01= Yes, completed grade
02= No, failed grade
03= No, dropped out and failed to complete year
04= Currently attending grade

## Q.4: Are/were you enrolled in the same school as the previous year?

This question asks if the YL Child has changed schools from one year to the other. This is done in order to avoid collecting school information for the same school repeated times. There could be some cases when YL Child has not changed schools since he/she was in pre-primary or Grade 1.

To avoid not collecting any information about the schools, in CAPI you will see that the final row (academic year 2013-2014) does not have a skip for this question. This means that you will ALWAYS collect school information for this academic year.

## Q.5: What type of school did you last attend/are you attending?

This refers to the ownership of the school. Please refer to the definition provided at the beginning of this section.

## Q.6: District where school is located

Enter the code of the district using the drop down menu. If the district is not a YL area, enter code 98. In CAPI you will be shown a pop-up box to type in the name of the district when you select code 98.

#### Q.7: Name and/or code of school in YL area

This question provides a drop down menu with the names of the schools per district reported in Round 4. If the school name is not listed, enter *9999=Not listed* and enter the name in the enabled field in Question 8. The name might not appear in the dropdown list either because this is a school in a YL area which was not mentioned in Round 4 or because the child was or is now living in a different area where we did not collect school data in Round 4.

#### Q.8: Specify name and code of school

If the school name mentioned by the respondent does not appear in the list, select "Not in List" and type the name and number of the school here, making sure to spell the name as accurately as possible.

Please make sure that you enter the name of the school in Q.8 if it does not appear in the dropdown list in Q.7. The names of all schools should be entered, irrespective of whether they are in a YL area or not. Please make sure that you spell the name of the school as accurately as possible to make it possible to assign school codes with ease after the fieldwork.

#### Q.9: What is the language of instruction at your school?

If there was/is more than one language of instruction in the school, please ask for the language in which most of the teaching is done.

## SUB-SECTION 2.2 - SCHOOLING

***Q.1 to Q.16 will be disabled if YL Child did not attend any grade since Round 4 (Q.1 in Education History (previous sub-section) is NO=0 for all academic years since last round).***

#### Q.1: Are you currently enrolled in school?

Ask YL Child if he/she is attending any course in the current academic year (2016-2017). If child is not attending, skip to Q.15.

#### Q.2: Do you attend to evening school?

Ask the child if he/she is attending evening school. This is, an evening school program aimed at helping children to catch up with others of their age or provide vocational training/instruction.

**Q.3: Is this a single-sex school?**

A single-sex school is one that only accepts children of the same gender.

**Q.4: How long does it take you to get to school? (In minutes)**

Ask the child to estimate how long it takes him/her to get to school, from the moment he/she leaves his/her house. Please ask the child to answer this question even if s/he is in boarding school. For children in boarding school, make sure that s/he estimates the time from home to school (rather than e.g. the time from dorms to class).

**Q.5: How do you usually travel to school?**

Ask child how he/she gets to school. If YL Child uses more than one mode of transport (e.g. child cycles to the bus station, then takes the bus, and then walks), enter the one which takes more time.

**Q.6: Do you have any difficulties in getting to school?**

Ask the child if he/she faces any obstacles or if there are any things that make it difficult for him/her to get to school. If child does not have any difficulties, skip to Q.8.

**Q.7: What is the main difficulty?**

Ask about the difficulties that the child faces in getting to school. If s/he mentions more than one difficulty, ask for the most important one. Do not prompt the answers.

**School absences**

**Q.8: During the last academic year, have you ever missed school for a week or more? (Excluding school holidays, national holidays, etc.)**

Ask YL Child if he/she ever missed school for 5 consecutive days or more in the last academic year. If the child did not miss school for more than 5 consecutive days in the last academic year, skip to Q.12. By last academic year we mean academic year 2015/2016. However, if the child was not in school during the 2015/2016 year, ask about the last year in which the child attended school. In these cases you should go as far as the 2013/2014 academic year.

**Q.9: How long was the longest period of time you were absent from school?**

Record the number of days in which the child missed school for the longest time in the last academic year. Logically, the number of days cannot be less than 5 days.

CAPi will show an error message if this situation occurs and you will have to correct your answer. By last academic year we mean academic year 2015/2016. However, if the child was not in school during the 2015/2016 year, ask about the last year in which the child attended school.

**Q.10: What are the main reasons you missed school?**

Ask YL Child why he/she missed school in the previous academic year. Record up to three reasons, but if the child mentions less than 3, fill in the empty spaces with 88=NA. By last academic year we mean academic year 2015/2016. However, if the child was not in school during the 2015/2016 year, ask about the last year in which the child attended school.

**Q.11: In which months (during regular FULL school months) did most of these absences (periods away from school) occur, if any?**

The question asks about when most of the absences took place. Remember that here we are interested in absences that took place during the time when the child should have been at school i.e. during the months when school is open the whole month. Please enter up to three months.

**Q.12: How often in the last 7 days did you go to class without completing your homework or preparation for lessons?**

Ask the child how often in the last week s/he went to school unprepared. If the child was not in school in the last 7 days, please ask about the last 7 days during which the child attended school.

*The following questions are for children not attending school.*

**Q.13: In that week, did you see a teacher use physical punishment on other students?**

Physical punishment includes spanking, beating, punching, twisting child's ears or any other hitting, by using hand or an implement.

**Q.14: In that week, did the teacher use physical punishment on you?**

*The following questions are for children who are not attending school in 2016/2017 (including those who left school before Round 4)*

**Q.13: Do you think you will return to education in the future? (Including vocational training)**

Ask child to tell you whether he/she thinks he/she will ever go back to school. Please make sure the child understands that this question is about what he/she really thinks is going to happen rather than what he/she wants/ wishes. Also please make it clear that there is no right or wrong answer.

**Q.14: Who, in your opinion, played the most important role in deciding that you should leave school?**

Ask the child to tell you who was the person who decided that he/she should leave school.

## SECTION 3 - TIME USE AND WORK ACTIVITIES

### PURPOSE

The purpose of this section is to collect information on how YL child spends his/her time. For this purpose, for all questions we should refer to a *typical* day or, in other words, any day during the school/work week and to know in the different work activities s/he was involved in in the last 12 months

### DEFINITIONS

**Typical day:** The questions in this section refer to a “typical day”. This is defined as a standard day during the work/school week which is like most of the work/school days during the year. In most cases, that will just be a work-day in the last week (Monday to Friday). However, in some cases, when the previous week was unusual due to e.g. a one-off family event, national holiday, illness etc., please work with the child to think about when the last “typical day” that s/he can remember was and ask about that day.

### INSTRUCTIONS

## SUB-SECTION 3.1- TIME USE

### Q.1: Typical day time-allocation:

Start by asking the child some background questions about his/her daily activities – for example: does he/she help around the house, go to school, do homework, look after younger siblings etc. Then talk a bit about the amount of time that these activities take – for example – which of the activities takes the most time, what time he/she goes to sleep and what time he/she wakes up. Once a picture of the typical day starts emerging, display the Time-Allocation card to the child and the 24 pebbles. Explain that the 24 pebbles represent 24 hours on the typical day that you had just been discussing. Ask the child to allocate the 24 pebbles across the 8 activities on the Prompt Card in a way that most closely represents the typical day that you had just been discussing. Go through each of the listed activities on the prompt card and help the child think about which categories the specific activities that he/she mentioned would fit under. Make sure the Prompt Card and the pebbles are placed on a flat surface so that the child has the ability to move the pebbles around with ease. Please start by asking the child when he/she goes to bed and wakes up and allocating the relevant number of pebbles to the “Sleep” category.

It is very important that the child takes as much time as he/she needs and feels free to try out different pebble arrangements. Please make sure that you do not enter anything in CAPI until the child has finished and is totally happy with the pebble arrangement. If you start entering

the information before the child is finished, s/he may feel unable to change his/her mind and make alterations. Once the child has stopped moving the pebbles around, ask him/her to look at the arrangement one last time and make sure that it looks like his/her typical day. Only when the child has confirmed that it does, enter the number of pebbles allocated to each activity.

Note that CAPI provides the possibility of having a counter that adds together the number of hours reported by child. It is crucial that fieldworkers use this tool correctly. The counter was added only with the purpose of checking that the addition is equal to 24 (24 hours) (as was done in previous rounds). Therefore, it cannot be used to record (without asking the child) the remaining hours to the last activities being reported by him/her.

### **1: Sleeping**

Includes time YL child takes naps. Always ask this activity first and then continue with the rest of the activities in no particular order.

### **2: Caring for others (younger siblings, ill household members)**

Refers to whether the child takes care of a household member as younger siblings, elderly or other members with disabilities.

### **3: Domestic tasks (fetching water, firewood, cleaning, cooking, washing, shopping, etc.)**

Includes all the work and the tasks done at home to help in activities that do not generate income for the household. It excludes looking after other household members, which is included in activity 2.

### **4 Tasks on family farm, cattle herding, other family business, shepherding (not just farming)**

Record the number of hours that HHM spends on activities that generate income for the household on a typical day. Working in the farm, grazing animals, helping in the family shop, etc., are all examples of activities that are considered in this category.

### **5 Paid (remunerated) work or activities outside of the household or for someone not in the household (including travelling time to work, out and return)**

If child does activities outside the household or for other people who are not household members, then enter here the amount of hours that he/she spends on it, including the time it takes him/her to get from home to the workplace and return. If YL child does not work, code as '0'.

### **6: At school (including travelling time to school, out and return)**

Enter the number of hours that YL child spends at school on a typical day. This includes the time used to get from home to school and return. If the child does not attend school, enter '0'.

### **7: Studying outside of school time (at home, extra tuition)**

Enter the amount of hours that HHM spends studying, doing homework, or getting particular classes / tutorials OUTSIDE SCHOOL HOURS. If the YL Child is attending English classes, for instance, consider this time and the time he/she spends studying for it.

**8: Play time / general leisure (includes eating, self-hygiene)**

Record the time YL child spends playing or having fun. This also includes the time it takes to him/her to have meals (breakfast, lunch, dinner), grooming, etc.

*The following question is for children who reported at least one hour in activity 5*

**A. Time used for commuting to the place where the child carries out paid activities (out and return)**

Ask the child how long it usually takes him/her to get to his/her workplace (both ways). Enter the time in minutes. Please make sure that this time is included in the time estimated for this activity above.

*The following question is for children who reported at least one hour in activity 6*

**B. Time used for commuting to school / educational centre (out and return)**

Ask the child how long it usually takes him/her to get to his/her school (both ways). Enter the time in minutes. Please make sure that this time is included in the time estimated for this activity above.

## SUB-SECTION 3.2- WORK ACTIVITIES

**Q.1: In the last 12 months, did you have any paid or unpaid work activity, to help or get money or things for yourself or your family? These could be paid or unpaid jobs or chores that you do at home.**

Please remember that we are interested in both **paid and unpaid jobs or chores**.

Example: Helping with the dishes, or taking care of someone in the household, are examples of activities that could be unpaid and should be included.

In CAPI, if the answer is YES, a table of activities will be enabled. If answer No, skip to question Q.18.

గత 12 నెలలలో మీ కుటుంబము కొరకుగాని, మీ కొరకుగాని పనితీరులు, దుబ్బాలు సంపాదించా వాటి ఏమైనా పోతాయా? (పోతేనము / పోతేనము లోలో)

**Q.1** In the last 12 months did you have any paid or unpaid work activity, to help or get money or things for yourself or your family? These could be paid or unpaid jobs or chores that you do at home.

హా/నో. దయచేసి ఈ కార్యకర్తలను పోషించుట తొలపండి

SAY: Please give details of these activities.

These are the most important activities in terms of time spent

Activities		
ID	Activity	Q.2 పోషన పనులు ఏమిటా? (కొడతనాకట్టె మంచం కొడతనాకట్టె) పోషన పనులు ఏమిటా? What were these activities? ఏదోఒకప్పుడు వర్తమా పని గురించి (వర్తమా పనితీరు) కొనుగోడు రాయండి
1	Activity 1	ఇంటి పనులు (2)
2	Activity 2	నెలతీరం (88)
3	Activity 3	నెలతీరం (88)

Enter Information About Activity

Enter Information About Activity

Enter Information About Activity

## **Activities table**

### **Q.2: What were these activities?**

Please do not prompt and code the child's response. Make sure you code the activity and not each individual job. This means that if the child works in the farm for his/her own household and for another household, you should code these two jobs under the same activity: code 01=Farm work.

### **Q.3: Do you do this activity for your own household or for someone else?**

For example if the child works in his/her dad's shop, the answer should be "01=Own household". If the child helps out on his grandfather's farm AND his grandfather does not live in the same household, the answer should be "02=Another household or business".

### **Q.4: Enter the number of months in which this activity was done, give the typical number of days per month during these months and approximate hours per day.**

Please make sure you fill out all three time periods. For example, for someone who worked irregular times in agriculture in January, May, and in July, for an average of 5 days per month, and approximately 8 hours per day; you will have to fill:

- Months per year: 3
- Days per month: 5 (average of days per month)
- Hours per day: 8
- You will have to calculate the number of hours per year by multiplying:
- $3 \times 5 \times 8 = 120$  hours/year.

### **Q.5: What form of payment was received or is expected for this activity?**

This question is about the reward expected for this activity. For example, if the child gets free meals while s/he works and then gets some pocket money, the answer should be "03=Both in cash and in kind". If no payment is received or expected, enter 00=None and skip to next row.

## **How much are you usually paid and how often?**

### **Q.6: In cash**

Estimate the amount earned in cash. Notice that you will be able to note down the frequency of the payment in the following question.

### **Q.7: What period of time does payment cover?**

In this question you should enter the frequency in which the cash earnings reported in the previous question are received.

### **Q.8: If per piece, how many pieces produced, on average in a day?**

This question is only enabled when the answer to Q.7 is 'per piece'

### **Q.9: In kind**



You should estimate the amount earned in-kind and convert it into the cash equivalent. Notice that you will be able to note down the frequency of the payment in the following question.

**Q.10: What period of time does payment cover?**

In this question you should record the frequency in which the in-kind earnings reported in the previous question are received.

**Q.11: If per piece, how many pieces produced, on average in a day?**

This question is only enabled when the answer to Q.10 is 'per piece'

**Q.12: Do you still perform this activity?**

If answered No in this question, skip to question Q.14.

**Q.13: During the next 12 months, for how many months would you expect to perform this activity?**

If the YL Child has a long-term contract (expects to stay for more than 12 months), enter "12".

**Q.14: Did you get to keep all or some of the payment for this activity?**

This question is about whether the child gets to keep any of the reward for the work/chores. By "keep" we mean have total control over the way that it is used. For instance, if a child works as a labourer on someone else's farm for a wage, and gives most of the wage to the household head, keeping a small part to spend as he/she likes, the answer should be "02, some of it". If the child receives only benefits in-kind from the works, e.g. clothes and food, and gets to wear all of the clothes and eat all of the food him/herself, the answer should be "01=Yes all of it".

**Q.15: What did you spend most of your money on?**

This question refers to all the money received and kept from all the activities reported previously. Enter up to 3 uses of money. If the Index Child only used money for one activity, enter the code for it and fill the rest of the space with 88=NA.

**Q.16: Select the activity in which YL Child spent most time in the last year**

In this question you will have to enter the ID of the activity in which the Index Child spends most of his/her time as estimated in Q.4. In CAPI you will have to select the ID of the activity from a pre-populated drop down menu. However, please note that the estimation of hours per year will have to be done by you. If the respondent did not know the time for any of the activities and you entered -77 in any of the spaces in Q.4, ask him or her which activity they think they spent most of their time in.

**Q.17: Think about any paid or unpaid work you do, or any chores you do around the house. Do any of these activities involve any of the following things?**

For this question, you will have to read each one of the possible situations and mark YES or NO according to the respondent's answer.

- 01 Carrying heavy loads
- 02 Using dangerous tools such as machetes, knives, sickles
- 03 Handling chemicals such as fertilizers, pesticides, solvents or paints
- 04 Working under the hot sun or under the rain
- 05 Working with or close to animals
- 06 Working with insufficient lighting

- 07 Working in very noisy environment
- 08 Working with fumes, gases, dust
- 09 Being close to moving vehicles or driving (cars, tractors, motorbikes, etc.)
- 10 Working in a smelly and/or dirty environment
- 11 Working in heights

**Q.18: Since we visited you in [MONTH AND YEAR OF R4 INTERVIEW], have you missed school because you were working for money or goods?**

This question refers to the last 3 years and to **PAID** activities only. If the child has not had a paid activity since 2013, enter code 88=NA.

## SECTION 4 – JOB AND EDUCATION ASPIRATIONS AND EXPETATIONS

### PURPOSE

The purpose of this section is to inquire about the index child's job and education aspirations. It asks what the index child expects to achieve after finishing secondary and/or university education.

**Q.1: Imagine you had no constraints and could study for as long as you liked, or go back to school if you have already left. What level of formal education would you like to complete?**

This question informs on the maximum educational level that the *Index Child* would want to reach if s/he had all the necessary means to study. Be careful with the use of code "None" (00). This code applies to people who do not want to change their educational level. For example, if the *Index Child* says "I'm satisfied with the level to which I studied, I do not want to continue studying", then type the code "none" (00). This code does not necessarily apply to those people who never studied, it may be the case that the *Index Child* has not studied, but would want to study. If Q.1 is "None" (00), then go to Q.3.

**Q.2: Given your current situation, do you expect you will reach that level of education?**

This question informs on whether the *Index Child* has the means necessary to reach the desired level of education. Be careful when asking this question, because it can cause discomfort to the respondent. For example, do not say "Realistically, do you think you can reach that level of education?"

**Q.3: When you are about 25 years old, what job would you like to be doing?**

This question informs on the work that the *Index Child* wants to do the future. This is not about the work s/he expects to do, but rather would like to do if there were no constraints.

***Please do not read the options! Wait for the Index Child's response, and code in CAPI.***

**Q.4: Given your current situation, do you expect you will be able to get that kind of job?**

This question informs on whether the *Index Child* has the necessary means to attain the occupation s/he wants. Be careful with asking this question, because it can cause discomfort in the respondent. For example, do not say, "Realistically, do you think it is possible to achieve this aspiration?"

### **Expected returns to secondary education**

This section works with the concept of probability (for example, what is the probability that someone will be working at a certain age?) Since the actual concept of probability may be difficult to

grasp for the Index Child, we use a system of pebbles where a higher number of pebbles will mean a higher probability of an event occurring. The Index Child will need to select a number of pebbles from 0 to 10 depending on how probable he/she thinks the situation is likely to happen and place them into a cup. The fieldworker will then count the amount of pebbles inside the cup and enter the number in the space provided.

It is important that fieldworkers familiarise themselves with the usage of the pebbles and that they are able to explain it to the Index Child with clear examples and in a way that it makes it easier for them to complete the task. A first suggested example is to ask: what is the likelihood of Independence Day in India being on August 15th? The answer is 100% likely so this means that all 10 balls go into the cup. A second suggested example is the likelihood of seeing a person with 5 heads walking down the street. The case has almost 0% probability which in turn means that 0 balls go into the cup. The fieldworker must be confident that the Index Child has a clear understanding of the task and how to use the pebbles.

**Q.5: Assume that you complete secondary education and that this is your highest schooling.**

**From 0 to 10 how certain are you that you will be working at age 25 with this qualification?**

**Remember that 0 corresponds to “No chance to happening” and 10 corresponds to “Totally likely to happen”.**

Ask to the child to select a number of pebbles between 0 and 10 according with his/her expectations about the likelihood of realizing the outcome. Enter a number between 0 and 10 according with the number of pebbles selected by the child.

**Q.6: Now assume that you complete secondary education and this is your highest schooling. Also assume that you find a job at age 25.**

**What do you think is the maximum amount you can earn per month at that age (age 25)?**

This question aims to find out the maximum amount in Rupees that the Index Child thinks s/he will be able to earn at the age of 25, assuming s/he finishes secondary school by then. If the child is unable to answer, enter -77=NK and skip to Q.9.

*Remember to code the expected monthly earnings. This may be difficult for index children as they would normally gauge their earnings per hour or per day, however, an effort must be made to express the expected earning in monthly terms.*

**Q.7: What do you think is the minimum amount you can earn per month at that age (age 25)?**

This question aims to find out the minimum amount in Rupees that the Index Child thinks s/he will be able to earn at the age of 25, assuming they finish secondary school by then. Remember that the question is looking for a monthly salary. This is important because it may be tricky for index children to quantify this amount as they would normally gauge their earnings by the hour or day. In these cases you need to make the effort to code in the data in monthly terms. If the child is unable to answer, enter -77=NK and skip to Q.9.

**Q.8: What do you think is the probability that your earnings at that age (age 25) will be at least x (midpoint between max and min level)? Remember that 0 corresponds to “No chance to happening” and 10 corresponds to “Totally likely to happen”.**

This question aims to find out the probability of earning the mean value between the minimum and maximum quantities defined earlier. This value will be automatically calculated

by SurveyBe and the number will be prefilled in the question accordingly. Remember that 0 corresponds to “it cannot happen” and 10 to “it will happen”. This question requires the usage of the pebbles - used previously for question Q.5. In those instances in which SurveyBe is not being utilised and a physical (paper) version of the questionnaire is necessary; the average value must be found and filled up by the fieldworker (using a calculator if available). This may generate some difficulties so it’s suggested that numbers are round up to avoid decimals (expressed in Rupees and without decimals).

### **Expected returns to university**

**Q.9: Assume that you complete University, and that this is your highest schooling.**

**From 0 to 10 how certain are you that you will be working at age 25 with this qualification?**

**Remember that 0 corresponds to “No chance to happening” and 10 corresponds to “Totally likely to happen”.**

Ask the child to select a number of beans between 0 and 10 according with his/her expectations about the likelihood of realizing the outcome. Enter a number between 0 and 10 according with the number of pebbles selected by the child.

**Q.10: Now assume that you complete University and that is your highest schooling. Assume also that you find a job at age 25.**

**What do you think is the maximum amount you can earn per month at that age (age 25)?**

This question aims to find out the maximum amount in Rupees that the Index Child thinks s/he will be able to earn at the age of 25, assuming s/he finishes university by then.

**Q.11: What do you think is the minimum amount you can earn per month at that age (age 25)?**

This question aims to find out the minimum amount in Rupees the Index Child thinks s/he will be able to earn at the age of 25, assuming s/he finishes university by then.

**Q.12: What do you think is the probability that your earnings at that age (age 25) will be at least x (midpoint between max and min level)? Remember that 0 corresponds to “No chance to happening” and 10 corresponds to “Totally likely to happen”.**

This question aims to find out the probability of earning the mean value between the minimum and maximum quantities defined earlier. This value will be automatically calculated by SurveyBe and the number will be prefilled in the question accordingly. Remember that 0 corresponds to “it cannot happen” and 10 to “it will happen”. This question requires the usage of the pebbles - used previously in Q.9.

## SECTION 5 – HEALTH

### PURPOSE

This section informs on the *Index Child's* general health, whether s/he suffers from long-term health problems, has had any serious illnesses or injuries in the last 3 years and the level of difficulty they have in performing certain activities. In addition, the section also gathers information on the frequency of food consumption and diet. It asks about frequency of meals during the last 24 hours, as well as the foods s/he consumed in the last 24 hours (or the last typical day). Finally, the section gathers basic information about physical activity in the last 7 days.

### DEFINITIONS

**Last 24 hours:** The reference period for the questions in this section is the last 24 hours, as long as the last 24 hours was a normal / typical day. A normal day is a day with no special events, such as celebrations, birthday, funeral, parties, etc. The interviewer must ask about the previous day since waking up until the person went to sleep. The interviewer should make sure that the previous day was a normal day. If it was not, the interviewer should ask about the most recent normal/typical day.

**Serious Injury:** A serious injury is one that prevents the child from doing normal activities (school/work) and/or that requires medical attention.

**Serious illness:** Serious illnesses are illnesses which prevent you from doing your normal activities (school, work, etc.) and/or require medical attention. For example, diarrhoea and vomiting.

### INSTRUCTIONS

## SUB-SECTION 5.1 – INDIVIDUAL HEALTH

### Q.0: Sex of [YL Child]

Please tick the relevant gender (from observation). This information is needed to enable gender specific questions about puberty.

### Q.1: In general, would you say your health is very poor, poor, average, good or very good?

This is a perception question that aims to know how the YL child perceives his/her health. It is important that you DO NOT prompt the answers beyond stating the answer options as part of the question, as this could introduce systematic response bias.

### Q.2: Compared with other children of the same age, would you say your health is, the same, much better, better, worse, or much worse?

In this question we want to find out the index child's own perception about his/her own health compared to other adolescents of their age.

### **Long-term health problems**

The next questions refer to any long-term health problems that the index child might have.

#### **Q.3 Do you wear eyeglasses?**

#### **Q.4: Do you have any long-term health problem?**

A long-term health problem is one that persists for a long time either because it is incurable or because it is not being treated. It can include chronic and mental health problems, as well as reoccurring / seasonal problems (e.g. Allergy).

#### **Q.5: Which long-term health problems do you have?**

Ask this question if YL child reports that he/she has other long-term health problems. Here, establish what these other long-term health problems are. Enter UP to three health problems using Codebox 11 in order of importance. If less than 3 long-term problems, enter "NA = 88" in the blank spaces.

#### **Q.6: How long have you suffered from this health problem?**

Enter number of years for each long-term health problem. Enter 00 if less than 12 months. In CAPI you will see that the long-term health problem selected in Q.5 will be pre-populated next to the respective question.

### **Serious injuries**

#### **Q.7: Since we visited you in [MONTH AND YEAR OF R4 INTERVIEW], how many times have you been seriously injured?**

Ask whether there was an episode when the *Index Child* suffered an injury (as defined above) that prevented him/her to carrying out his/her normal activities (e.g. going to school, work, etc.) for at least one day AND/OR required medical attention. If so, ask how many times it happened since 2013. If this never happened since 2013 record '0' and skip to Q.10.

#### **Q.8: What was the most serious injury?**

In this question we want to know what the most serious lesion was. Do not prompt the answers. If the YL Child suffered multiple injuries, record the one that he/she considers most serious. That means that the severity of the injuries is defined subjectively by the YL Child.

#### **Q.9: What were you doing when the most serious injury happened?**

This question aims to find out the circumstances in which the index child had the injury: Working, doing house labour, at school, doing sports, playing, etc.

### **Serious illnesses**

#### **Q.10: Since we visited in [MONTH AND YEAR OF R4 INTERVIEW] have you been seriously ill?**

Ask whether YL child has had a serious illness since the last time we visited in [MONTH AND YEAR OF R4 INTERVIEW]. Serious illnesses are those that prevent child from doing his/her normal activities (e.g. going to school, working, helping in the house, etc.) for at least one day AND/OR required medical attention.

**Q.11: What was the most serious of these?**

In this question we want to know what the most serious illness was. Do not prompt the answers. If the YL Child suffered multiple illnesses, record the one that he/she considers the most serious. The severity of the illnesses is defined subjectively by the YL Child.

**Q.12: During the last 12 months, how many times did you miss school/work due to illness?**

Please note that this question refers to ANY illness (whether serious or not) that prevented YL child from attending school or working in the last 12 months. If the child missed school or work on different occasions due to different illnesses, both situations need be recorded. This question is INDEPENDENT of the two previous questions.

*The next questions ask about the level of difficulty the index child may have in doing certain activities.*

**Q.13: Do you have difficulty seeing, even if wearing glasses?**

This question aims to find out if the index child has a visual impairment, even when the child wears glasses, and the level of difficulty. Please note that the question refers to eye sight problems that could not be fixed by wearing glasses, for instance: cataracts.

**Q.14: Do you have difficulty hearing, even if using a hearing aid?**

This question aims to find out if the index child has a hearing impairment, even when the child uses a hearing aid, and the level of difficulty.

**Q.15: Do you have difficulty walking or climbing steps?**

This question aims to find out if the index child has a difficulty to walk or climbing steps and the level of difficulty.

**Q.16: Do you have difficulty remembering or concentrating?**

This question aims to find out if the index child has a difficulty remembering or concentrating and the level of difficulty.

**Q.17: Do you have difficulty (with self-care such as) washing all over or dressing?**

This questions aims to find out if the index child has a difficulty with self-care, such as showering him/herself or dressing up, and the level of difficulty.

**Q.18: Using your usual (customary) language, do you have difficulty communicating, for example, understanding or being understood?**

This questions aims to find out if the index child has a difficulty communicating in their customary language and the level of difficulty.

*The next questions ask about the index child's smoking and drinking habits.*



**Q.19: Do you smoke cigarettes?**

**Q.20: Do you use other form of tobacco such as pan masala or gutka?**

**Q.21: How often do you smoke cigarettes or use other form of tobacco?**

This question will be enabled only when Q.19 or Q.20 are YES.

**Q.23: How often do you usually drink alcohol?**

## SUB-SECTION 5.2 – DIETARY DIVERSITY AND PHYSICAL ACTIVITY

**Q.1: During the previous 24-hour period (or on typical day if the child was ill yesterday) did you consume:**

This question checks which meals (of all of the possible meals) the *Index Child* consumed in the last 24 hours (or the most recent typical day). The list of possible meals includes: food before morning meal, morning meal, food between morning and midday meals, midday meal, food between midday and evening meal, evening meal, and food after the main evening meal. The total number of meals to which the *Index Child* says yes is then automatically added up in CAPI and filled in.

Please note that this list of meals are to help with the collection of data on the different foods the child has eaten in the last 24 hours; therefore, it will have to be asked in parallel with Q.2. and Q.3. This is a way of helping the respondent remember the types of food eaten in the previous 24 hours.

For instance, you should ask the child whether they ate any “food before the morning meal”, and if s/he says yes, you should inquire into the different foods s/he ate for that meal using the list in Q.3.

**Q.2: Are you Vegetarian?**

The answer should be “Yes” if the child does not eat fish, meat, or poultry. This answer disables items 8, 9 and 11 in Q.3.

**Q.3: During the previous 24-hour period did you consume any of the following?**

These questions are about meals or snacks. Name all the options and ask the *Index Child* if he/she consumes any of these alternatives. People tend to forget that they had eaten certain foods, so prompt and ask not only about main meals, but snacks as well. Include foods consumed inside and outside the household and food s/he bought on the street. These are the foods on CAPI:

1	Any rice, roti, chapatti, phulka, naan, biscuits or other foods made of wheat or rice?
2	Any potatoes, tapioca (Karapendalam) cassava, or any other foods made from starchy roots or tubers like qocho?
3	Any pumpkin, carrots, squash, red/orange peppers or sweet potatoes?
4	Any dark, green, leafy vegetables such as palak, pudina, methi leaves, bathua leaves or other vegetable leaves?
5	Any other vegetables (onions, cucumber, tomatoes, lady fingers)?
6	Any ripe mangoes, ripe papayas or apricots?
7	Any other fruits (citrus fruit, bananas, pineapple)?
8	Any liver, kidney, heart, or other organ meats? (iron rich, not tripe)
9	Any other meat (beef, pork, goat, lamb, chicken)?
10	Any eggs?
11	Any fresh or dried fish or shellfish?
12	Any foods made from legumes such as beans, peas, lentils, or nuts?
13	Any cheese, yogurt, milk or other milk products?
14	Any foods made with oil, fat, or butter?
15	Any sugar, honey, sweets, sugary sweet drinks?

**Q.4: During the past 30 days, how many times did you drink fizzy, sweet soft drinks, such as coke and lemonade?**

Enter the frequency using the codes provided: Daily, 2-3 times a week, once a week, every two weeks, less than every 2 weeks, Never.

**Q.5: During the past 30 days, how many times did you eat salty and fatty foods such as pakodas/Murukulu, crisps or fried snacks?**

Enter the frequency using the codes provided: Daily, 2-3 times a week, once a week, every two weeks, less than every 2 weeks, Never.

**Q.6: During the past 30 days, how many times did you eat sweet, sugary, fatty foods such as cakes?**

Enter the frequency using the codes provided: Daily, 2-3 times a week, once a week, every two weeks, less than every 2 weeks, Never.

**Q.7: During the last 7 days, on how many days were you physically active for at least 60 minutes on one day?**

Examples for physical activity would be running, biking, dancing, football, digging, carrying water, or other activities which make you breathe hard and/or increase your heart beat. Yoga does not count in here.

**Q.8: How much time do you usually spend sitting during a typical day (for example: school, work, watching TV, sitting with friends)?**

Choose the right group from the options but do not prompt the answers.

## SUB-SECTION 5.3 – CHANGES ASSOCIATED WITH PUBERTY

*The next set of questions is gender specific and relate to signs of puberty.*

**Q.1: At what age did you periods start?**

This question is only enabled for girls. Please be sensitive when asking it and make sure that other people are not around so that the answer remains confidential. You will see that the information from R4 is pre-filled, you should only ask the question to girls that did not start menstruating in R4.

**Q.2: At what age did you notice that your voice was changing (deepening)?**

This question is only enabled for boys. You should only ask to boys who answered NO in Round 4. You will be able to see Round 4 response in the CAPI program.

**Q.3: Child has hair in his chin**

This question is only enabled for boys. Please observe whether the boy has any hair on his chin. Put a tick in the answer box and as the next question only if this is the case. This question will only be asked to boys who did not grow any hair on their chin in Round 4.

**Q.4: At what age has hair started growing on your chin?**

This question is only enabled for boys who have some hair growing on their chins (based on fieldworker's observations). Please be sensitive when asking this question – some children may find it a bit embarrassing.

## SUB-SECTION 5.4 – MENSTRUAL HYGIENE

### Menstrual practice and hygiene

This section aims to find out about girls menstrual hygiene practices and availability of proper infrastructure at the school level.

*The next three questions are for girls who have begun menstruating.*

**Q.1: What do you use during menstruation? (Tick all that apply)**

Fieldworker, please select all the different fabrics/ materials the girl uses during her menstruation

- 01 Cloth
- 02 Cotton
- 03 Homemade cotton napkins
- 04 Packaged sanitary napkins available in the market
- 05 I prefer not to answer this question

*The following questions apply to girls in school who have begun menstruating.*

**Q.2: Do you avoid school/ did you avoid school during days when you are menstruating?**

Ask the girls whether she has ever missed school during and for reasons related to menstruation. If the girl never missed school for menstruation-related reasons, code 00=No, and skip to Q.4.

**Q.3: What are the reasons you avoided school during menstruation? (Tick all that apply)**

This question refers to whether the girl missed school during menstruation due to lack of proper toilet facilities at school.

- 01 No toilets
- 02 No clean toilets
- 03 No water/soap available in the toilets
- 04 No facility to dispose the sanitary napkins in the toilet
- 05 Other reason
- 06 I prefer not to answer this question

*The next questions are for girls currently attending school regardless of whether they have begun menstruating.*

**Q.4: Are there toilets available in your school?**

This question is asked to all girls who attend school, independently of whether they have begun menstruation or not. Notice that among the answer options you have one related to availability of toilet, but not being able to use it. This could be, for instance, when toilets are used exclusively by teachers.

**Q.5: What kind of toilets are available in your school? (Tick all that apply)**

This question refers to the building condition of the toilets. You should tick all the options mentioned by the respondent.

- 01 Temporary arrangements
- 02 Toilet only has walls but no roof
- 03 Toilet only has walls but no door
- 04 Toilet is in a dilapidated condition
- 05 Location of the toilet is problematic
- 06 Toilet is common for teachers and girls
- 07 Toilets are present, but they are locked

***For Q.6 – Q.9, ask to what degree each of the following statements is true and tick in the right box (Yes; Yes, sometimes; No; Not Known; or Refuse to answer).***

- In my school, toilets are neat and clean.
- In my school, water is available in the toilets.
- In my school, soap is available in the toilets.
- In my school, facilities for disposal of sanitary napkins are available and functional in the toilets.

**Q.10: Does your school supply sanitary napkins?**

This question refers to any sort of sanitary napkins provided by the school.

**Q.11: If your school supply sanitary napkins, what kind of sanitary napkins are these?**

This question aims to find out whether the sanitary napkins supplied are locally made, or whether they are those that could be bought in the market.

**Q.12: What is the quality of these sanitary napkins?**

For either of the options selected in Q.11 (i.e. locally made or products available in the market) select the option that describes the quality of the sanitary napkins from the list. Do not prompt the options.

## SECTION 6 – SOCIAL NORMS AND GENDER ROLES

### PURPOSE

The purpose of this section is to identify the index child's feelings and attitude towards the roles of women in society.

### INSTRUCTIONS

In this section, 12 statements are read and the Index Child must indicate by pointing in the card whether s/he strongly disagree, disagree, agree, or strongly disagree (see Figure 1). You must read the statements exactly as they are written. Do not read them as questions. We aim to find out the index child's thoughts about each statement.

If the index child does not want to respond to any of the questions or if s/he doesn't know what to answer, s/he has the option to skip an item and pass to the next one.

Explain to the YL Child the differences about agreeing and strongly disagreeing and use an example to make the exercise clear. For instance, you can say:

*How much do you agree or disagree with the following statement?*

*I like rainy days*

If the child says that s/he (dis)agrees, ask him how much s/he (dis)agrees and ask them to then point to the option in the card.

**Figure 1: FOUR-POINT SCALE CARD**

<b>Strongly disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly agree</b>
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<b>1</b>	Swearing is worse for a girl than for a boy
<b>2</b>	On a date, the boy should be expected to pay all expenses.
<b>3</b>	On the average, girls are as smart as boys.
<b>4</b>	More encouragement in a family should be given to sons than daughters to go to college
<b>5</b>	It is all right for a girl to want to play rough sports like football.
<b>6</b>	In general, the father should have greater authority than the mother in making family decisions
<b>7</b>	It is all right for a girl to ask a boy out on a date.
<b>8</b>	It is more important for boys than girls to do well in school.
<b>9</b>	If both husband and wife have jobs, the husband should do a share of the housework such as washing dishes and doing the laundry.
<b>10</b>	Boys are better leaders than girls.
<b>11</b>	Girls should be more concerned with becoming good wives and mothers than desiring a professional or business career.
<b>12</b>	Girls should have the same freedoms as boys.

## SECTION 7 – SOCIAL SUPPORT

### PURPOSE

This section is very brief (2 questions!). It attempts to get a snapshot of the size of support-group available to the child.

### INSTRUCTIONS

**Q.1: Is one or both of your parents alive?**

Please be sensitive when asking this question. If you already know the answer from e.g. the household interview, please do not ask again – just enter the answer.

**Q.2: How many people can you rely on in time of need?**

This is a very general question. We want to know approximately what the size of the child's "network" is. "Time of need" can be a time of financial or emotional need. It can be a time when the child is upset and needs someone to talk to, a time when the child is unable to pay his/her school fees and is in need of support from others, a time when a child is unwell and needs help from others to get better, etc. This is not an easy question, so please give the child plenty of time to think (perhaps list) the people who they could rely on. Also, please be sensitive, as children with small/no support networks could find this question upsetting.

## SECTION 8 – EXPECTATIONS ABOUT MARRIAGE AND PARENTHOOD

### PURPOSE

This section aims to gather information about the Index Child's expectations in the future in terms of marriage and parenthood.

#### **Q.1: At what age do you think you will get married?**

We aim to find out the age in years in which the Index Child thinks he/she will get married. This question pertains only to unmarried index children. For YL Children who already got married, you'll have to use code 90=Already married

#### **Q.2: Do you want to have children/another child one day?**

When asking this question you should already know whether the index child has got any children. If they do, you need to ask if they would like to have another one. If they don't, you need to ask if they would like to have their first child. Notice you have two types of answers for 'NO' according to whether the YL Child has had children already or not. Use code 00 for YL child who do not want to have children and have no children at the time of the interview. And Use code 02 for YL Children who do not want to have another child/ more children but who already have had children.

***The next five (5) questions are independent from the number of children already born to the index child.***

#### **Q.3: Ideally, at what age would you like/have liked to have your first child?**

This question is independent from the children already born at the time of the survey and the age at which the YL Child had them. If the index child doesn't want any children, enter 00.

#### **Q.4: What do you think is the ideal period between births?**

This question is independent from the number of children already born at the time of the survey. If the index child doesn't want any children, the answer is 00. Make sure the respondent understands that this is the time between the birth of the first and the second baby. Enter in number of years.

#### **Q.4: What do you think would be the ideal number of children for you?**

This question is independent from the number of children already born at the time of the survey. You must enter a number. If the YL Child does not want any children, you should enter 00. If the YL Child has no preference about the number of children, you should enter 80=No preference.



**Q.5: What do you think would be the ideal number of sons for you to have?**

This question is independent from the number of children already born at the time of the survey. You must enter a number. If the YL Child has no preference about the number of sons, you should enter 80=No preference.

**Q.6: What do you think would be the ideal number of daughters for you to have?**

This question is independent from the number of children already born at the time of the survey. You must enter a number. If the YL Child has no preference about the number of daughters, you should enter 80=No preference.

## SECTION 9 – FEELINGS AND ATTITUDES

### PURPOSE

We would like to know about the feelings and attitudes of the *Index Child* and his/her sibling regarding issues that concern young people of their age. We also want to measure his/her level of self-esteem and self-efficacy. Self-esteem reflects a person's overall self-evaluation of his/her own worth. Someone who has a high level of self-efficacy feels that s/he has a high level of control over life. These two indicators have been used and widely discussed in psychology literature. The sub-section administered to the *Index Child* further captures his/her education and work aspirations and sense of economic and overall well-being.

### INSTRUCTIONS

Some of the questions in this section can be quite unusual for the *Index Child*, so please make sure that you pay careful attention and re-read the confusing sentences to the *Index Child*.

*It is very important that the respondent understands that there are no right or wrong answers – we just want to know about his/her feelings, attitudes, hopes and perceptions. Often young people can feel that these items are “testing” them and their morals/attitudes/personality. As the result they try to answer in a way that they think is most “correct”. Please pay attention and remind the respondent repeatedly that there are no right answers and they should answer in a way that is most true in relation to them personally.*

#### Q.1:

This question asks the *Index Child*'s opinion on issues that concern young people his/her age: we want to know what the *Index Child* thinks or feels about them. This question concerns issues 01-34.

Please take time to explain the answer codes before starting. For this, show Prompt the Four point scale card to the *Index Child*. Figure 1 shows this card.

For each sentence, you must show the card to the *Index Child*, so that s/he can select the alternative that best represents his/her opinion on a certain topic (how much does the s/he agree with it). Make sure the respondent fully understands the sentence. Do not influence their final decision. If the *Index Child* does not understand the sentence, you should not try to explain the "meaning" of the sentence: we do not want to influence his/her opinion. If this happens, please re-read the sentence until the *Index Child* gets the idea.

Before starting, carefully go through the CAPI example to make sure that the *Index Child* is comfortable with the answer codes and understands the difference between them. Please ask the *Index Child* to point to the relevant option on Prompt Card #2 when answering rather than just give you the answer orally.

Items 03, 07, 10, 13, 19, 21 and 25 are skipped in CAPI if both parents are dead. The filter question is Q.1 in the Section 4 “Social Networks”.

**Q.2:**

The items in this question inform on the *Index Child*’s sense of self-esteem and self-efficacy.

**Self-efficacy:** the feeling that one is able to perform in a certain way and to achieve certain goals. In other words, it is the belief that one has the skills to act in the ways necessary to manage different situations.

**Self-esteem:** general self-assessment of the person’s own worth, resulting from his/her thoughts, evaluations, feelings and behavioural tendencies.

This question works in the same way as in the previous section. HOWEVER, there is an important difference in the answer codes. In the previous question there were four answer options, while in this question there are five: in the previous question there was no “neutral” option, while in this question there is. The answer codes relevant for this question are shown in the Five-point scale card, presented in Figure 2.

**Figure 2: FIVE-POINT SCALE CARD**

<b>Strongly disagree</b>	<b>Disagree</b>	<b>More or less (neutral)</b>	<b>Agree</b>	<b>Strongly Agree</b>
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For each sentence, you must show the card to the *Index Child*, so that s/he can select the alternative that best represents his/her opinion on a certain topic (how much does the s/he agree with it). Make sure the respondent fully understands the sentence. Do not influence their final decision. If the *Index Child* does not understand the sentence, you should not try to explain the "meaning" of the sentence: we do not want to influence his/her opinion. If this happens, please re-read the sentence until the *Index Child* gets the idea.

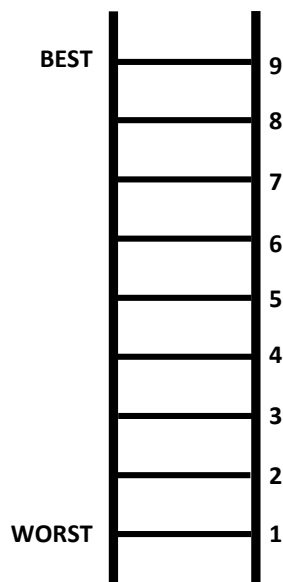
Before starting, carefully go through the CAPI example to make sure that the *Index Child* is comfortable with the answer codes and understands the difference between them. It might be confusing for the *Index Child* that although this question works in the same way as the last question, the answer codes are a little bit different. Please take the time necessary to make sure that the *Index Child* is aware of the change in the answer codes and make sure that s/he is using the full range of answers. Please ask the *Index Child* to point to the relevant option on Prompt Card #3 when answering rather than just give you the answer orally.

Items 02 and 04 are only administered to children who are engaged in some kind of paid or un-paid activities. Items 08, 10, and 11 are only enabled for children who are currently at school.

**Q.3: Where on the ladder do you feel you personally stand at the present time?**

This question is about the *Index Child's* overall assessment of his/her well-being. Please go through the instructions on how to answer this type of question with the Index Child very carefully. Display the card of the ladder with 9 steps (see Figure 3). Explain that the ninth step, the highest, represents the best possible life that the Index Child can have, and the lowest is the worst possible life. Make sure the Index Child understands that the ladder is about all aspects of life (economic, health, social, personal, etc.), and is a subjective measure of how the Index Child feels about his/her life in general. This must not be confused with a simple measure of economic wellbeing. Be very clear about the goal of the stairs.

**Figure 3: 9-STEP LADDER**



***Please wait for the Index Child to point to the step that s/he feels s/he stand on presently. Only then enter the step number in the provided space.***

***Child's subjective wellbeing***

**Q.4: Compared to other families here in [NAME OF CURRENT LOCALITY], how many things does your family have?**

This is a question of perception so you should try to avoid answers like NK, unless the *Index Child* really cannot compare his/her family with others.

**Q.5: THREE YEARS AGO: Compared with other families in [ROUND 4 LOCALITY] in [MONTH AND YEAR OF R4 INTERVIEW], how many things did your family have?**

This is a question of perception so you should try to avoid answers like NK, unless the *Index Child* really cannot compare his/her household with others. If the *Index Child* has moved, s/he should answer with reference to the locality in which s/he was living four years ago.

**Q.6: Which of the following best describes your household?**

Ask the *Index Child* how s/he would describe the economic situation of the household in which s/he is living. This question is different from Q.8 as it asks for an overall evaluation rather than just relative to the other families in the current locality.

*Please read the answer-codes to the *Index Child* and enter the answer s/he chooses.*

**Q.7: THREE YEARS AGO: How would you describe your household in [MONTH AND YEAR OF R4 INTERVIEW]?**

Ask the *Index Child* about the household's economic situation four years ago. As in the previous case, the interviewer should read the alternatives and enter the code. This question should be answered even if the *Index Child* currently lives in a different household from four years ago: the answer should be about the situation of the household that the *Index Child* was living in four years ago – irrespective of whether it is the same household as today.

## SECTION 10 – COMPUTER, OTHER DIGITAL DEVICES AND INTERNET USAGE

### PURPOSE

This section asks the index child questions about the use of computer, certain digital devices, and internet.

#### Q.1: Have you ever used any of the following:

- 01 Computer or laptop
- 02 Tablet
- 03 Internet
- 04 Mobile phone with internet access (e.g. Smartphone)

You need to mark an answer for each one of the 4 devices. The aim of this question is to find out the frequency of contact the index child has with these tools. If the index child answers “no, never”, “yes, a few times in my life” or “I don’t know what that is” for each one of the four devices please move on the Anthropometry section. If the index child answers “yes, many times in my life” to at least one of the devices, carry on with this section.

By “internet” we refer to any type of connection to the internet, be that wired or wireless (Wi-Fi) regardless of the accessing device. Read through the alternatives.

By smart phone, we refer to a mobile phone with internet connection or a mobile phone that can be connected to internet (either through free Wi-Fi connections or any data use contract). Notice that in order to say that the child has used a smart phone, s/he should have been using internet in the mobile. This means that if the YL Child has a mobile phone with internet access, but has never used internet in his/her phone, you should mark: No, never.

#### Q.2: In the last 12 months, how often have you been using any of the following:

The aim of this question is to find out the frequency of use of the device by the index child. For each of the 4 cases the question only activates if the index child replied with “yes, many times in my life” in Q.1. You need to show and read to the index child the alternatives on the ‘frequency card’. The following figure displays the options in the card.

**Figure 4: USE FREQUENCY CARD**

Never	Less than once a month	Monthly	Weekly	Daily
-------	------------------------	---------	--------	-------

#### Q.3: How old were you when you first used each of the following:

The aim of this question is to find out the age in which the index child used the device for the first time. Again, the question only activates if the index child has used the device many times

in his/her life (Q.1). If the index child doesn't remember the exact age, an approximate age may be given. However, if the child does not know, you should enter -77.

**Q.4: Which of the following do you currently have?**

This question refers to two different types of accounts: email and social media or instant messaging.

By “electronic mail” or “email” we refer to accounts in any server such as Gmail, Hotmail, Yahoo, Outlook, etc. By “social media or instant messaging” we refer to an account in any of those services such as: Facebook, Twitter, Whatsapp, Skype, LinkedIn, Instagram, etc. The aim of this question is to understand how familiar the index child is with digital media for socializing.

## SECTION 11 – ANTHROPOMETRY OF THE YL INDIVIDUAL

### PURPOSE

To record the height and weight measurements of the *Index Child* as accurately as possible, following the procedure detailed below.

### PROCEDURES TO MEASURE WEIGHT

- We will use an electronic scale. Please find an adequate and safe surface. This kind of scale cannot accurately measure if it is on a slope.
- Be sure to record each weight measure in the corresponding spaces of the table. Do not forget to record the final weight.
- Weigh individuals with minimal clothing and no shoes.
- Record all weight calculations on the back of the sheet.
- Weigh the individual and read the weight measurement clearly. Take a second reading, when the scale is stable again. If the two measures are the same, then enter that as the final weight measurement. If they are different do the procedure a third time and record the number that is repeated twice.
- If you cannot get two identical measurements, and you are sure that you have followed the procedure correctly every time, take the average of the measurements.
- When weighing a child who is living with his/her parents always thank the mother.

### PROCEDURES TO MEASURE HEIGHT

- If the person being measured cannot stand, use a wall or a door as support when measuring stature.
- Appropriate clothing: the person being measured should take off his/her shoes and any bulky clothing like a jacket or bulky jumper which may prevent the person being in contact with the measuring board.
- Place the person in such a way that s/he is standing on the measuring board with his/her feet parallel, and with heels, buttocks, shoulders and back touching the surface of the measuring board. The head should be held comfortably with the person looking straight ahead, not with his head tilted up or down. The arms should be hanging next to him/her. If measuring a child, ask the mother to help if needed.
- Gently lower the movable stop of the measuring board and place it on the child's head. Press down if necessary to ensure contact, but only to ensure soft contact.
- Read length within 0.1cm. Ensure that your vision is aligned with the position of the marker, not higher or lower. If the measurement is between two markers of 2 mm, take the lowest value.
- Say the measurement clearly and write it down immediately.



- Raise the head of the board, check the alignment and measure the child again. If the two measures are the same, accept this measure. If the measures are different, measure again until you get two measures that are the same and write the measure in the space for the final height.
- When weighing a child living with his/her parents always thank the mother.

## CONTROLLING QUALITY OF WEIGHT AND HEIGHT

- 1) Read the measures
  - a) If the marker indicates a precise measure (mm. or g.) then take this as the measure.
  - b) If it falls between two markers, then take the lower value.
- 2) Read and record the weight and height
  - a) The person who is measuring should read the measurement
  - b) The assistant repeats what has been read
  - c) The person being measured says "yes" or "good"
  - d) The assistant says "yes" or "good" and enters the measurement into CAPI.
  - e) The assistant displays the measurement to the person measuring.

### Height

- 3) Common errors in measuring the height/size
  - a) Position of the person taking the measure
    - The person is too far from the feet of the person being measured.
    - The person is not on his/her knees (when measuring a child).
    - The person is too far from the measuring board.
  - b) The feet of the person being measured
    - Is tiptoeing.
    - The soles are not perpendicular to the board's wood.
    - Only has one foot on the board.
  - c) The head of the person being measured
    - The neck is too stretched
    - The neck is cramped.
    - The mother's hand completely covers the ear (fingers are not bent)
  - d) The position of the person being measured on the measuring board
    - Not in the centre of the board
    - Wearing bulky clothing (nappy in the case of a baby), braid or hair accessories so that the head is not in contact with the measuring board.

### Weight

- 4) Common mistakes in weighing
  - The person being measured can touch a wall or grab other people around
  - The person being measured is wearing a lot of clothes

#### Q.1: SCALE CHECKED

Make sure that the scale has been tested and is working well. Tick the appropriate space in CAPI if the scale is well calibrated.

#### Q.2-Q.4: Weight (TO NEAREST 0.1 KG)

Take and record two weight measurements and the agreed weight measurement. For each question enter -9999 if the child is not weighed

**Q.5 – Q.7: Height**

Take and record two height measurements and the agreed measurement. In each question enter -9999 if the child is not measured.

**Q.8: Are you currently pregnant or gave birth in the last 12 months? This question is only enabled if the YL index child is a girl and married.**

**Q.9: Why was child not measured?**

If the Index Child was not weighed and/or his/her height was not measured, specify why the measurement did not occur.

## **ROUND 5**

# **FIELDWORKER MANUAL**

## **YOUNGER COHORT HOUSEHOLD QUESTIONNAIRE**

August 2016



**CENTRE FOR ECONOMIC AND SOCIAL STUDIES**

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## PART I. INTRODUCTION

This manual is a guide to the methods and protocols you will follow while you are in the field. Its aim is to help you both during training and fieldwork.

Your duty as a fieldworker will mainly involve the following tasks:

- a) Administering the questionnaires to adults and children using a Computer-Assisted Personal Interviewing (CAPI) programme.
- b) Assisting your supervisor with anthropometric measurements of children and mothers
- c) Assisting your supervisor with different cognitive developments test for children

This manual will also give you detailed instructions and explanations of each question you will ask. Please read it carefully and early enough to ask any questions or doubts that you may have regarding the questionnaires or the protocols explained in this document.

While you are on the field, take it always with you as it may be useful in case you need to refresh concepts or procedures explained during the training.

***Please refer to the General Guidelines for Fieldwork document for:***

- ***General guidelines on how to conduct the interview***
- ***General guidelines on how to fill in the questionnaire***

The Older Cohort Household questionnaire collects similar information to the Younger Cohort Household questionnaire. There are two main differences. Most of the questions that are asked about the *Index Child* to the caregiver are now asked to the *Index Child* directly. Some of the sections informing on the household's socio-economic situation have been shortened substantially or dropped.

## PART II: ARRANGEMENTS FOR THE MAIN INTERVIEW

### TRACKING SCHEDULE FOR THE YOUNGER COHORT

#### PURPOSE

To locate YL Child, verify that s/he is still alive and confirm if his/her family or caregiver agrees to continue in the study. Also, to identify which is the relevant household where the Younger Cohort Household Questionnaire will be administered.

#### RESPONDENT

The Tracking Schedule can be answered by any adult at least 18 years old that can provide reliable information about the location of YL Child or YL Child's family. However, once YL Child's family has been tracked (final attempt) the respondent should be a household member that is familiar with YL Child's affairs – ideally the primary caregiver or the household head.

#### DEFINITIONS

**Household:** A household is defined as a group of individuals that meets three conditions:

1. They live under the same 'roof' or within the same compound/homestead/stand, and
2. They share food from a common source at least once a day (i.e. cook and eat together), and
3. They contribute to or share in, a common resource pool, aside from food and shelter, which means:
  - They **contribute to** the household through wages/salaries or any cash/in-kind income (e.g. parents), or
  - They **benefit from** this income, but do not contribute to it (e.g. children, students, elderly)

**New household:** Household in which YL Child is living now in Round 5.

**Previous household/ Round 4 household:** Household surveyed in Round 4. In the Indian context, it is likely that the Younger Cohort children still belong to their previous/R4 household despite they may be physically living somewhere else (e.g. students living in hostels).

To identify whether the child is still living with the Round 4 household, s/he will have to live with either of the following household members:

1. R4 caregiver
2. Biological mother

3. Biological father
4. R4 household head

For complex living arrangements, we will take the four household members in the same order of importance as shown in the list. This means that, for instance, if the child is living with the R4 caregiver and the biological father is living away, the YL CHILD will still be considered as living in the Round 4 household.

Remember that *household* does not refer to a place of residence or dwelling, but to sharing the roof, food, and income with any of the household members listed above. A YL Child who was moved does not necessarily live in a new household and could be still live in the Round 4 household.

**Primary caregiver:** In this round, the primary caregiver of the YL Child is defined as the person responsible for making most of the decisions related to her/his health and education. For example, the primary caregiver decides whether the child should be taken to the hospital in case of illness or whether s/he should attend full time education. This person is usually the mother, but could be another household member or even someone not living in the household. There should be only **one** primary caregiver for each index child.

**REMEMBER:** IN PREVIOUS ROUNDS, THE PRIMARY CAREGIVER WAS DEFINED AS THE PERSON WHO SPENT MOST TIME TAKING CARE OF YL CHILD. THEREFORE, IT WAS ASSUMED THAT THEY LIVED IN THE HOUSEHOLD. BEGINNING IN ROUND 4 AND THIS CURRENT ROUND 5, WE DO NOT ASSUME THIS ANYMORE, SO THE CAREGIVER MAY NOW LIVE OUTSIDE THE HOUSEHOLD. FOR EXAMPLE, IF YL CHILD'S MOTHER WORKS IN ANOTHER VILLAGE AND SHE STILL MAKES THE KEY DECISIONS ABOUT THE CHILD SUCH AS WHICH SCHOOL S/HE SHOULD ATTEND THEN SHE IS THE CURRENT PRIMARY CAREGIVER. IN THAT CASE THE FIELDWORKER NEEDS TO MAKE ALL POSSIBLE EFFORT TO FIND HER IN ORDER TO ADMINISTER THE FEELINGS AND ATTITUDES SECTION OF THE HOUSEHOLD QUESTIONNAIRE. HOWEVER, IF IT IS NOT POSSIBLE TO FIND HER, THEN PLEASE IDENTIFY AN ALTERNATIVE PERSON IN THE HOUSEHOLD WHO KNOWS THE MOST ABOUT THE YL CHILD AND MAKES SOME EVERYDAY DECISIONS. THIS PERSON SHOULD THEN BE IDENTIFIED AS THE PRIMARY CAREGIVER IN THE ROSTER. YOU SHOULD NEVER ADMINISTER THE FEELINGS AND ATTITUDES SECTION OF THE HOUSEHOLD QUESTIONNAIRE TO SOMEONE WHO IS NOT CATEGORISED AS THE YL CHILD CAREGIVER IN THE ROSTER.

**Household head:** In principle, the definition of household head is left open to the respondent. However, if s/he does not know how to define her/him or mentions more than one person, explain that the household head is defined as the person that has control over the family in the household. If the respondent considers more than one person as household head, ask which of these controls the resources / income; and if still more than one is mentioned, ask which of them contributes with most of the resources / income at home. There should only be **one** household head in each household.



## INSTRUCTIONS

This form is administered on paper by the supervisors. Only the final attempt – in which YL Child is found – will be entered in CAPI. Each supervisor has already defined from previous rounds their pool of index children under their responsibility within their allocated districts. They will receive from their Field Manager a pre-printed *Contacts Sheet* with the household's last known address collected in the last tracking on August, 2015. This sheet also contains other contacts' addresses and details that may help you find the household (see Figure 1).

### Q.1. Child ID

This is the unique number assigned to each YL Child since Round 1, and it should be kept until the last round of the study. Entering an incorrect Child ID means we cannot use the data collected in the questionnaire.

### Q.2: Tracking attempt number

In this space, you need to enter the number of times you have tried to find the child. Please note that the maximum number of attempts to find the child is 7. If you cannot find the child after the 7<sup>th</sup> attempt, report to your FIELD MANAGER to record this child as dropped from this round.

### Q.3: Date

Record the starting date of each attempt, even if unsuccessful.

### Step 1: Finding the house

### Q.4: Could you find the house/dwelling?

Use the physical address of dwelling from R5 tracking (in August 2015) provided in the *Contacts Sheet* (see Figure 1) to find the house where the child was tracked for the last time.

### Q.5: Record any tracking information collected. Include new address if possible.

If you could not find the house, talk to neighbours to find out how to get there or where to find YL Child's family and write down all references as this will be useful for tracking the child next round. If unsuccessful, use the phone and postal address provided in the *Contacts Sheet* to contact the household head (usually the child's father) or the primary caregiver (usually the child's mother). Record any useful information you got, and report to the Field Manager. If a child moved to a YL district where another team is working, inform the Field Manager for him to do the arrangements with the corresponding supervisor.

### Step 2: Find the YL Child's family

### Q.6: Does [YL Child]'s family live here?

Once you found the house/dwelling, either because you got the correct directions to get there or you obtained a new possible address, you need to ask if YL Child's family is currently living there.

**Q.7: Record any tracking information collected. Include new address if possible.**

If YL Child's family does not live there, ask to the members of that household for any tracking information or talk to neighbours. If unsuccessful, use the phone and postal address provided in the *Contacts Sheet* to talk to the contacts for YL Child to find as much information as you can about where the family has gone. Record any useful information you got, and report to the Field Manager

**Step 3: Check if YL child is alive**

**Q.8: How is [YL Child] doing?**

Once you found YL Child's family, you must find out if s/he is still alive. This is very sensitive, so it is better to ask indirectly to prevent upsetting the respondent. It could be as phrased in this question or by asking "Is the child around / gone for playing / school?". If the child has passed away, you should make appropriate sympathetic statements on behalf of the project.

**Q.9: Approximately, how old was [YL Child] when s/he passed away?**

Only if possible, try to elicit in a very tactful manner, at what age the child died. For the Younger Cohort, the age of death should be less than 13 years old. You could ask this to a household member or a neighbour. **|| End the interview here. ||**

**Step 4: Find YL Child**

**Q.10: Where is YL Child living?**

Once you confirmed that YL Child is alive, ask if s/he is still living in this same residence or in a different one. If YL Child is living in the same residence skip to Q.14. If not, ask for the new address where the YL Child can be found.

**Q.11: Write down the new address where the YL Child is living**

Record the address and if possible the name of someone the child is living with. Once you get a new possible address, start the Tracking Schedule from the beginning. Remember to record the number of attempts in a correlative order.

**Q.12: How long has [YL Child] been living there?**

Record the length of time the child has been living there in years and months. If YL Child has been living there for less than a month, enter 00.

**Q.13: For how long do you expect [YL Child] to stay there?**

This question intends to capture whether the child is expected to return to the previous household. Enter "Temporarily" if the child is expected to return at some point, although the respondent does not know exactly when. As reference use a 6-month period as the definition for 'temporary' stay. Enter "Permanently" if the child is NOT expected to return to the previous household or intends to stay more than 6 months.

**Step 4: Linking YL Child to the Round 4 household**

**Q.14: Is [YC Child] now living in the same Round 4 household?**

This question aims to find out whether the Index Child is living in the same household as in Round 4. For this question we need to use the definition described at the beginning of this section. In brief, we link the YL Child to Round 4 household if s/he is living with any of the following people: Round 4 caregiver, biological mother, biological father, or Round 4 household head – in that order of importance if the child lives with some but not all of this people.

**Step 5: Identification of the Relevant Household**

The last couple of questions are just for you to mark based on previous questions.

**Q.15: The relevant household is in a new household**

Tick this box if the child is not living with the Round 4 household and aims to stay in a new residence permanently.

**Q.16: The relevant household in the Round 4 household**

Tick this box if the child:

- is not living with the Round 4 household but plans to return, and
- is living with the Round 4 household

**Figure 1: CONTACT SHEET**

<b>CHILDID</b>	<b>IN010001</b>
CHILD NAME	SAI VEDELLA
GENDER	MALE

R4 ADDRESS	KARANAM GARI SANDU, NEAR RAJAGARI MEMA
	D.NO-6D-6-5, SOUTHERN STREET, ELURU

**R5 TRACKING**

NAME OF HOUSEHOLD HEAD	RAMAMJANEYULU
FATHERS NAME	RAMAMJANEYULU
CAREGIVER'S NAME (IN R4)	GANGA BHAVANI
MOTHER'S NAME	GANGA BHAVANI
PHYSICAL ADDRESS OF DWELLING (R5 TRACKING)	KARANAM GARI SANDU, NEAR RAJAGARI MEMA; D.NO-6D-6-5, SOUTHERN STREET, ELURU
PHONE NUMBER	9440130708 ; 9441687670
POSTAL ADDRESS	V. RAMANJANEYULU, NO. 60-KARAM GARI SANDU SOUTHERN STREET ELURU
CLUSTER ID	01
COMMUNITY ID	IN033
TYPE OF SIT	URBAN
REGION	21

**CONTACTS FOR YL CHILD FROM R5 TRACKING**

NAME OF CONTACT	ADDRESS	PHONE	IS THIS CONTACT STILL VALID?
RAMANJANEYULU VEDELLA	D.NO.6D-6-5, NEAR HANUMAN TEMPLE, RAJA GARI MEDA, KARNAM GARI SANDHU, 29 <sup>TH</sup> WARD, ELURU	NA	<input type="radio"/> YES <input type="radio"/> NO
PULLAIAH VEDELLA	D.NO.6D-6-5, NEAR HANUMAN TEMPLE, RAJA GARI MEDA, KARNAM GARI SANDHU, 29 <sup>TH</sup> WARD, ELURU	NA	<input type="radio"/> YES <input type="radio"/> NO
KOTHAMASU KRISHNA RAO	D.NO.6D-6-4, KARNAM GARI SANDHU, SOUTHERN STREET, ELURU	NA	<input type="radio"/> YES <input type="radio"/> NO

**NEW CONTACTS FOR YL CHILD**

NAME OF CONTACT	ADDRESS	PHONE

# PRELIMINARY INTERVIEW

## PURPOSE

To get consent for keep participating in Young Lives Study and re-introduce Young Lives to all households enrolled since 2002. If successful, you will set appointments with the main respondents of the questionnaires (e.g. the household head, the primary caregiver and YL Child). You should also verify that the contact details in the *Contacts Sheet* (see Figure 1) are up to date.

## RESPONDENTS

Preferably the respondent should be the same as in Round 4; otherwise, any adult (18 years old or more) in the household that knows well the rest of household members, especially YL Child (i.e. not a visitor). If no one with these characteristics is present, ask when you could come back to meet the most suitable respondent.

## INSTRUCTIONS

Briefly introduce yourself and the study following the outline below:

### Box 1: OUTLINE FOR SELF-INTRODUCTION TO THE HOUSEHOLD

**SAY:** *My name is [SUPERVISOR NAME] and I am part of 'Young Lives' project, a study of childhood poverty which has been carried out since 2002 in four countries: Ethiopia, India, Peru and Vietnam. You may remember that we first visited you 14 years ago when you kindly answered questions for us on various aspects of your lives. The last time we visited you was in 2013/2014 and now we are visiting you again to find out how your life has been over the past 3 years and, in particular, to see how [YL Child] has been developing. Today we would like to check some details with you and then, if you agree, arrange an appointment for a deeper interview with you at a time most convenient to yourselves. Please remember you have the right to withdraw from the study at any time.*

### Q.1: Child ID

Check that this is the same ID you have from the *Tracking Schedule* and the *Contacts Sheet*.

### Q.2: Date of Preliminary Interview

This should always be the same or later than the date of the last attempt of tracking.

## Locating Information

***The following two questions are for you only. For each, please refer to the Contacts Sheet and answer:***

**Q.3: Is the YL Child currently living at the same address as in Round 4?**

Tick in the appropriate answer Yes or No

**Q.4: Is the YL Child currently living at the same address as the one from Round 5 tracking?**

Tick in the appropriate answer Yes or No

If the answer to either Q.3 or Q.4 is YES, copy the details of the current location of the house from the contacts sheet. If the answer for BOTH Q.3 and Q.4 is NO, enter the new location details in Q.5-Q.14. Remember that these should be the same as in the Tracking Schedule.

**Q.5: Address/ New address**

This should match (or be more detailed than) the last address collected in the *Tracking Schedule*.

**Q.6: Phone numbers**

Ask for the landline and mobile, ideally of the household head and/or primary caregiver.

***The following questions intend to identify what type of context information (Community/Mini-Community Questionnaire) will be collected in the locality where the YL Child is currently living.***

**Q.7: Cluster ID (Sentinel site)**

If the child has moved to a locality outside the Young Lives sentinel sites, make sure you write correctly the correlative number assigned to the new mandal.

**Q.8: Community ID**

If the child has moved to a locality outside the Young Lives community, make sure you write correctly the name of the new locality.

**Q.9: Is this new non-YL locality urban or rural?**

This question is answered by observation and can be filled-in later in the mandal headquarter when s/he has access to the official definition of urban and rural areas.

**Q.10: Is it possible to link this urban locality to a nearby urban YL Community?**

*Nearby urban YL Community* refers to an urban YL locality within a 8 km radius, where a Community questionnaire has been administered in previous rounds or is being administered in this round.

**Q.11: Is it possible to link this rural locality to a nearby rural YL Community?**

*Nearby rural YL Community* refers to a rural YL locality within a 5 km radius, where a Community questionnaire has been administered in previous rounds or is being administered in this round.

**Q.12: Enter the Community ID of this nearby community.**

If it is possible to link the new non-YL locality to a nearby locality where a Community questionnaire has been administered, then enter its ID here.

**Q.13: Enter the new Mini-Community ID**

If the household is located in a community for which a mini-community questionnaire will be administered, the relevant mini-community ID will need to be entered here.

**IT IS THE JOB OF THE SUPERVISOR TO ENTER THE APPROPRIATE MINI-COMMUNITY ID IN THIS FIELD.**

**Q.14: Region of residence**

It is most likely that if the region is different from Coastal Andhra, Rayalaseema or Telangana, it should be a neighbouring area. Please make sure you specify correctly the name of the region or state.

**Q.15: Geographic coordinates**

If the GPS coordinates is the same as in the previous round, skip to question Q.16. The reference point to read the GPS (East and North points) is located 1 meter in front of the main door of the house.

**Household Roles**

*The purpose of these questions is to identify the key respondents for the household questionnaire.*

**Q.16: Current household head is the same as in Round 4**

Check the *Contacts Sheet*. If the household head is the same as in the previous round, verify that the name provided in the *Contacts Sheet* is written correctly and amend if necessary and skip to question Q.19.

**Q.17: Who is the household head?**

If the household head is different from before, write her/his name only –there is no need to enter the ID at this stage as more details will be asked in depth during the main interview.

**Q.18: What is his/her relationship to [YL Child]?**

Be careful with the coding. Remember that the reference point is YL Child and not the household head. For instance, if the father is the respondent and he is also the household head, when you ask this question, he might say: “[YL Child] is my daughter”. In this case, you should enter the code 01=Biological parent, since the relationship is defined taking the child as point of reference, and not the respondent or any other household member.

**Q.19: Current primary caregiver is the same as in Round 4**

Check the *Contacts Sheet*. If the primary caregiver is the same as in the previous round, verify that the name provided in the *Contacts Sheet* is written correctly and amend if necessary and skip to question Q.22.

**Q.20: Who is the best person (respondent) to answer questions about [YL Child] (e.g. their education, health, etc.)?**

If the primary caregiver is different from before, write her/his name only –there is no need to enter the ID at this stage as more details will be asked in depth during the main interview. The purpose of this question is to identify the key respondents for the main questionnaire. Try as much as possible to involve the same person as in Round 4.

**Q.21: What is his/her relationship to [YL Child]?**

Be careful with the coding. Remember that the reference point is YL Child and not the caregiver. For instance, if the mother is the respondent and she is also the primary caregiver, when you ask this question, she might say: “[YL Child] is my son”. In this case, you should enter the code 01=Biological parent, since the relationship is defined taking the child as point of reference, and not the respondent or any other household member.

**Consent form**

Once you have identified the key household roles for the child, prompt the *Consent Form* (see [Box 2](#) ) and read it to YL Child’s caregiver. If the person is illiterate, it is essential to have a witness that could be a relative or any other person who can read it. You must inform the caregiver that the child will be assessed and interviewed. [Explain about the Child Questionnaire, and the Achievement and Anthropometry Tests]. Provide explanation to all her/his queries and doubts, if any. Remind her/him that their participation is voluntary, so either the caregiver or YL Child may leave the study anytime. If s/he needs more time to think or consult anyone, kindly offer to come back any other time that may suit her/him.

Bear in mind that this time, the respondent may not be the same person who gave consent in previous rounds. Then, you may have to explain the study to this person, so prepare yourself for this and bring all the necessary information with you. If they are unsure ask if they are happy to answer a few questions (i.e. the preliminary interview). Otherwise ask if they need more time to consider and say that you will come back later. If they do consent then you can continue with the preliminary interview. Either way this is just a verbal consent at this stage – you must reconfirm consent at the start of the main interview and ask them to sign the consent form at that stage. If they clearly refuse consent at this point then you must not pressurise them to continue and you should stop the interview.

**Box 2: CONSENT FORM**

I have read and had explained to me by \_\_\_\_\_ the information sheet concerning the study on children and young adults’ welfare in which I have been asked to participate.

I have had the nature and purpose of the research explained. I believe that I understand what is being proposed and what will be required of me if I take part in this study.

I have been informed about what the data collected in this investigation will be used for, to whom it may be disclosed, and how long



it will be retained

I understand that my personal involvement and my particular data from this study will remain strictly confidential. Only researchers involved in the investigation will have access.

I have had the opportunity to discuss the details and ask questions about this information. My questions have been answered by \_\_\_\_\_. I received satisfactory answers to all my questions.

I understand that participation is entirely voluntary and that I may withdraw from this study at any time without giving a reason and that this will be without detriment to any care or services I may be receiving or may receive in the future.

I agree to the arrangements described in the information sheet so far as they relate to my participation and hereby fully and freely consent to participate in the study which has been fully explained to me.

I have received a copy of this consent form and the accompanying information sheet.

Participant's signature/thumbprint or other sign: \_\_\_\_\_

District: \_\_\_\_\_ Village: \_\_\_\_\_ Mandal: \_\_\_\_\_

Signature of project staff: \_\_\_\_\_

Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_ (day/month/year)

Only after YL Child's caregiver agrees and signs the *Consent Form*, you may proceed with the next questions.

**Q.22: What is the preferred language of interview?**

This should be asked for the household head, the primary caregiver and the YL Child, in order to arrange for a translator if needed.

**Appointment(s) for main interview**

Arrange an appointment with the family for conducting the main interview. Ideally the primary caregiver (or the person who answered the questionnaire last time), the household head and [YL Child] will need to be present at the main interview. If necessary, set more than one appointment. Inform the respondent that the interview will take approximately 3 hours.

These questions will not be entered in CAPI, but remember that you need to keep record of them in the corresponding monitoring sheet – *Template 1 for Investigator*.

**Q.23: Date of First Appointment**

**Q.24: Time of First Appointment**

**Q.25: Date of Second Appointment**

**Q.26: Time of Second Appointment**

**Q.27: Date of Third Appointment**

**Q.28: Time of Third Appointment**

## PART III – HOUSEHOLD QUESTIONNAIRE

### DATA HANDLERS

**Q.1: Date of interview**

**Q.2: Fieldworker ID**

**Q.3: Date of Supervisor Check**

**Q.4: Supervisor ID**

### SECTION 1 – HOUSEHOLD ROSTER

#### PURPOSE

The purpose of this section is to identify the members of the household. It starts prompting the list of household members (*HHMs* hereafter) reported in Round 4 and probes if each of them is still living in the household, as well as if there are new members. For all household members (previous and new), basic demographic information is collected, as well as the relationship of each household member with the index child or Young Lives child (*YL Child*, hereafter). This section is crucial because their personal characteristics (e.g. age, sex, etc.) will determine which questions and sections will be asked to each household member (e.g. education level, employment status, etc.). Additional questions are asked only for the case of YL Child's parents and primary caregiver (if s/he is different from any of the parents). Information about the history of the biological parents of YL Child, if they did not live in the household in any of the previous rounds and are not members of the household at the time of the survey (i.e. do not appear on the roster) is also gathered in this section.

#### RESPONDENTS

Household head or primary caregiver of the YL Child.

#### DEFINITIONS

**ID of Household Member:** The ID is a unique number assigned to each household member since the beginning of the study and, therefore, two members of the same household cannot have the same ID. The YL Child's ID is always "0" ("00" in the paper questionnaire). The remaining household members may have an ID of 1 onwards, and the new members added will have new IDs that will be automatically created in CAPI, so you don't have to enter it.

**REMEMBER:** The Household Member ID is different from the **Child ID**, which is the unique 6-digit code assigned to each YL Child of the 2 cohorts from the 4 countries. Therefore, no YL Child will have the same Child ID as any other YL Child in the sample. The code is composed of: **Country / Cluster / Cohort / Child number**

Example: IN 01 0 011, where

IN = Country

01 = Cluster

0 = Younger Cohort

011 = Child number

In CAPI, the Child ID is shown without the country pre-fix (IN) and without the leading “0”. For the example given above, you will see “10011”.

**Round 4 household:** As defined in the Tracking Schedule, Round 4 household is defined by the following people:

- Round 4 caregiver
- Biological mother
- Biological father
- Round 4 household head

Note the difference between the living place and household. Household members may have moved to a different living place or migrated to another region, but this doesn’t necessarily have a relation to whether it is the same household or not. Members of a household may have moved (some may have left or some may have arrived) but this doesn’t necessarily have a relation to whether it is the same household or not either.

**Some examples of the criterion above:**

In round 4... Alberto (Index Child) lives with his older sister (Sandra), his mother, his father and his grandmother from his father’s side in their house in Huaraz. His dad is the household head and his mother is the primary caregiver.	
When we reach out for round 5	Is it the same as R4 household?
... <b>Alberto’s</b> father has now moved to <b>Lima</b> for work and <b>Alberto</b> remains living at their home in <b>Huaraz</b> alongside his mother, and grandmother.	<b>Yes.</b>
... <b>Both Alberto’s mother and father have now moved to Lima</b> for work and Alberto	<b>Yes.</b>

remains living at their home in <b>Huaraz</b> alongside his grandmother and older sister who was Alberto's caregiver in Round 4.	(and we should conduct the interview in Huaraz)
... <b>Alberto's</b> father has abandoned them. His mother has decided to move to <b>Lima</b> for work and <b>Alberto</b> has moved to an Aunt's household in <b>Chimbote</b> .	<b>No.</b> (and we should conduct the questionnaire in Chimbote)
...After some difficulties <b>Alberto's</b> parents have decided to split and after some time his mother has found a new partner ( <b>Ricardo</b> ), they move together to <b>Chiclayo</b> and take <b>Alberto</b> with them ( <b>Sandra</b> , his sister, moves on to live on her own).	<b>Yes.</b> (and we should conduct the questionnaire in Chiclayo)
... After some difficulties <b>Alberto's</b> parents have decided to split and Sandra (his older sister who was R4 caregiver) and <b>Alberto's</b> move to another house in the outskirts of <b>Huaraz</b>	<b>Yes.</b> (and we should conduct the questionnaire in the new location outside Huaraz)

Another possible scenario in which it becomes a new household is if the index child has become independent and has moved to live on his own or with a partner. These cases are not common amongst the younger cohort but do happen regularly in the older cohort.

## INSTRUCTIONS

In CAPI, the household roster shows a first table with pre-filled basic information of previous household members. Check that the names are spelled correctly and amend if necessary. The YL child ID is always "0". The roster should be administered row by row. Once you finish asking for all previous household members (PHHM's hereafter) add all new members at the end of the roster by adding new rows to the table.

### **Full Household Roster**

#### **Q.1: Is this the Round 4 household?**

The question aims to find out whether this household is the same as the one surveyed in Round 4. This is done using the definition of Round 4 household above.

#### **Full name**

The names of PHHM's are pre-filled, but you should still verify them (including spelling).

#### **Q.2: Has [HHM] moved to the new household?**

#### ***Relationship with [YL Child] in R4***

The relationship of the PHHM's to the YL Child appears pre-filled and is there just for reference.

### Q.3: Relationship to [YL Child]

Be careful with the coding. Remember that the reference point is YL Child and not the caregiver. For instance, if the mother is the respondent and she is also the primary caregiver, when you ask this question, she might say: "[YL Child] is my son". In this case, you should enter the code 01=Biological parent, since the relationship is defined taking the child as point of reference, and not the respondent or any other household member.

### Q.4: Is [HHM] the primary caregiver of [YL Child]?

As explained previously, the primary caregiver is the person in charge of making decisions on the child's health and education and someone who looks after them. When coding this question make sure that only ONE household member is selected as the primary caregiver.

### Q.5: Does [HHM] still live in the household?

This records whether the member lives at home or not, and whether s/he is alive or not. This is a key question because all questions in later sections refer to current household members. It is important that those household members that have moved are entered properly as "No, he/she moved permanently" or "No, he/she moved temporarily". For these household members no further questions will be asked in the questionnaire and will not be considered part of the household for all practical purposes.

Two important points for household members that have moved away:

- There will be no further questions for household members, except for biological parents and caregivers, that have moved away permanently and they will not be considered as part of the household for any other practical means.
- There will be no further questions for household members that have moved temporarily either. WITH THE EXCEPTION OF THE biological parents, the caregivers and the INDEX CHILD (IF HE/SHE HAS MOVED AWAY). A typical situation in which the index child must be reported as moved away temporarily is if he/she has moved away somewhere else during most part of the schooling year to go to school in another district and doesn't come back to sleep in the household for the weekends, however they will eventually come back.

### Q.6: Which year did [HHM] pass away?

Remember being sensitive when asking this question.

#### *Age in R4*

The ages of PHHM's appear pre-filled, so you are not able to modify it. Use it as a reference when the respondent reports the current ages of the household members.

### Q.7: How old is [HHM]?

You have to enter the age in completed years. If someone is 12 years and 11 months old, you should enter 12 in this question. Check with the pre-filled age from Round 4 to ensure that there is some consistency in the age difference between both rounds (e.g. it cannot be more than 3 years).

**Q.8: Age in completed months**

If the HHM is less than 1 year old, you should enter “0” in Q.7 and the number of months here. Note that the values should be between 1 and 11.

**Q.9: Sex**

Please enter the gender of the HHM. In CAPI this question is prefilled for previous household members, but you still have a chance to amend any mistakes.

**Q.10: How many children have been born alive to [YL CHILD'S MOTHER] since [MONTH AND YEAR OF R4 INTERVIEW]?**

This question is enabled only for the biological mother of YL Child. If she hasn't had any children after R4 interview, enter '0'.

**NOTE THAT:** the caregiver is the only person on the roster who will appear in the rosters in the education and health sections irrespective of whether he/she is a current household member or not. For the rest of the people on the roster, only current household members will appear in all the subsequent rosters throughout the questionnaire. Note also the caregiver will not appear in the employment roster.

*The following set of questions intends to capture more information about YL Child's biological parents or caregiver in case they don't live in the household anymore, but might still have contact with her/him.*

**Q.11: Where is [HHM] living now?**

This is asked only if the father/mother/caregiver is alive. CAPI will pre-populate the name of the Household Member in the space where you see [HHM].

**Q.12: How often does [HHM] see [YL Child]?**

This is asked only if the father/mother/caregiver is alive.

**Q.13: Has [YL Child] ever lived with [HHM]?**

This is asked regardless of whether the father/mother/caregiver is alive or has passed away.

**Q.14: How long did [YL Child] live with [HHM]?**

This is asked regardless of whether the father/mother/caregiver is alive or has passed away.

Once this information is filled in, you should ask the respondent if there are any other people currently living in the household permanently and/or are hosted in the household. This would be the case, for example, of a younger sibling of YL Child that was born at any point after Round 4. In that case, add this person to the

Roster and record the same information that was recorded for previous members. By definition the new household member must live in the household. Once you have filled in the details of all – previous and new – household members, you will ask the following questions only to the current household members.

## NEW HOUSEHOLD MEMBERS

Once this information is completed the fieldworker must ask if there are any other people living permanently in the household and/or if there's anyone lodging there. This would be the case in the following examples:

- A younger sibling of the index child who was born after the previous round
- A family member who has moved in with the index child's family
- An index child who has moved away and gotten married and had a child; in this case the partner and the child would be new members of their household.
- A new domestic worker
- Etc.

In all these cases the new member must be added to the household roster and all the information registered for previous members must be registered for new ones too. By definition the new member must live in the household. Note you can add a new line to enter a new household member by clicking on **Add Row**, which is located in the lower part of the frame.

Figure 2: HOUSEHOLD ROSTER

Q.1 FIELDWORKER: Is this the Round 4 household?

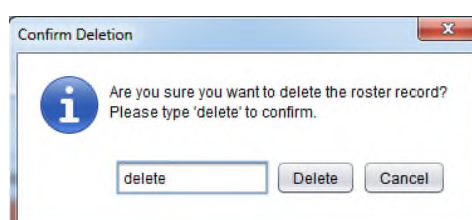
FIELDWORKER: Check that pre-filled details for previous household members are correct and correct, if necessary. Please administer the following table row by row. After asking for all previous household members (PHHMs), add new members at the end of the roster by adding new rows to the table.

ID	Q.2 Name	Q.3 Existing HH Member from R4	Q.4 Was the HH member alive in R4	Q.5 Has HHM moved to the new household?	Enter Information About the Individual	Delete
0	SAI	Yes (1)	Yes (1)	Please sel...	Enter Information About the Individual	✗
1	RAMA	Yes (1)	Yes (1)	Please sel...	Enter Information About the Individual	✗
2	GANGA	Yes (1)	Yes (1)	Please sel...	Enter Information About the Individual	✗
3	VINAYA	Yes (1)	Yes (1)	Please sel...	Enter Information About the Individual	✗

Add Row

Furthermore, you can delete a row of a correspondent household member with the option **Delete**, by clicking on the ✗ button. Once you click, a new window will pop up (see Figure 3). You must type the word “delete” on the blank space in this window. Once this is done you need to click on **Delete** for the row to disappear.

Figure 3: DELETING ROWS IN CAPI



Note that for both new and old household members, there is the possibility that the household reports a domestic worker and/or a lodger or pensioner. Even though there aren't any further questions for them on the questionnaire (e.g. no questions about their income), their presence as household members must be registered.

#### PQ.15: Household head in Round 4

Prefilled from round 4.

#### Q.15: Who is the head of the household?

Ask who the current head of the household is. If different from Round 4 (see *Contacts Sheet*), probe the reported response. The household head is defined as the person that has control over the family in the household. If the respondent considers more than one person as household head, ask which of these controls the resources / income; and if still more than one is mentioned, ask which of them contributes with most of the resources / income at home. Please enter the household member ID of the person identified as the household head. In CAPI, you will have to select from a drop down menu the ID of the household member who is the head of the household

### **Current Household Members Roster**

***This table shows all previous household members identified as current household members above as well as all of the new household members.***

#### PQ.16: Household member name

Prefilled from full household roster.

#### Q.16: What is [HHM]'s birthday?

Ask this question for all household members age 5-17 years old. You are required to record only the MONTH of the birthday. An easier way of collecting the information is to ask for the birthday date but record only the MONTH. This information is useful to assign school-age children to the right starting school year. This question is disabled for the YL index child.

#### Q.17: What is [HHM]'s relationship to [HOUSEHOLD HEAD]?

Be careful with the coding. Remember that the reference point is now the household head and not the respondent. For instance, if the respondent is the mother of the household head, when you ask this for the respondent, she might say: "[HOUSEHOLD HEAD] is my son". In this case, you should enter



the code 01=Biological parent, since the relationship is defined taking the household head as point of reference, the respondent or any other household member.

**Q.18: What is [HHM]'s marital status?**

Ask the question to all household members 12 years old and above. Remember that single means that the person has never been married.

**Q.19: Who is [HHM]'s biological mother?**

This question intends to capture the links among other household members different than the YL Child, the household head and the primary caregiver. Please enter 98 if the biological mother does not live in this household. Please enter 99 if the biological mother has died.

**Q.20: Who is [HHM]'s biological father?**

This question intends to capture the links among other household members different than the YL Child, the household head and the primary caregiver. Please enter 98 if the biological father does not live in this household. Please enter 99 if the biological father has died.

**Q.21: FIELDWORKER: Tick if the current household roster complete.**

Once finished updating the household roster, check with the respondent that all current household members have been included, and correct if necessary.

**Q.22: FIELDWORKER: Tick if this is a polygamous household.**

This question is for you; do not ask it to the respondent. This refers if the household head has more than one spouse. Do NOT ask the respondent – check the roster to see if more than one HHM is entered as the wife of the HH head (Q.17).

**Q.23: ID of respondent for this section**

Identify the respondent for this section from the household roster.

**PARENTAL BACKGROUND INFORMATION**

**The following questions are enabled only if any of the biological parents are NOT in the full household roster i.e. the mother, father, or both parents of the YL Child were not living in the household in any of the previous rounds.**

**Q.24: Is the biological father of [YL Child] alive?**

Remember being sensitive when asking this question. Skip to question Q.26 if answer No.

**Q.25: In which year did [YL Child]'s biological father die in?**

Remember being sensitive when asking this question.

**Q.26: Where is biological father of [YL Child] living now?**

This is asked only if the biological father is alive. Code the response using Codebox 1.

**Q.27: How often does biological father of [YL Child] see [YL Child]?**

This is asked only if the biological father is alive.

**Q.28: Has [YL Child] ever lived with his/her biological father?**

This is asked regardless of whether the biological father is alive or has passed away. Skip to question Q.30 if answer No.

**Q.29: How long did [YL Child] live with his/her biological father?**

This is asked regardless of whether the biological father is alive or has passed away.

**Q.30: How many children have been born alive to [YL CHILD'S MOTHER] since [MONTH AND YEAR OF R4 INTERVIEW]?**

This question is enabled only for the biological mother of YL Child. If she hasn't had any children after R4 interview, enter '0'.

**Q.31: Is the biological mother of [YL Child] alive?**

Remember being sensitive when asking this question. Skip to question Q.33 if answer No.

**Q.32: Which year did [YL Child]'s biological mother die in?**

Remember being sensitive when asking this question. Skip to question Q.35 if answer No.

**Q.33: Where is biological mother of [YL Child] living now?**

This is asked only if the biological mother is alive.

**Q.34: How often does [YL Child] see his/her biological mother?**

This is asked only if the biological mother is alive.

**Q.35: Has [YL Child] ever lived with his/her biological mother?**

This is asked regardless of whether the biological mother is alive or has passed away. Skip to question Q.37 if answer No.

**Q.36: How long did [YL Child] live with his/her biological mother?**

This is asked regardless of whether the biological mother is alive or has passed away.

**YL Child and YL Child mother's place of birth.**

These questions are only for a pre-filled list of index children and mothers for whom this information was not possible to gather on previous rounds.

**Q.37: Was [YL Child]/[YL Child Mother] born in this village?**

For faster pace in the administration, we start by asking if the YL Child was born in the place where the interview is taking place. If not, you should ask the details as follows in Q.38-Q.41.

**Q.38-Q.41: Where was [YL Child] born?**

Enter the state, district, mandal and village.

## SECTION 2 – HOUSEHOLD EDUCATION AND TIME ALLOCATION

### RESPONDENT(S)

Preferably the primary caregiver since he/she is supposed to be more aware about the Young Lives child's education. However, other family members can help if the respondent does not know some information.

### SUB-SECTION 2.1 – HOUSEHOLD EDUCATION

#### PURPOSE

The purpose for this section is to identify the educational level / degree of each the YL Child's household (including her/himself), as well as in-depth information about her/his educational experience.

#### DEFINITIONS

- **Full-time education:** Refers to the minimum attendance requirements established by schools. Teaching hours may not necessarily be a whole day; could be morning, afternoon or evening shifts.
- **School types:** Refers to the administration of the schools

School type	Definition
Private (unaided)	Private-run schools
NGO/Charity/Religious (not-for-profit)	Schools run by NGO's or by religious organizations
Public (Govt)	Government-run schools
Informal or non-formal community	Community-run schools
Charitable trust	Schools run by charitable trusts such as Sathia Seai Baba
Bridge School	Schools meant for drop-out children to re-join formal schooling after fulfilling certain criteria such as age appropriateness
Mix of public and private	

## INSTRUCTIONS

This section is divided in 2 tables: one for adults (18 years old and above) and another for children (5 to less than 18 years old).

### Q.1: Respondent for this section

Enter household member from the household roster.

### **For ages 18 years old and over**

### Q.2: Has [HHM] ever attended or is he/she currently attending school?

It seeks to differentiate between the HHM that have ever attended school and those who haven't. If No, skip to the next HHM.

### Q.3: What was the highest grade that [HHM] completed (excluding pre-primary)?

Enter the highest educational degree obtained so far, or the degree of education still studying today for each adult. For those household members whose current educational level is not higher than secondary, enter the last grade completed. For instance if the household member is currently in grade 12, then the last grade completed is 11. If the household member has completed secondary education and has continued studying, enter the codes that match this level (e.g. Degree, post-secondary technological institute etc.). It is important that the fieldworker remembers to ask for the last grade completed.

Remember that we are looking for the last completed educational grade. For someone who currently is in secondary school 5<sup>th</sup> grade, you must enter 4<sup>th</sup> secondary school.

### Q.4: Is [HHM] currently in full-time education?

This question seeks to establish whether the individual is in full time education, which refers mainly to formal education programmes. The codes in this question allow differentiating between attending regularly, irregularly or distance learning. See definition of full-time education above.

### **For ages 5 to less than 18 years old**

### Q.5: Has [HHM] ever attended or is he/she currently attending school?

See instructions for Q.2

### Q.6: At what age did [HHM] start formal school (from Grade 1)?

Ask this question only to new household members who ever attended school. This question seeks to establish the age of the child in completed years at the time when he/she started first grade. For

example, imagine that a child was 6 years old when he began first grade in June (start of academic year) and then he turned 7 in September. In this case, enter only 6 years.

**Q.7: What was the highest grade that [HHM] completed (excluding pre-primary)?**

See instructions for Q.3.

**Q.8: Is [HHM] currently in full-time education?**

See definition of full-time education above.

**Q.9: Why is [HHM] currently NOT in full-time education?**

For all those of school-going age (i.e. age 5-17) we would like to know the reason why they are not attending school. If the respondent provides more than one reason, ask for the most important one and code this answer.

***Ask questions Q.10 to Q.18 only to [YL Child] and [PANEL SIBLING].***

***Ask the next three questions if [HHM] is currently NOT in school, but attended earlier.***

**Is [HHM] the panel sibling?**

This question appears only in the CAPI program, you will have to select YES or NO in order to enable or disable the rest of the questions.

**Q.10: How old was [HHM] when s/he completed/ stopped full time education?**

This question examines the age at which the household member completed their studies or left full-time schooling. Please enter the age in completed years AND months.

**Q.11: At what grade did [HHM] drop out of school?**

Enter the grade during which s/he left. For example, if the child was studying on 4<sup>th</sup> grade and left in the middle of the year, enter “4” in this question. If the child completed 4<sup>th</sup> grade and did not start 5<sup>th</sup> grade, also enter “4” in this question.

**Q.12: What type of school did [HHM] last attend?**

The type of school is mostly linked to the source of funding of the tuition fees (e.g. public, private, etc.) Please see table above for definitions of each type of school.

***The following questions are asked if [HHM] is currently in full-time education.***

**Q.13: How would you say [HHM] is performing?**

This is a subjective assessment of [HHM's] performance. Please do not try to verify it – we just want the respondent's opinion.

**Q.14: What type of school is [HHM] attending?**

See definitions of each type of school above.

**Q.15: Why have you chosen this school for [YL Child] to attend?**

Ask only for YL Child currently in school.

**Q.16: How much did you spend on school fees for [HHM] in the last academic year?**

This is an approximation. Please note that expenses on uniforms, books, stationary, transport, and extra classes should NOT be included here.

**Q.17: How much did you spend on extra tuition for [HHM] in the last academic year?**

This is an approximation.

**Q.18: Is [YL Child/Panel Sibling] in a boarding school?**

Ask only for [YL Child] and [Panel Sibling]. We want to find out whether the child is attending boarding school, understood as those schools where children study and live during the school year.

## SUB-SECTION 2.2 –TIME ALLOCATION

### PURPOSE

The purpose of this section is to collect information on how each individual in the household between the ages of 5 and 18 years spends his/her time. For this purpose, for all questions we should refer to a *typical* day or, in other words, any day during the school/work week.

### DEFINITIONS

**Typical day:** The questions in this section refer to a “typical day”. This is defined as a standard day during the work/school week which is like most of the work/school days during the year. In most cases, that will just be a work-day in the last week (Monday to Friday). However, in some cases, when the previous week was unusual due to e.g. a one-off family event, national holiday, illness etc., please work with the child to think about when the last “typical day” that s/he can remember was and ask about that day.

**Pebbles:** You will have 24 pebbles which you will give to the child to play this game. Remember that these should be similar and equally sized.

### INSTRUCTIONS

**Q.1: Typical day time-allocation:**

Start by asking the respondent some background questions about the daily activities of each household member between the ages of 5 and 18 – for example: does he/she help around the house, go to school, do homework, look after younger siblings etc. Then talk a bit about the amount of time that these activities take – for example – which of the activities takes the most time, what time he/she goes to sleep and what time he/she wakes up. Once a picture of the typical day starts emerging, display the time-allocations card to the respondent (prompt card with cup labels) and the 24 pebbles. Explain that the 24 pebbles represent 24 hours on the typical day that you had just been discussing. Ask the child to allocate the 24 pebbles across the 8 activities on the Prompt Card in a way that most closely represents the typical day that you had just been discussing. Go through each of the listed activities on the prompt card and help the respondent think about which categories the specific activities that he/she mentioned would fit under. Make sure the Prompt Card and the pebbles are placed on a flat surface so that the respondent has the ability to move the pebbles around with ease. Please start by asking the respondent when each of the household members on the time-allocation roster goes to bed and wakes up and allocate the relevant number of pebbles to the “Sleep” category.

It is very important that the respondent takes as much time as he/she needs and feels free to try out different pebble arrangements. Please make sure that you do not enter anything in CAPI until the respondent has finished and is totally happy with the pebble arrangement. If you start entering the information before the respondent is finished, s/he may feel unable to change his/her mind and make alterations. Once the respondent has stopped moving the pebbles around, ask him/her to look at the arrangement one last time and make sure that it looks like his/her typical day. Only when the respondent has confirmed that it does, enter the number of pebbles allocated to each activity.

Please wait for the respondent to allocate all of the pebbles remaining after the hours of sleep have been accounted for before entering the number of pebbles for each category.

### **1: Sleeping**

Includes time taken for naps. Always ask this activity first and then continue with the rest of the activities in no particular order.

### **2: Caring for others (younger siblings, ill household members)**

Refers to whether the child takes care of a household member as younger siblings, elderly or other members with disabilities.

### **3: Domestic tasks (fetching water, firewood, cleaning, cooking, washing, shopping, etc)**

Includes all work and tasks done at home to help in activities that do not generate income for the household. It excludes looking after other household members, which is included in activity 2.

### **4 Tasks on family farm, cattle herding, other family business, shepherding (not just farming)**



Record the number of hours that HHM spends on activities that generate income for the household on a typical day. Working in the farm, grazing animals, helping in the family shop, etc., are all examples of activities that are considered in this category.

**5 Paid (remunerated) work or activities outside of the household or for someone not in the household (including travelling time to work, out and return)**

If child does activities outside the household or for other people who are not household members, then enter here the amount of hours that he/she spends on it, including the time it takes him/her to get from home to the workplace and return. If the HHM does not work code as '0'.

**6: At school (including travelling time to school, out and return)**

Enter the number of hours that HHM spends at school on a typical day. This includes the time used to get from home to school and return. If the child does not attend school, enter '0'. Please note that if the child stays in school between the morning and afternoon shifts, this time should not be counted as time at school. This time should be coded depending on what the child is doing during that time (e.g. if studying – should be in (7); if playing/hanging out with friends – should be coded as (8).

**7: Studying outside of school time (at home, extra tuition)**

Enter the amount of hours that HHM spends studying, doing homework, or getting particular classes / tutorials OUTSIDE SCHOOL HOURS. If the HHM is attending English classes, for instance, consider this time and the time he/she spends studying for it.

**8: Play time / general leisure (includes eating, self-hygiene)**

Record the time YL child spends playing or having fun. This also includes the time it takes to him/her to have meals (breakfast, lunch, dinner), grooming, etc.

There are some exceptional cases in which some household members are seriously disabled and for whom it's difficult to have activities. In these cases, we have been inputting the amount of hours they sleep and the rest of the time as "leisure". This is obviously not accurate so it's quite important to **include a comment** specifying the reason as to why the household member has so many hours logged as "leisure".

## SECTION 3 – LIVELIHOODS AND ASSET FRAMEWORK

### RESPONDENT

Household member who knows best about the land area and value, probably the household head.

## SUB-SECTION 3.1 – LAND AND CROP AGRICULTURE

### PURPOSE

The purpose of this section is to find out about the possession / use of agricultural and non-agricultural land by the household. We will collect the size, use and monetary value of all land used by the household in the last agricultural year. The non-agricultural land include areas used for housing (such as house, flat, either owned, leased or borrowed), for business (such as if the household rents / has a place to sell or produce goods) or both (such as a house where the ground floor is a business / an orchard). In the case of agricultural land, we also need information about the types of crops they grow.

### DEFINITIONS

- **Own land:** The land is owned by the household and is NOT mortgaged with a bank or other financial institution (i.e. it is not used as collateral). This includes sharecropped-out land. Remember that if the land is rented out, borrowed or shared with/to someone else, it still belongs to the household.
- **Rented land:** The land belongs to someone else who rents it to the household.
- **Borrowed land:** The land belongs to someone else who is lending it to the household.
- **Sharecropped-in land:** The land belongs to someone else who allows the household to work on a part of it and keep an agreed percentage of the output. This arrangement is stated in a contract that specifies the percentage of the crop and/or a monetary payment that the household would receive as a compensation of their work.

**REMEMBER:** IF THE HOUSEHOLD OWNS THE LAND AND IS SHARE-CROPPING IT WITH SOMEONE ELSE, THEN IT WOULD BE “SHARECROPPED-OUT” AND WILL BE CONSIDERED AS “OWN LAND”.

- **Other land:** This includes invasion / illegal occupation –when the land is the result of an invasion and the household does NOT have the land title or is in the process of getting it, then it is considered under “Others”. But if the household has the land title, consider this land as their own.

**REMEMBER:** IF THE HOUSEHOLD OWNS HAS THE LAND TITLE, IT WILL BE CONSIDERED AS “OWN LAND”

## INSTRUCTIONS

### Q.1 Respondent for this section

#### Land use and crop agriculture

**Q.2: In the last agriculture year (i.e. June 2015 to May 2016), has anyone in your household owned, borrowed or rented any agricultural land?**

This question identifies those households that use or have used any agricultural land over the last agricultural year and, therefore, includes plots that are sharecropped-in and sharecropped-out. If the answer is “00=No”, answer Q.3-Q.4 (for non-agricultural land) and then go to Q.9.

#### Non-agricultural land

### Q.3: Total area of non-agricultural land

Record the area of land (in acres and cents). This includes both land used for living accommodation as well as industry and other uses (i.e. land is used for accommodation plus other uses). If the household has more than one plot, ask for the sum of all plots. If the household moved from one house to another during the last agricultural year, only consider the current house.

### Q.4: What is the main use of this land?

Here you must enter only one code, but be aware that the codes allow for another use aside from accommodation. If the household has a business within the house, you can use the codes from 02 to 04 depending on the type of business, as shown in the following table.

Main use of Non-Agricultural Land
01=Living accommodation
02=Living accommodation plus <u>Garden with produce for consumption or sale</u> → <u>Agricultural business</u>
03=Living accommodation plus <u>Industry (e.g. shop, rented-out accommodation)</u> → <u>Commerce and business</u>
04=Living accommodation plus <u>Garden with produce for consumption or sale plus Industry</u> → <u>Mix of agricultural and non-agricultural business</u>
07=Gardening → <u>Exclusive gardening</u>
08= Industry → <u>Exclusive industry</u>

09=Rented out → Rented out to other people (irrespective of the use that people renting give to the land)
11=Left fallow → Nothing
12=Recreation → for recreation purposes only (holiday dwelling)
20=Other, specify
77=NK
79=Refused to Answer

### **Agricultural land**

#### **Q.5: Total area of agricultural land**

Enter the total sum of all agricultural land used by the household during the last agricultural year. For example, if the household has a plot of 2 acres and another one of 3 acres, the total area of agricultural land is 5.

#### **Q.6: What is the main use of this land during rainy season?**

Remember the rainy season refers to Kharif season (from June 2015 to October 2015). The codes prompted in this question are only agriculture-related (includes livestock and aquaculture).

#### **Q.7: What is the main use of this land during dry season?**

Remember the dry season refers to both Rabi season and summer (from November 2015 to May 2016). The codes prompted in this question are only agriculture-related (includes livestock and aquaculture).

Main use of agricultural land
05= Agriculture/Farming (arable)
06= Pasture
10=Sharecropped-out
11=Left fallow → Land with no particular use
13=Grazing livestock
14=Aquaculture
20=Other, specify
77=NK
79=Refused to Answer

#### **Q.8: What proportion of the land was irrigated in the last dry season?**

The answers should be coded in terms of the following options: less than half, half, more than half, all, and no land was irrigated during the raining season.

#### **Q.9: What is the total area of leased-out / sharecropped-out land?**

This refers to land owned by the household which is leased to someone else.

**REMEMBER:** IF THE HOUSEHOLD HAS MORE THAN ONE PLOT OF LAND, REFER TO THE SUM OF ALL PLOTS WHEN ANSWERING THESE QUESTIONS

### *Crops grown and harvested*

**Q.1: In the last agriculture year (i.e. June 2015 to May 2016), has anyone in your household grown and harvested any crop?**

This is a filter question that will enable the Crops table. Keep in mind that this refers only to crops grown AND harvested by the household in the last agricultural year. If the household has grown, but not yet harvested a crop, do NOT include it.

**Q.2: Important crops grown and harvested**

Enter up to 4 major crops by adding rows in CAPI. Remember that you should only record crops grown and harvested on the last agricultural year.

**Q.3: Total output**

Enter the total output produced per crop in Quintals (1 Quintal = 100 Kg). If any of the output has been grown in sharecropped-in land, then you should record only what the household produces and harvests as part of its agricultural activity. This means that the output that is taken by the person with whom they have sharecropped-in the land.

**Q.4: Value of output sold in the last agricultural year**

Enter the value of the output that has been sold from June 2015 to May 2016.

**Q.5: How much were the operational costs incurred in producing this crop in the last agricultural year?**

Operational costs include salaries of workers, expenditure in seeds, fertilizers, pesticides, fuel, irrigation, costs of equipment maintenance, rent of agricultural land, etc. Enter the amount in Rupees.

**Q.6: Net income from leased-out land (for growing agricultural crops)**

This question is enabled only if any leased-out land has been reported in Q.9 above. Enter the amount of the net income in Rupees.

## SUB-SECTION 3.2 – LIVESTOCK AND PRODUCTIVE ASSETS

### PURPOSE

The purpose of this section is to gain information about productive assets (animals, tools, utensils, agricultural and non-agricultural machinery) owned by respondents in the past 12 months. Further, the value of these assets is of interest.

## DEFINITIONS

**Productive asset:** any tangible good, utensil, machinery, or tool employed in production processes and income generation. It may be agricultural or non-agricultural. Tractors, wheelbarrows, and axes are productive assets used in agriculture while spinning machines, drills, and sewing machines are non-agricultural productive assets. A car can be a non-agricultural productive asset if it is used to generate income (e.g. driver, necessary to drive to place of work).

## INSTRUCTIONS

### Livestock

#### **Q.1: Has anyone in the household owned any livestock in the last 12 months?**

Do not include pets. This question identifies whether a member of the household owns or owned any animal in the past 12 months. The fieldworker must keep in mind that only the animals that can generate income are relevant. *Pets should not be included in this section.* If the respondent's answer is Yes, then continue with the table listing the different types of animals.

For every type of animal in the table, establish whether someone in the household owns or owned that specific type in the past 12 months. This includes animals that were sold during the last 12 months. Go through every row. For every type of animal owned by the household, ask the following:

#### **Q.2: Has anyone in the household owned any of the following animals at any time in the last 12 months?**

This includes animals that had been sold and are currently no longer in the household's possession

#### **Q.3: How many of the following animals does the household currently own?**

The answer here can be "00" even if this animal is ticked in Q.2, because the household could have sold it.

#### **Q.4: If you were to sell all your [NAME OF ANIMAL] today, how much would you get for them?**

If the respondent cannot calculate the total, ask for an estimate of how much one animal is worth and then multiply by the total number of animals to get the total value. An animal may vary in terms of characteristics and quality (e.g. cows, calves, and heifers) and prices may differ. In this case, the fieldworker must calculate the value for the different varieties and add the subtotals to find the total value. The same criteria will be used in the case of households that own different animals belonging to the same group, e.g. poultry, which includes chickens, ducks, etc. Once again, the fieldworker must calculate the value for the different animals and add the subtotals to find the total value of the group.

Some notes about this question:

- Note that the appraisal (Q.4) must be made on animals the household possess at the time of the questionnaire (how many animals they have now)

- The household must own the animals (do not include any animals that are not property of the household)
- An animal may vary in terms of characteristics and quality (e.g. cows, calves, and heifers) and prices may differ. In this case, the fieldworker must calculate the value for the different varieties and add the subtotals to find the total value.
- The same criteria will be used in the case of households that own different animals belonging to the same group, e.g. poultry, which includes chickens, ducks, etc. Once again, the fieldworker must calculate the value for the different animals and add the subtotals to find the total value of the group.

### **Productive Assets**

#### **Q.5: Do you have any assets (owned, rented, or borrowed) that allow your household to work and generate income?**

This is a filter question to identify whether the household utilises productive assets. These do not necessarily have to be owned by the household; they can also be borrowed or rented. If the respondent does not understand what is meant by the term "productive asset", please clarify that these are implements/ tools/ utensils that allow/help the household to generate income.

Some of the productive assets mentioned here may also be reported in the Socioeconomic Status section. For example, if the household uses a car as a taxi, the car will be reported here. However, if the car is owned by the household, the car will be reported again in the Socioeconomic Status section. This is correct. In these cases, the fieldworker is advised to leave a comment.

If the household responds 'yes', then the Productive Assets table is enabled.

#### **Q.6: Can you tell me up to six of the most VALUABLE (in terms of money) assets (owned, rented, or borrowed) that allowed your household to work/generate income?**

For this question the fieldworker will have to add rows to report the six most important productive assets by clicking in the ADD ROW button. Remember to enter UP TO SIX. This means that the table should have a maximum of six rows.

The fieldworker should be aware that the codebox table of productive assets includes both agricultural and non-agricultural assets. If the assets mentioned by the respondent belong to the same code, these should not be entered as separate assets. Instead, the total number column should inform on the total number of individual asserts in each category. Please read the codes out loud if the respondent does not understand the question.

Note that productive assets do not include land or livestock. These have already been captured in previous sections.

Note that all of the assets in this section should be currently working assets

### Q.7: For which activity is this asset used?

Enter economic industry according to the categories shown in Codebox 10. This question applies to any asset, whether owned or not. Some examples of the activities are:

11= Farming/ agriculture → tractor

12=Food preparation/ restaurant → stove

16=Mechanic services → hydraulic jack

18=Plumbing service → pipe wrench

19=Pottery → kiln

### Q.8: How many of them do you currently own?

Consider only owned assets. If all the productive assets of the same type in question are rented or borrowed, enter 00.

### Q.9: If you were to sell it/them today, how much could you get?

Ask how much the household would obtain if the respondent sold these assets. If there are different assets captured under the same group, ask for the value of each asset within the group and calculate the total value of the assets in the group. Please clarify to the respondent that this is a hypothetical situation i.e. the respondent should imagine what might be the value of the asset if s/he sold it today.

### Q.10: In the last 12 months, what was the most important occupation/money-making activity of your household in terms of income?

The purpose of this question is to obtain directly from the household a perception on the most important economic activity of the household.

## SUB-SECTION 3.3 – TRANSFERS, DEBT AND REMITTANCES

### PURPOSE

The purpose of this section is to get information about money, goods and/or products received from and sent to the household in the last twelve months. Additionally, we collect information about debts the household may have and about holdings of bank accounts in the household.



## INSTRUCTIONS

Source of money/goods: in this table we collect information of all transfers received by the household in the last twelve months, from either people that are not members of the household or other institutions. Such transfers can be in cash or in kind.

### **Q.1: Have you or any other household member received any money or goods from this source in the last 12 months?**

For each source of transfer, ask if the household has received something from it. In CAPI you will have to tick the box if the household reports having received money or goods from such source. You will see that following questions will get enabled for the sources of transfers that you have ticked.

### **Q.2: What is the total value (cash and in-kind) received in the last 12 months?**

From all those sources from which the household received a transfer, ask for the total amount received the last 12 months (in Rupees). If the transfer received is in kind the fieldworker should ask the respondent to give an equivalent in Rupees. Enter -77=NK if the respondent does not know the amount. The option -77 should be the last resort that the fieldworker should turn to. The mission of the fieldworker is to be persuasive and have the ability to convince the respondent to give an approximate estimate.

Interviewer please help the respondent estimate the total amount received from each source in the last 12 months in Rupees.

### **Q.3: During the last 12 months, have you or any other household member(s) given money or goods to support individuals outside the household?**

The purpose is to know if any household member has sent money or goods to support relatives or persons who are not household members. These might include, for example, money sent to former members of the household. The fieldworker should be aware not to report money sent to people who are members of the household according to the household roster; these must be registered in the Consumer section.

*The fieldworker should be aware not to report money sent to people who, according the current roster, are members of this household.*

### **Q.4: What is the total value (cash and in-kind) sent out in the last 12 months?**

Please enter the amount in Rupees. Please help the respondent to estimate the value of goods sent in-kind.

## **Debts**

### **Q.5: Would your household be able to raise 2600 Rupees in one week if you needed it?**

Ask the respondent if he/she would be able to get 2,600 Rupees if suddenly needed. This is a hypothetical question, therefore, ask the respondent to imagine a scenario where s/he need to get this amount unexpectedly.

**Q.6: How would you or other members of the household try to raise 2600 Rupees in one week if you needed it?**

Please ask about the main way in which the respondent would try to raise this money. Do not prompt the answers.

**Q.7: In the last 12 months, have you or any member of your family living with you made any arrangements to obtain a loan or credit?**

This question informs on whether the respondent or any other member of the household applied for a loan or credit. This includes banks, financial institutions, insurance companies, commercial companies, municipal and rural banks, savings cooperatives, etc. If the answer is "Yes=01" skip to Q.10. Remember that this question is independent of whether the respondent or any member of the household finally obtained the loan. This question just wants to know if arrangements to apply for the loan were made (go to the institution, to consult credit proposals offered by the institution, do the "paperwork" respective, etc.).

**Q.8: If you never asked for a loan or credit, why not?**

This question informs on the reason why the respondent or any other member of his/her household did not ask for credit or a loan in any institution. Listen to the reason that the respondent gives and code accordingly in CAPI. If the respondent gives more than one reason, please ask which one was most influential in the decision.

**Q.9: If you were sure that the financial source you approached would approve your application, would you apply for a loan?**

This question seeks to determine, whether, under safe conditions, the respondent would ask for a loan.

**Q.10: Did you get the loan or credit you asked for?**

This question aims to find out whether the loan was granted. If the answer is "Yes = 01" skip to Q.12.

**Q.11: Why do you believe you did not get the credit?**

This question seeks to find out the most common restriction that prevented the household to get the loan. Once the question is answered, you should move to the next sub-section.

**Q.12: What is the amount of the loan/credit that you obtained?**

Enter in Rupees. Please note that this is the amount obtained, not the one asked for which might not necessarily be the same.

**Q.13: Did you get all the credit you needed?**

This question aims to find out whether the amount reported in Q.12 was the total amount of credit asked for.

## SUB-SECTION 3.4 – PUBLIC PROGRAMS

### **Q.1: Has your household received support or assistance through programmes provided by NGOs or GOs since [MONTH AND YEAR OF R4 INTERVIEW]?**

The support listed here should not be the same as in the previous section. Please explain clearly what NGO's and GO's are. For instance, IKP and ITDA would be examples of a GO providing assistance, while Save the Children/Mahita would be NGOs providing support, and both of them should be counted in this section. Please make it clear to the respondent that the support provided does not have to be financial. It can be *any kind of support* e.g. education, access to clean water, health extension etc.

In CAPI you will see that the table to enter the details about the assistance/ support received gets enabled when you enter YES in this question, otherwise the table is disabled.

### **Q.2: What kind of support was provided?**

Remember that if the household receives the same type of assistance from different organisations, the support received from each organisation should be entered separately.

In CAPI, you need to click on the button: Enter Support Information to start collecting the respective information.

### **Q.3: Who provided the support?**

In this question you should add the organization/ institution who provided the support. The list contains both GOs and NGOs. If you cannot find the institution in the list, enter code 50 and type in the name of the organization in the space provided. In CAPI a pop-up dialog box will open for you to enter this information if you select code 50.

### **Q.4: In which year did the support begin?**

Enter the year in which the support began. Enter the year in a four digit form: YYYY

### **Q.5: When did the support end?**

Please enter 0099 if the support is on-going. Note that it may be that the benefits of the programme are still being felt, but the active interaction with the programme has finished (e.g. if a programme provided a household with a toilet). In that case, enter the year in which the active interaction with the programme ended. If the programme offered a "one-off" type of support, the years when the support began and ended should be the same. Enter the year in a four digit form: YYYY.

**Q.6: How often did you get this support?**

It may be that the support was provided as a one-off. In that case, please code as “07=Other specify” and enter “one-off” in specify.

**Q.7: Did the program target any particular member of the household?**

For example, a training programme could be aimed at the head of the household. Other programmes, such as provision of better sanitation facilities would aim to benefit the whole household.

In CAPI you will see the list of all household members in the drop-down menu so that you can select a specific person. If the program targeted more than one household member or everyone in the household, select code 80.

**Q.8: Has the programme met your expectations?**

This question is about the respondent’s perception. In case the respondent says s/he was (dis)satisfied, you should ask how (dis)satisfied they were and code accordingly. If they say ‘more-or-less’, you should select code Please do not question the respondent’s answer.

**Q.9: What do you think the impact of the programme has been on [YL Child]’s well-being?**

Discuss with the respondent what the effects on the *Index Child* were, ask which two were the most important, and select the most appropriate codes. Do not prompt the answers. If the answer is none, please enter “00=None”. If there was only one impact, enter 88=NA in the second space provided.

**Public Distribution System (PDS)**

**Q.10: Are you accessing PDS?**

Ask the respondent if the household is accessing PDS

**Q.11: Which type of card do you hold?**

This question aims to find out which card the household holds, and therefore, the type of assistance received. You have four options:

01= APL card

02= BPL card

03= ANTYODAYA card

04= ANNAPURNA card

**Q.12: Are you satisfied with the quality of the service?**

Ask the respondent to tell you how satisfied s/he is with the quality of the services, which includes the quality of the goods, timely/ regular delivery, etc.

**Q.13: Why are you not satisfied?**

Do not prompt the options. If there is more than one reason for being dissatisfied, ask the respondent to name the most important one.

**MG National Rural Employment Guarantee Scheme (MGNREGS)**

**Q.14: Does your household have job card under the MGNREGS?**

This is the filter question for the section. If the answer is NO=0 or NK=77, skip to Q.23.

**Q.15: What is your household's job card number?**

Enter the card number in the space provided. If the respondent does not have the card or does not know the number, enter 0000.

**Q.16: Over the last 12 months, have you or anyone in your household worked for the NREGS?**

Refer to everyone in the household, and ask whether anyone has work for the NREGS in the last 12 months.

**Q.17: Has your household received unemployment allowance under NREGS since [MONTH AND YEAR OF R4 INTERVIEW]?**

*Ask the following questions for two separate periods: the last “lean season” (March 2016 to June 2016) and last “Rabi and Kharif harvests” (July 2015 to February 2016). Note that this table will be enabled only if anyone in the household worked for the NREGS in the last 12 months.*

**Q.18: Who in your household is registered with the NREG schemes?**

Here you will have a list of names of everyone in the household. Add as many rows as necessary to include all the household members that is registered in the NREGS scheme.

**Q.19 and Q.21: How many days employment was provided for [HHM]?**

Enter the number of days

**Q.20 and Q.22: How much did [HHM] receive for this work?**

Estimate the value of the payment in Rupees

**Rajiv Arogyasri (RA) NTR Health Card Insurance**

**Q.23: Do you have Rajiv/ NTR Arogyasri Card? If answer No, skip to Q.29.**

**Q.24: What is the card number?**

Enter the 11-digit card number in the space provided. If the respondent does not have the card or does not know the number, enter 0000.

**Q.25: Have you accessed this scheme for the [YL Child]'s health related issues since [MONTH AND YEAR OF R4 INTERVIEW]?**

**Rajiv Gandhi Scheme for Empowerment of Adolescent Girls (REGSEAG/SABLA).** These questions are enabled only when YL Child is a girl

**Q.26: Has anyone in your household accessed the SABLA program since [MONTH AND YEAR OF R4 INTERVIEW?**

**Q.27: When did your household access this program?**

Write the year in which the household accessed the program in a four digit format: YYYY

**Q.28 Has the [YL Child] benefited through this program?**

**IKP - Credit Provision**

**Q.29 Did anyone in the household benefit from this programme during the last 3 years?**

**Q.30 Who is the main person in the household who benefited from this programme?**

In CAPI, you will have to select the name of the household member who benefited from the program from the drop-down menu. Notice that you can also select 80=whole household, and 90= not in the household anymore, if the person left the household at some point in the past.

## SECTION 4 – FOOD AND NON-FOOD CONSUMPTION AND EXPENDITURE

### RESPONDENT

The ideal respondent is the person who is in charge of the household purchases or the one who decides which food is to be consumed in the household or the one responsible for the payments and expenses of the household. Generally, this person is the household head or the caregiver of the *Young Lives child*. In the case that the ideal person to answer this section is NOT present the day of the interview and it is not possible to conduct the interview when this person is at home, the fieldworker should try his/her best to get precise information about the household consumption and expenditure from the second-best respondent (having as reference market values) in the last 15 days.

#### Q.1: Respondent for this section

## SUB-SECTION 4.1 – FOOD CONSUMPTION AND EXPENDITURE

### PURPOSE

Estimate food consumption and expenditure in the household in order to contribute to the calculation of the estimated expenditure of the family. In addition, this section helps identify the food consumption pattern of the households.

### INSTRUCTIONS

All questions in this section refer to all food items **consumed in the past 15 days**, whether bought, or consumed from stock, own harvest, or gifts or transfers. If there was a major or unusual event in the past 15 days, such as festivities, weddings, or vegetarian feasts that could have affected the normal food consumption in the household, you should refer to the previous 15 days to the last 2 weeks.

Rounding up: for those questions where a quantity in Rupees is requested, if the amount is equal to or more than fifty cents (0.50), the amount should be rounded up to 1 Rupee. If the amount is less than fifty cents, enter zero Rupees. Following the same vein, 1.5 Rupees should be rounded up to 2 Rupees, whereas 1.4 should be entered as 1 Rupee.

*REMEMBER: When the fieldworker adds up the prices of several products of a type (for example,*

option "03 barley, wheat, teff, sorghum, maize, etc), rounding is done at the end of the operation.

**Bought, own harvest, stock and gifts food consumption**

**Q.2: Household has consumed this item in the past 15 days?**

Ask this question for all food items first, before continuing with the rest of the questions. Mark the radio buttons Yes/ No accordingly. The answer should be yes for all items consumed at some point in the last 15 days.

In CAPI, if you select YES, the button 'Enter information about the Item' will get enabled.

***Once you have selected all the food items that were consumed in the household in the past 15 days.  
Ask the following questions row by row (i.e. for each consumed food item).***

**Q.3: What is the total value of this item bought and consumed in the last 15 days (Estimate the value in Rupees)?**

This question refers to all food that was **bought AND consumed** in the past 15 days. Please note that if the food item was bought in the last 15 days, but only part of it was consumed, you should estimate the value of the amount consumed only.

For instance, if the household bought a total of 15 kilograms of barley in the past 15 days at 12 Rupees per kilo for a total of 225 Rupees, but has only consumed 10 kilograms, you should estimate the value of the 10 kilograms consumed as 12 Rupees/kg\*10kg=120 Rupees and enter 120 Rupees.

**Q.4: How much of this item did you consume from your own harvest or own stock in the past 15 days?**

This question refers to all food that was **consumed** from:

- ➔ Own household harvest, meaning that was produced by the household
- ➔ Own stock, meaning that the household had the item before the last 15 days (e.g. bought or produced), and only consumed all or part of it in the past 15 days.

You may need to estimate the **value of food consumed** in the last 15 days as explained in the example of the previous question.

**Foods from own harvest include:**

Foods that are a product of animal husbandry. For example, consumption of eggs, milk, meat (e.g. chicken, pork, etc.)



Foods that are directly extracted from nature, such as fishing in the river, hunting or gathering wild fruits from the field / forest.  
Fruits or vegetables grown by the household.

**Q.5: How much of this item did you consume from gifts, transfers or food aid received from relatives, friends, neighbours, government or other organisations in the past 15 days?**

Ask for the total value of food that was **consumed** from gifts, donations, transfers in the past 15 days. This category includes food received as in-kind payment for work done.

You may need to estimate the **value of food consumed** in the last 15 days as explained in the example given in Q.3.

**Q.6: Main source**

Ask the respondent to identify the main source of the transfers, gifts, aid from which the household consumed food in the last 15 days.

**Q.7. Which household members do NOT consume at least one meal per day in the house?**

This question is in line with the household definition. It aims to identify which household members do not consume food regularly in the household. In CAPI, you will be able to select the household members from a drop down menu.

## SUB-SECTION 4.2 – NON-FOOD EXPENDITURE

### PURPOSE

Estimate household expenditure in other areas in order to contribute to the calculation of the estimated household consumption in monetary value. In addition, we are interested to know how much of the expenditure in certain categories is dedicated exclusively for the Young Lives child. The sub-section is divided into expenditure during the last 30 days and costs incurred during the past 12 months.

- Expenses made during the last 30 days include payment for non-food items that households are likely to buy regularly, such as personal care items (soap, cosmetics etc.), batteries, and transport.
- Expenses incurred during the last 12 months encompass expenditures that do not necessarily have a monthly frequency, and are likely to be one-off payments or payments during the year with an undefined frequency. For example, buying clothes, education expenses, medical expenses, family events etc.

Note that while in the previous section “Food Consumption and Expenditure” we were interested in amount spent on goods consumed in the last 15 days, in this section we are interested in amount spent on all goods (in the relevant categories) purchased (even if not consumed/used).

## INSTRUCTIONS

It is important that the fieldworker clarifies to the respondent that the purpose of this sub-section is to capture expenses made by the household for its own support and comfort. Therefore, this section should NOT capture expenses related to the household business (with the exception of licenses for business).

For example, the purchase of fertilizers and pesticides for crops or vaccines for farm animals -by a household who depends on agriculture or livestock- should not be captured in this section. However, it is often difficult to separate "shared expenses". For example, if a household has an Internet cabin as a business but household members also access Internet (for personal use), it is very difficult to separate how much of the total Internet expenses is for personal use only. In such cases it is best to record the total spending as it comes in the bill. The same applies to other similar cases (e.g. water, electricity, telephone, etc.).

For all cases, please refer to the prices at the time of the purchase.

### **Household expenditure on last 30 days**

**Q.1. What is the money value of the total amount purchased by the household in the last 30 days on the following items?**

Ask for the total value spent on each of the items listed in the last 30 days (last month). Report the amounts in thousands of Rupees. Fieldworker should go about asking item by item in this section. If the household did not make expenditures, enter "0" in the space provided ("00" in the paper questionnaire). If the household does not know the amount, enter -77.

For items that can be bought in advanced and used during several months (e.g. pre-paid internet, period transport tickets, etc.) estimate the amount relevant to the previous month by dividing the total value by the number of months in which the item is used.

For example: 3 months transport pass at 3,000 Rupees  
 $1,200 \text{ Rupees} / 3 \text{ months} = 400 \text{ Rupees/month}$ .

### **REMEMBER THE FOLLOWING PRACTICAL RULES:**

- Recharges made to the use of portable Internet (USB) must be reported within the Internet category.

### **Household expenditure on last 12 months**

**Q.2. How much did your household spend in the last 12 months on each of these items?**

This question refers to expenses in goods and services in the last 12 months. Record the amount in Rupees. Help the respondent estimate the annual equivalent of the amount if it is reported in a different time unit (for instance with monthly bills)

**REMEMBER THE FOLLOWING PRACTICAL RULES:**

- Minor repairs refer to home maintenance, such as painting, changing light bulbs, etc. Major repairs refer to renovations, restoration, or enlargements of building. As such, the latter often means changing the structure of the house.
- In the items referred to electricity, water, and telephone, if the household paid several receipts accumulated from previous months in the last month, consider only the amount spent in the last month as stated in the bill and annualise this amount. In cases where the respondent has not paid the last month's bill yet, consider amount of the last month in which the bill was paid, then annualise the amount.
- In the case where the family report payments of services in packages of three (telephone, cable TV and Internet) or duets services (telephone and Internet), look at the expenses in the bill and divide by 3 if it is a package of three services or by 2 if it is a package of 2 services. Then assign the resulting estimate to each item.
- Recharges made to the use of portable Internet (USB) must be reported within the Internet category.
- In the case that the cost of some services (such as telephone, Internet, water, electricity, etc.) is also used for the household business, help the respondent -if possible- to estimate the corresponding household consumption (in other words, avoid placing the cost of sales itself of these services). However, if this is very difficult, enter the total consumption (the one that comes on the receipt) and ADD A COMMENT.
- The cost generated by installation of telephone equipment, installation of modem and internet wiring or installation of cable TV are NOT INCLUDED in the areas of telephone, Internet or cable TV. These items are included in the section OTHER expenses in the last 12 months, in line 27 of next table.
- Cleaning materials include detergents, dishwasher, laundry soap, wax, cleaning tools (broom, mop, dusters, etc.).

**Household and child expenditure on the last 12 months**

**Q.3 Tick this item if the household has purchased it on the last 12 months.**

Ask the respondent if the household spent money in the last 12 months on each of the categories detailed in this question.

**Q.4 How much was spent in these items in the last 12 months?**

For all cases where the item is ticked in Q.3., ask the total value of what was spent. Enter the amount in Rupees. If the household has not spent any money (item not ticked in Q.3., enter '0'). In CAPI this should disabled the next question, whenever is relevant.

### Q.5. How much of this was spent on items for the YL Child?

Determine what proportion of the expenditure in Q.4 was made for the Young Lives child. Do not prompt the answers. Listen and then code accordingly. Sometimes you may need to make some calculations to know how much the amount given by the respondent represents of the total (in Q.4).

### REMEMBER THE FOLLOWING PRACTICAL RULES:

- In the categories related to expenditure on clothing (categories 1 to 8), other clothing item not mentioned (such as hats or caps) should go under "Other". In the case of garments self-manufactured, consider the expense of raw materials used. If no expenditure was incurred (raw material from own animal stock), enter 0 and add a comment.
- In the categories related to education expenditure (categories from 9 to 16), school-related expenses are recorded, as appropriate, in the categories 9 to 16. All expenses related to higher education must be recorded under category 27. Extraordinary expenses such as school promotional trips are also recorded in the category 27.
- In the categories related to medical expenses (categories 17 to 20), expenses related to a visit to a doctor, clinic or hospital go under category 17, while self-medication goes under categories 18 and 19: 18 if the expenditure was on modern medicine, 19 if the expenditure was on traditional medicine (for example, Ayurvedic healers or homeopathic medicines). Expenses related to surgery or a serious illness should be recorded under category 17.
- Vacation expenses that imply a considerable amount to travel are included in the category 26 (other transport expenses), including the cost of travel and accommodation. If the trip is short, you could report this expenditure in the category 21 (Entertainment).
- Category other (27) includes various aspects such as car purchase, land purchase, home purchase, etc.

## SECTION 5 – SOCIAL CAPITAL

### PURPOSE

This section is designed to obtain information about the household support system/network, their participation in formal and informal groups, and access to information networks, as well as the access or exclusion to different services. The final sub-section informs specifically on the households' access to internet.

### DEFINITIONS

**Active group member:** This is someone who currently participates in activities, attends meetings, etc. of a particular group or organization (for example, self-help groups, women's group, caste group, etc.).

**Leadership/power position:** This is a position which someone holds which has a degree of influence and leadership within a particular group. This position might be as a State representative, community-based, or non-official. The aim is to understand the degree of influence and leadership that the household members have in the community. It is important to consider that someone who had such a position in the past might still have power and influence in the community.

### RESPONDENTS

Primary caregiver of the *Index Child*, or any other member of the household, who knows about the social connectedness and support system of the household.

### INSTRUCTIONS

#### Q.0: Respondent for this section

Identify the respondent for this section using their ID from the household roster

## SUB-SECTION 5.1 – SUPPORT NETWORKS

#### Q.1: Suppose you or your household are in need of material support. How many people can you rely on in time of need?

Ask the respondent how many people he/she thinks the household can count on when in material (economic) need. Note that this question refers to people who are not household members. Explain to the respondent that the (material) help that DOES NOT imply return (i.e. is different from asking for a loan). If the household has not gone through an experience of material need, you should ask the respondent to imagine being in a similar situation (hypothetical case); hence there should always be an answer to this question different from 88=NA.

## SUB-SECTION 5.2 – FAMILY, GROUP AND POLITICAL CAPITAL

### **Q.2: Has any member of your household been an active member of an organisation, group or informal association during the last 12 months?**

See definition of “active member” above. If the answer is “Yes=01” continue Q.3 – Q.6. If the answer is “No=00”, skip to question Q.7.

Please note that by saying ‘active’, the question aims to rule out all members who belong to an organization, but who do not participate of any of its activities.

### **Q.3: Enter the household member who is an active member of the group.**

In this question you are asked to copy the IDs of all household members who are active members of any formal or informal organization, group, or association. In CAPI you will be able to select the IDs of the members of the household from a drop-down menu.

### **Q.4: Group Code**

Input the code of group, organization, or association from Codebox #12. If a particular household member participates in more than one group, organization, unions, or association, ask for the one in which he/she participates most actively or dedicates most time to.

If more cells are needed, remember the option [ADD ROW] to insert an extra row. If less than 3 rows are needed, use the option [DELETE] instead of filling in the row with “NA=88”

*The following questions are about the connectedness with close family*

### **Q.5: How many relatives live in this community? (No. of families) (excluding your own household)**

This question is about the respondent’s family/relatives who live in the same community excluding those relatives who live in the household (i.e. those who are household members). If there are no family members living in the community enter 0 and skip to Q.7. Please record the number of families rather than individuals, unless an individual lives by him/herself in order to have consistency with the way this question was asked in the previous round.

### **Q.6: How many of these relatives are influential in the community (No. of families)?**

If the respondent says that at least one family member lives in this community in the previous question, ask how many of them are influential in the community (i.e. are mayors, community chiefs, council members, etc). Logically, the number of households with relatives who are influential in the community cannot be larger than the number of households with relatives who live in the community.

CAPi will identify these cases as errors when you validate the screen and you will have to correct your answer by proving with the respondent.

## SUB-SECTION 5.3 – COLLECTIVE ACTION AND EXCLUSION

### **Q.7: Do you talk to your children about politics and/or political participation?**

This is a general question and can relate to politics and political participation at the national or local level.

The next seven questions are about politics: how interested and politically active the household is. Ask the respondent to think of the whole household when answering the questions. For each action in the table, ask whether any of the households have done that action since Round 4 (in the last three years). Here there is a code 79 which should be used if the respondent refuses to answer and 77 is the respondent does not know.

### **Q.8: Talked with other people in your area about a serious problem affecting the community**

### **Q.9: Voted in the national elections of 2014**

### **Q.10: Voted in the latest local elections**

### **Q.11: Gave gifts or cash to any community organizations or political groups?**

### **Q.12: Taken action with others about a serious problem affecting the community**

### **Q.13: Actively participated in an awareness raising campaign**

### **Q.14: Taken part in a protest march or demonstration**

## SECTION 6 – ECONOMIC CHANGES AND RECENT LIFE HISTORY

### PURPOSE

Combined the information collected in this section informs on the economic changes and unanticipated adverse economic events that have affected the household of the *Index Child* in the last 3 years, since 2013.

This section also records the history of economic events affecting the family since 2013 (shocks). We think of these events as “shocks” since most of them are by their nature unexpected (i.e. not necessarily caused or sought by the decision of the family). An election is not an unexpected event. On the other hand, fire, theft, natural disaster, being fired, illness, a business that generated economic losses are typically unexpected events.

### RESPONDENT

The respondent must be the person who knows most about the events or economic circumstances that occurred in the home in the last four years. Commonly it will be the caregiver or the head of the household.

#### Q.0: Respondent for this section

Identify the respondent for this section using their ID from the household roster.

## SUB-SECTION 6.1 – ECONOMIC CHANGES

### INSTRUCTIONS

#### Economic changes

#### Q.1: How would you describe the household you were living in?

##### **01. Currently**

Respondent is asked how s/he would describe the economic situation of the household in which he/she is currently living in. For this question you should read the alternatives and input the relevant code. You must ensure that the person’s answer is one of the alternatives. In this question, the code 03 = “Comfortable – manage to get by” means average.

##### **02. THREE years ago (around the time of previous visit in [MONTH AND YEAR OF R4 INTERVIEW])**

The respondent is asked about the economic situation of the household where the respondent lived three years ago. As in the previous case the interviewer should read the alternatives and place the



code. You must ensure that the person's answer is one of the alternatives. In this question, the code 03 = "Comfortable – manage to get by" means average.

These questions are of perception. If the answer is very different from what you can see, just add a comment but do not try to change the respondents' answer or record your own.

***If the answers to 01 and 02 are different, meaning that situation has changed, ask Q.2. In CAPI the enablement of Q.2 will be automatic. If the situation has not changed (answers to 01 and 02 are the same) skip to Q.3. Again, in CAPI, this will be done automatically for you.***

**Q.2: Please give the two main reasons why your situation has changed compared to three years ago (around time of previous visit in [MONTH AND YEAR OF R4 INTERVIEW]).**

Ask about the two most important reasons for this change: [Reason 1] and [Reason 2]. Try as much as possible (but not force) that the reasons reported by the household fit the existing response categories reported in the dropdown menu. Up to two reasons can be mentioned. Try to record them in order of importance. If there is only one reason, enter 88 = NA in the box on the second answer.

**Q.3: Compared to other households in this VILLAGE/SUBURB, would you describe your household at the moment as:**

Ask the respondent to compare his/her household to others in the village. This is a question of perception so you should try to avoid answers like NK, unless the respondent really cannot compare his/her household with others. If the answer is far from what you can observe, make a comment, but do not try to change the answer/mind of the respondent – just make sure s/he understands the question.

## SUB-SECTION 6.2 – SHOCKS

This sub-section is intended to pick the events that have had a negative effect for the household. It is important to understand that this section DOES NOT aim to capture the occurrence of an event, but whether they had a negative impact. For instance: hard rains in the last three months. You should only report it if the hard rains have had a negative effect for the household and not whether it has occurred or not.

The fieldworker should not impose their views and decide whether an event is counted as a shock or not

### DEFINITION

- ➔ Event (shock): there is a predefined list of about 30 events that may have affected the household economy, including natural disasters, changes in the economy, changes in regulation, theft, fire, etc. It is not enough that the event has occurred; the household must determine whether the event had a negative economic consequence for them. This means that, for example, when asking about droughts, is possible that if one occurred, all households within a community would report it.

However, not all household may have been affected negatively by it – the drought should only be recorded as a shock for the households that were negatively affected by it.

Some clarifications:

- ➔ **Number of occurrences of the event:** Most of the events that are being captured is short term (i.e. duration is of less than one year). Therefore, it may be that the event occurs more than once since 2013. For instance, if frost has affected the household's cash crops year after year since 2013, you should record the occurrence of the event in each of those years (assuming that frosts cannot last for more than one year consecutively).

*If an event occurred several times during the past four years, each year in which this event occurred must be reported*

- ➔ **Reporting the year of occurrence:** as a rule, the same event is reported only once in the year it occurred. This rule should be followed even if the event has permanent effects (beyond the year of occurrence). Note that if an event lasts continuously from more than one year, you are supposed to record only the year in which the event first happened. The case of a building collapsing is a clear example. If the building collapsed in 2011, for instance, you should record **ONLY** this year, even if the building is still being built, affecting the household's economic situation, in the following years. The only exception to this rule is the case of a family member suffering from an illness that needs of long term special treatment, and has a strong burden in the family budget each year (e.g. cancer). In this case you should record all the years in which the illness affected the household's economy. Do not forget to write a comment for these cases.

*A single event with permanent effects should be reported only once. The only exception to this rule is long term illnesses such as cancer*

- ➔ **Correlated Events:** It is possible for the household to report events that are correlated. This means, for example, that the respondent could report that the household was affected by frost and also that it lost all the crops and the cattle. It is possible that the last two events are the result of the first event. If so, it is correct to record the three events. However, the fieldworker should add a comment stating that the events are correlated.

*It might be that among the reported events, some events are consequences of others. For example, loss of livestock and crop could be the result of a frost. In these cases it is correct to record all 3 events. Add a comment mentioning which event caused the others.*

Please complete the table by asking for all the shocks first (by column – in Q.1) and continue row by row (collecting information for each shock).

**Q.1: Has [SHOCK NAME] happened since [MONTH AND YEAR OF R4 INTERVIEW]?**

This question determines each of the event occurred *and had negative economic consequences for the household*. This question is asked for each event first. Once all of the events have been asked about, you can move onto asking when the specific events that affected the households occurred.

**Q.2: Indicate if each event happened in any of these years.**

For this question you have a column for each year since 2013. You are asked to tick the ones in which a shock happened. Do this for all those events that happened since 2013 (all were previously identified in Q.1.)

**Table: Three events that affected the economic situation of the household most negatively**

**Q.3: Indicate the 3 most important negative SHOCKS that affected the economic situation of the household. Enter events by order of importance.**

The purpose of this question is to find out which negative events, out of the ones reported in Q.1 and Q.2 generated the greatest economic loss. In CAPI you will have a drop-down menu that has all the relevant information based on the information provided in Q.1. Please enter these in terms of importance (i.e. the one that affected the most or had the greater economic loss for the household should go first). If there are less than three responses, input 88 = NA in the remaining spaces. CAPI will then automatically prefill the years in which the shock happened based on answers to Q.2.

**IMPORTANT CONSIDERATION:** In the list of the three most important events there may be some that are a result of another (i.e. correlated events). For example, in rural areas in the highlands a home could have reported the following events: "frost", "death of cattle" and "loss of harvest" as the three events that affected him most. In these cases it would be preferable to only report the "dead cattle" and "loss of harvest" as the main events because the table is about the events that affected the economic situation of the household, therefore we are talking about effects rather than causes.

**Q.4: How much does this economic loss represent of the income generated by the household in this year?**

For each of the three most important events that affected the economic situation of the household, and for each of the years in which they occurred, ask the respondent approximately how much of the income generated by the household the economic loss associated with the events represents. Do not prompt the answers. Listen to the respondent and code in the most relevant loss category.

**Q.5: What did your household do in response to this event?**

Choose up to 3 responses per shock but list in order of importance. An example of code 03=destruction of livestock is when livestock got a disease and it had to be destroyed to avoid any further contagion. Enter code 88=NA if there are less than three responses to the shock. Remember not to leave any questions blank or CAPI will recognise this as an error.

## SECTION 7 – SOCIO-ECONOMIC STATUS

### PURPOSE

This section is about the household's socioeconomic environment. This includes questions about conditions where people live, household possessions, and access to public services.

### RESPONDENT

This section may be answered by the principal caregiver of the index YL Child, the head of household or by the member of the household who knows about housing conditions (infrastructure) and ownership of consumer durables.

### INSTRUCTIONS

#### **Q.0: Respondent for this section.**

Enter household member from the household roster.

#### **Q.1: Does anyone in your household own your house?**

Ask the respondent if any member of the household owns the house and the land that it is built on. This includes situations in which the house is still being paid (e.g. mortgage) but for which a HHM has a title accrediting the ownership of the house.

#### **Q.2: Does anyone in your household have a mortgage on your house?**

Ask whether anyone in the household has a mortgage on the house. A mortgage is an agreement by which the household borrows money from a money-lending organization such as a bank and gives that organization the right to take possession of house which was given as security if the money is not repaid. In other words, the house is being used as collateral for a loan, which is used to pay for the house. The mortgage is usually paid back to the money-lending organisation with specified payment periods and interest rates.

#### **Q.3: How many rooms are there in the house?**

Establish how many rooms there are in the house. Do not include kitchen, bathrooms, passage, garage, warehouses or rooms divided with non-permanent items such as a curtain.

#### **Q.4: Do you have a separate kitchen/cooking area?**

Ask the respondent whether the house has a space for cooking, other than one of the rooms counted in the previous question.

#### **Q.5: Do you have electricity?**

This question refers to both legal and illegal electricity connections. The connection must be working most days. Enter yes if electricity comes from a generator, including wind and solar ones, but NOT if it is generated by a car battery. Before asking this question you should try to observe if the household has light bulbs, fans, or any devices that need electricity and whether they are working at the time of the interview.

***The following three questions seek to collect information about the main material of the house. In this case, the fieldworker should observe the construction materials and record the category from the drop-down menus. If the materials are not visible, ask a member of the household. If the ceiling, floor, and/or wall are made of different materials record the type of material that covers at least 50% of the construction. If the same proportion prevails, record the material of the highest quality. If the compound has more than one building (separate kitchen, toilet, etc.) take the building material of either the living room or any of the bedrooms.***

**Q.6: Wall – [recorded by observation]**

**Q.7: Roof – [recorded by observation]**

**Q.8: Floor – [recorded by observation]**

**Q.9: What is the main source of drinking water for members of your household?**

Ask for the source of the water that the household uses for drinking. If different members have different drinking water sources, ask for the source used by most of the household members.

*NOTE: If the home is supplied with piped water that comes from springs, rivers, etc., should be recorded in others and note that it is tube piped water supply. For a source to be considered "public" it must have a minimum treatment (Chlorine)*

**Q.10: What kind of toilet facility does your household use?**

Ask the respondent about the most important characteristics of the toilet used in the household. Do not prompt the answers.

*NOTE: Septic tank is a device used to send human waste through a pipe directly into a well, where is treated with lime, ash, etc.*

*If the home shows that the ultimate destination of human waste is directly the Field, Farm, Paddock, any open field, river or canal, ditch, oxbow lake, this will be classified as Forest/field/open place..*

**Q.11: Do women in the household use it?**

This question is about the users of the toilet facility. Enter yes if all or most of the adult women in the household use the toilet facility.

**Q.12: Do men in the household use it?**

This question is about the users of the toilet facility. Enter yes if all or most of the adult men in the household use the toilet facility.

**Q.13: Do children in the household (including [YL Child]) use it?**

This question is about the users of the toilet facility. Enter yes if all or most of the children in the household use the toilet facility.

**Q.14: What is the main type of fuel you use for cooking?**

This question is about home fuel usually used for cooking. If multiple sources are used, ask for the most frequent.

**Q.15: Is heating used in this area?**

Ask the respondent if heating is used in the household, for instance, in winter. If NO, skip to Q.17. Prior to this question, the fieldworker should be aware if the cluster s/he is visiting has a climate that requires the use of any heating. If the location visited has a warm or tropical climate, it will not require heating, then enter "No = 00" and skip to question Q.17.

**Q.16: What is the main type of fuel you usually use for heating?**

Only if the community uses some heating, ask what fuel the household typically uses. If the respondent states that the household does not use anything to heat the home despite living in an area where heating is used, use the code "11 = None".

**Q.17: Have you invested in the improvement of your dwelling during the last 3 years?**

We want to know if anyone in the home has invested in infrastructure improvements to the house since 2010. If the answer is "No = 00", skip to Q.19.

**Q.18: What have you invested in?**

Ask the respondent to report the 3 most important improvements to the house since 2013. You can mark up to three investments. If the respondent mentions more than three, then choose the three that demanded the most spending. Conversely, if less than three investments are mentioned, input the ones mentioned and fill the other spaces with 88 = NA.

***Household items***

**Q.19: Does anyone in the household own this item?**

Establish whether someone in the household owns any of the 19 items listed. To own an article means that the article could be sold by the household member. Make sure you also include all items that are being paid in instalments, or items that are not in the house at the time of the interview (e.g. because they have been borrowed by someone). Also, keep in mind that the item should be in working condition.

Mark "Yes = 01" for all those items owned by the household. If the household does not have the item or do not know, mark "No = 00" and skip to the next article.

Some of the items mentioned in this section may have already been reported in the Productive Assets section (Section 3.2, Q.6). This may happen for example if a woman sells food made at home or a head of household drives a taxi which he owns. In this case, the kitchen, the refrigerator and/or the vehicle should have been reported as productive and valued assets, AND should also be listed here. In other words, the ownership of an item listed here should be reported irrespective of whether it had already been reported in Section 3.

**Q.20: How many of does the household own?**

For each item that the household owns, ask how many it has (in working condition). Enter the amount given by the respondent.

Be careful when coding the number of items owned for the category table /chair (08), which should be counted as individual items. For instance, if the household has a dining table with 6 chairs around it, it should be counted as 7 items (1 table + 6 chairs).

**Q.21: From these items, which are the five most valuable ones (in terms of their monetary value) owned by the household?**

Please indicate the 5 items, amongst those mentioned in the previous table, that have most economic value or would be worth most if sold. Make sure the respondent understands that the term 'valuable' refer solely to economic value and not sentimental value. Enter item IDs in order of importance. In the case of table/chair consider the total value of all tables and chairs together.

*NOTE: If the respondent mentions that they own less than 5 items, then the interviewer should consider these as the most valuable in economic terms.*

**Q.22: If you were to sell these items, how much do you think they would fetch?**

Enter the amount in Rupees. If the respondent has more than one item of a type (e.g. three TVs) add all items and report the total value. If the respondent cannot estimate the value of the item(s) enter code "NS = -77", but try your best to help the respondent with the estimations if necessary. In the case of table/chair consider the total value of all tables and chairs together.



## SECTION 8 – HEALTH

### PURPOSE

This section informs on the general health of the *Index Child* and the health of the other household members. It also collects information about the household's access to safe and nutritious food necessary to have a healthy and active life over the past 12 months.

### RESPONDENT

Determined by the previous interview, but most likely the principal caregiver.

#### **Q.0: Respondent for this section.**

Enter household member from the household roster.

## SUB-SECTION 8.1 – HEALTH OF YL INDIVIDUAL

### DEFINITIONS

- ➔ Accident: an unpleasant which happens unexpectedly and causes injury or damage
- ➔ Injury: harm done to an individuals' body. Please refer to **Annex 2** for specific examples as how to code and classify injuries.
- ➔ Disease: impairment of health, alteration of the physical (and mental) structure of the human body (or mind)

### INSTRUCTIONS

#### ***Health facilities***

#### **Q.1: Where do you usually go/would go with [YL Child] if he/she is ill?**

This question refers to modern health facilities (i.e. excludes traditional health facilities, such as homeopathic or ayurvedic practitioners). We are interested in knowing the first contact point facilities where YL child is taken when he/she is ill. Do not include visits to a pharmacy for self-medication or any other visits in which examinations were done by someone different from a doctor or related medical staff. Do not prompt the answers.

**Q.2: In the last 3 years, since [MONTH AND YEAR OF R4 INTERVIEW] have you visited a modern health facility with [YL Child]?**

This question refers to modern health facilities (i.e. excludes traditional facilities) which YL child was taken to for consultation, care, treatment, etc. since the last visit in 2013/2014. These visits exclude all those that are not related to YL child health.

**Q.3: Have you ever used a traditional health provider?**

Ask respondent whether he/she ever takes YL child to a traditional healer, herbalist, or other traditional health facilities (i.e. other than modern health facilities).

**Q.4: Was there ever a time when [YL Child] was ill or injured and you would have liked to take him/her to a healthcare facility but you did not?**

Ask the respondent whether he/she faced a situation of not being able to take YL child to a health facility when YL child was injured or ill since our last visit in 2013-2014. In this case, medical services include medical consultation to a private doctor, a pharmacy, a private health facility (hospital or private clinics), or public health establishment. Note that this can be a sensitive question. The respondent may think that a positive answer may imply that he/she does not care about YL child. To avoid this, make sure you explain clearly the purpose of the question.

**Q.5: What was the most important reason for not taking [YL Child] to a healthcare facility?**

This question wants to determine the specific socio-economic barriers for the use of health care. Do not prompt the answers.

Remember that:

- **Direct costs** are those associated directly with the treatment
- **Indirect costs** are those not associated directly with the treatment. For instance: travel expenses, or loss of salary (not getting paid for the time that takes taking YL child to a health facility)

***Disabilities***

**Q.6: Does [YL Child] have a permanent disability that affects his/her study/work capacity or ability to take care of him/herself?**

Permanent disability is a continuing health alteration that prevents or limits the sufferer from performing work or academic activities, or taking care of him/herself. It can be a result of an accident or an illness (physical or mental). Examples are: paralysis, visual impairment, mental problems, etc.

**Q.7: How does this disability affect [YL Child]'s ability to work and take care of him/herself?**

This question aims to find out the extent to which the disability affects the development of the YL Child in daily activities or work (if he/she works).

## SUB-SECTION 8.2 – HOUSEHOLD MEMBERS' HEALTH

### INSTRUCTIONS

This section is administered for biological parents, main caregiver (if different from biological parents), and panel sibling.

If any of these household members is no longer living in the household, either temporarily or permanently, as recorded in the household roster, fieldworkers should not ask these questions for them. This also applies to the panel sibling. This means that fieldworkers will collect this information at the very least for the caregiver (always part of the household) and for a maximum of four household members (i.e. caregiver, biological mother, biological father, and panel sibling).

#### **Q.1: Does [HHM] have a permanent disability that affects his/her work capacity or ability to care of him/herself?**

Permanent disability is a continuing health alteration that prevents or limits the sufferer from performing work or academic activities, or taking care of him/herself. It can be a result of an accident or an illness (physical or mental). Examples are: paralysis, visual impairment, mental problems, etc. If the answer is "No = 00" skip to Q.3.

#### **Q.2: How does this disability affect [HHM]'s ability to work and take care of themselves?**

This question informs on the extent to which the disability affects HHM in the performance of his/her daily activities, such as study, work or take care of him/herself. You should read the possible answers to the respondent.

- 00=Able to work same as others of this age
- 01=Capable of most types of full-time work but some difficulty with physical work
- 02=Able to work full-time but only work requiring no physical activity
- 03=Can only do light work on a part-time basis
- 04=Cannot work but able to care for themselves (e.g. dress themselves, etc.)?
- 05=Cannot work and needs help with daily activities such as dressing, washing, etc.
- 06=Other, specify

#### **Q.3: Does [HHM] have any long term health problems that affect his/her daily life?**

This question seeks to identify whether the household member suffers from a chronic health problem. Remember that a long-term health problem that persists for a long time either because it is incurable or because it is not being treated. It includes mental health problems as well as reoccurring / seasonal problems (e.g. allergy). If the answer is "No = 00" skip to Q.8

#### **Q.4: Which long-term health problems do you think [HHM] has?**

This question aims to collect the most important long-term health problem the HHM. The codes are the same as those that apply to the YL Child in the previous subsection. If more than one long-term health problem, ask about the most important.

**Q.5: How long has [HHM] suffered from this health problem?**

Ask the respondent for the duration of each of the long-term health problems reported in the previous question. Enter the answer in number of years. If the duration is less than 12 months, enter 00.

**Q.6: How often did you seek treatment or advice for this health problem in the last 12 months?**

Ask this question with reference to the most important long-term health problem. This is, the one listed first in Q.4. Do not prompt the answers. Listen to the respondent's answer and code accordingly. If the respondent NEVER sought medical treatment or advice, enter code 00=None, and skip to Q.8.

**Q.7: From where did you seek this treatment/advice (if more than one put in order of attendance)?**

Ask this question in relation to the most important long-term health problem. This is, the one listed first in Q.4. Ask the respondent to report where HHM sought treatment. If there is more than one health facility where HHM sought treatment or advice for health problem, ask which one was the one visited the most.

*Do not ask the next four questions to [PANEL SIBLING] if he/she is younger than 12 years old.*

**Q.8: Does [HHM] smoke cigarettes?**

This question seeks to determine whether the household member smokes cigarettes. Other forms of tobacco should not be included here.

**Q.9: Does [HHM] use other form of tobacco such as pan masala or gutka?**

This question seeks to determine whether the household member uses alternative types of tobacco, OTHER than cigarettes. It may include chewing, snuffing, etc.

**Q.10: How often does [HHM] smoke cigarettes or use other forms of tobacco?**

This question aims to determine the frequency in which each [HHM] smokes or uses any other form of tobacco. Please make sure you code the frequencies correctly.

**Q.12: Usually, how often does [HHM] usually drink alcohol?**

This question aims to determine the frequency in which each [HHM] drinks an alcoholic drink. Please make sure you code the frequencies correctly.

## SUB-SECTION 8.3 – FOOD SECURITY

### INSTRUCTIONS

All questions refer to the last 12 months and include ALL household members.

**Q.1: Which of the following statements best describes the food situation at your home in the last 12 months?**

You should read out the alternatives and ask the respondent to select the one that describe the best the food situation in the household.

In CAPI you will have to click on the drop down menu to read the alternatives:

- 01=We always eat enough of what we want
- 02=We eat enough but not always what we would like
- 03=We sometimes do not eat enough
- 04=We frequently do not eat enough

*The next set of questions refers more specifically to what the family eats and some problems they may have.*

**Q.2: In the past 12 months, did you ever worry that your household would run out of food before you get money to buy or could acquire more?**

This question aims to find out if the respondent was ever concerned about lacking of food in the last 12 months. If NO, skip to Q.4. Note that this is a subjective question. It could be that the respondent worried about lack of food, even if the situation never occurred.

**Q.3: How often has this happened?**

If the answer to previous question (Q.2) is yes, we want to know the frequency in which the situation happened. Do not read the alternatives. Let the respondent talk and then find the code that best describes the answer.

**Q.4: Were you or any household member not able to eat the kinds of foods you want because of lack of money? (For example, no meat, no fish, no fruit, no deserts)**

We want to know if it happened in the last 12 months that the household could not afford to buy any kind of food that they wanted. If NO, skip to Q.6.

**Q.5: How often did this happen?**

If the answer to previous question (Q.4) is YES, we want to know the frequency in which the situation happened. Do not read the alternatives. Let the respondent talk and then find the code that best describes the answer.

**Q.6: Did you or any household member have to eat a limited variety of foods due to a lack of money? (For example, only rice and beans no vegetables or meat, only potatoes)?**

Ask the respondent if there was ever a time when the household had to limit the variety of foods bought for the household because there was not enough money. Make sure that the respondent understands that this question refers to the variety of foods that they can buy rather than having to buy un-wanted foods.

**Q.7: How often did this happen?**

If the answer to previous question (Q.6) is YES, we want to know the frequency in which the situation happened. Do not read the alternatives. Let the respondent talk and then find the code that best describes the answer.

**Q.8: Did you or any household member have to eat some foods that you did not want to eat because of a lack of money to obtain other types of food? (for example, wild foods, immature crops, broken rice, discarded food)**

Here we are interested in knowing whether anyone in the household had to eat something considered 'undesirable', due to lack of money in the last 12 months. You may want to think of examples that are region specific. However, because different people have different opinions of what is desirable or not, give examples ONLY when respondent does not understand the question.

Example: eating other people's left-overs.

**Q.9: How often did this happen?**

We want to know if the household did not eat what they wanted to eat due to lack of resources or some other circumstance. Enter the codes according to the given frequencies.

**Fieldworker: review the answers to questions 1, 2, 4, 6, 8. If the answers are: Q.1=01 AND Q.2, Q.4, Q.6, Q.8=00, you should skip to next section. Otherwise, continue with the following questions. In CAPI, the enablement of following questions will be done automatically. If there are enabled, it means you should continue asking the questions for this section.**

**Q.10: Did you or any household member have to eat less (portion size) in a meal than you wanted because there was not enough food?**

This question refers to the time when household member had to eat less in any of the meals (i.e. breakfast, lunch, dinner) because there not enough money to buy more food. Note that this question does not refer to not being able to eat a meal, but rather it refers to the sizes of the portions of each of the meals.

**Q.11: How often has this happened?**

If the answer to previous question (Q.10) is YES, we want to know the frequency in which the situation happened. Do not read the alternatives. Let the respondent talk and then find the code that best describes the answer.

**Q.12: Did you or any household member have reduced the number of meals eaten a day because there was not enough food? (for example skip breakfast or lunch)**

Eating fewer meals refer to the number of meals that are normally eaten in the household. In most cases these will be breakfast, lunch, and dinner, but it could be that the household is used to having a snack at mid-morning in which case it should be taken into account if it was ever eliminated from the diet as a result of not having enough food in the household. This does not include cases where any household member does not eat in the house due to his/her work schedules or other some similar reasons.

**Q.13: How often has this happened?**

If the answer to previous question (Q.12) is YES, we want to know the frequency in which the situation happened. Do not read the alternatives. Let the respondent talk and then find the code that best describes the answer.

**Q.14: Was there ever no food to eat in your household because of lack of money to get food?**

This refers to time when food was not available in the household and it could not be acquired through purchasing because there was not enough money to buy it.

**Q.15: How often did this happen?**

If the answer to previous question (Q.14) is YES, we want to know the frequency in which the situation happened. Do not read the alternatives. Let the respondent talk and then find the code that best describes the answer.

**Q.16: Did you or any household member go to sleep at night hungry because there was not enough food?**

This question refers to the actual experience of hunger due to lack of economic resources to buy food.

**Q.17: How often did this happen?**

If the answer to previous question (Q.16) is YES, we want to know the frequency in which the situation happened. Do not read the alternatives. Let the respondent talk and then find the code that best describes the answer.

**Q.18: Did you or any household member go a whole day and night without eating anything because there was not enough food?**

Ask the respondent if there was ever a time when he/she or any other household member went for 24hrs or more without eating anything because there was not enough money to buy food.

**Q.19: How often has this happened?**

If the answer to previous question (Q.18) is YES, we want to know the frequency in which the situation happened. Do not read the alternatives. Let the respondent talk and then find the code that best describes the answer.

***Fieldworker: review Q.16 and Q.18 and if answers to any of these is YES, ask the following question, otherwise skip to next section. In CAPI this skip will be done automatically***

**Q.20: Were the children in the household also affected?**

This question asks whether, in situations when a household member went to sleep at night hungry because there was not enough food AND/OR when a household member went a whole day and night without eating anything because there was not enough food, children of the household were affected too.



## SECTION 9 – CAREGIVER PERCEPTIONS AND ATTITUDES

### PURPOSE

The purpose of this section is to know about feelings and attitudes that the primary caregiver has in relation to her family, children, herself, and her community.

### RESPONDENT

The respondent for this section must be the person identified as the primary caregiver in the household roster. In cases where the caregiver does not live in the household, s/he must be found and interviewed for this section.

### INSTRUCTIONS

**Q.0: Respondent for this section: enter household member from the household roster.**

Remember the respondent must be the primary caregiver.

*The following questions reflect the attitude of the caregiver towards the future education and employment of the YL Child. Ensure that the caregiver has heard and understood the sentence. Do not force a reply. Please emphasise that there are no right and wrong answers for these questions and that we just want to know what the caregiver thinks.*

**Q.1: When [YL Child] is about 25 years old, what job do you think s/he will be doing?**

Ask what work the caregiver believes the YL Child will be doing at the age of 25, both paid and unpaid. The fieldworker should NOT suggest an answer. Please listen and code the answer of the respondent. This response should reflect what the caregiver is currently thinking about what the YL Child is likely to achieve when s/he is 25 years old – given possible constraints and current socio-economic situation.

**Q.2: Ideally what level of formal education would you like [YL Child] to complete?**

Ask the primary caregiver about what level of education s/he would IDEALLY like the YL Child to complete if there were no constraints. The answer should reflect the wish of the caregiver in terms of the education of the child, and should not be restricted by what the respondents believes is going to happen. Do not read the options; listen to the answer of the respondent and code. If s/he says "None = 00", refuses to answer, or that s/he does not know "NS = -77" skip to Q.4.

**Q.3: Do you expect [YL Child] will reach that level of education?**

Ask the primary caregiver whether s/he believes YL Child will reach the level of education s/he indicated as ideal in the previous question. In this question, the respondent is asked to consider all

factors that may constrain the child to access the level of education desired, such as lack of economic resources, lack of child interest, etc.

**Q.4: What job would you most like [YL Child] to do in the future?**

This question asks specifically about the job that the caregiver **wishes** YL child to have in the future. Differently from Q.1, this question asks about the IDEAL job for YL child in the future. Do not prompt the answers, listen to the respondent and code accordingly.

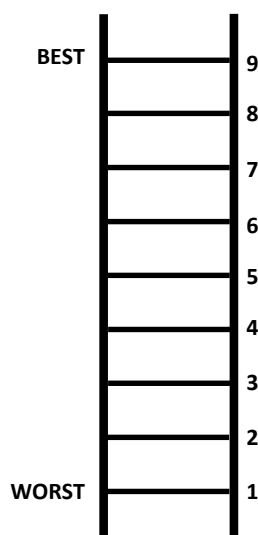
**Now, display the card of the ladder with 9 steps (**

Figure 4

Figure 4). *Explain that the ninth step, at the very top, represents the best possible life for the caregiver and the bottom represents the worst possible life for him/her. Make sure that the caregiver understands that the ladder refers to all aspects of his/her life (economic, health, social, personal, etc.) and that it is a subjective measure of how he/she feels about his/her life in general. It should not be confused with a measure of economic wellbeing only. Be very clear about what the aim of the ladder is. Enter the step number indicated in the space provided.*

*It is very important that you allow the caregiver to point to the step on the ladder rather than just saying a step. PLEASE DO NOT RECORD THE STEP UNTIL THE CAREGIVER HAS POINTED TO THE STEP ON THE PROMPT CARD.*

Figure 4: LADDER CARD



**Q.5: Where on the ladder do you feel you personally stand at the present time?**

Ask the caregiver where on the ladder s/he thinks currently is. Remember to ask the respondent to point to the relevant step on the Ladder Card. Only enter the step once the respondent has pointed to it.

**Q.6: Where do you think you will be on the ladder in four years from now?**

Ask the caregiver where on the ladder s/he thinks s/he will be in four years. Remember to ask the respondent to point to the relevant step on the Prompt Card. Only enter the step once the respondent has pointed to it.

**Q.7: To which extent do you expect the following kinds of help from [YL Child] when s/he is grown-up?**

This question seeks to find out what kind of help is expected from the index YL Child. There are seven expectations and for each we would like to know the degree to which they reflect the caregiver's expectations. For each expectation, please show the Expectations Card (see Figure 5) and ask the respondent which of the options best reflects his/her opinion. Make sure the respondent fully understands the sentence and remind the respondent that there are no right and wrong answers – we just want to know his/her opinion. Do not influence the final decision of the respondent.

**Figure 5: CAREGIVER EXPECTATIONS CARD**

<b>Not at all</b>	<b>A little</b>	<b>Somewhat</b>	<b>Quite a lot</b>	<b>A lot</b>
-------------------	-----------------	-----------------	--------------------	--------------

**01 that s/he continues living close to you.**

This may be in the same house or in a nearby house.

**02 that s/he provides financial assistance to his/her younger brothers and sisters.**

Notice that this refers exclusively to financial, economic or material assistance. If the YL Child has no younger siblings, this question is not enabled.

**03 that s/he helps you with housework.**

In case of rural areas this includes agricultural work, as well as house chores. In urban areas this includes family businesses managed within the home (such as stores, warehouses, etc.) as well as housework.

**04 that s/he provides financial assistance to you.**

This refers to providing material support (money or property) for the caregiver only.

# 05 that s/he helps you care for his/her younger siblings.

This refers specifically to taking care of younger siblings. If the YL Child has no younger siblings, this is question is not enabled.

# 06 that s/he cares for you when you are old.

This refers specifically to taking care of specifically the primary caregiver.

# 07 that s/he provides emotional support to you.

This refers to moral or emotional support rather than to economic/ material support to the caregiver.

# Q.8: At what age did [YL Child] / do you expect [YL Child] to:

This question informs on the expectation of the caregiver regarding the age at which the *Index Child* should reach key stages in his/her life as h/she grows up. For each sentence, enter the age in years in which the respondent expects the YL Child meets what is asked. Make sure the respondent understands each sentence well. If s/he does not expect any of the events to occur, place 00. If any of the events has already happened, the fieldworker should enter the age at which the event occurred.

01	Start earning money to support your household?
02	Leave full-time education?
03	Be financially independent of HIS/HER parents?
04	Leave this household?
05	Get married and start living together?
06	Have a child?

# Q.9:

Now display the 5-point scale for feelings and attitudes card. Explain that for each of the statements you are about to read, the respondent should select the option that best represents how much he/she agrees or disagrees with the statement. Please emphasise again that there are no right or wrong answers and we just want to know about the caregivers' opinions. Ensure that the caregiver has heard and understood the sentence and if not you should repeat it and / or add additional explanation if necessary. However, it is important not to change the meaning of the sentence. Do not force the respondent to choose an answer. However, if the respondent answers "Agree", you should make an effort to ask how much s/he agrees. For instance, you could ask: "Ma'am, do you agree or strongly agree?" Depending on the answer, put the final answer. Please do the same if the respondent answers "Disagree".

**Figure 6: FEELINGS AND ATTITUDES (5-point scale)**

<b>Strongly disagree</b>	<b>Disagree</b>	<b>More or less</b>	<b>Agree</b>	<b>Strongly agree</b>
--------------------------	-----------------	---------------------	--------------	-----------------------

--	--	--	--	--

- |    |   |
|----|---|
| 01 | If I try hard, I can improve my situation in life                               |
| 02 | I like to make plans for my future  |
| 03 | I am proud of my clothes  |
| 04 | I feel proud of the job done by my [HOUSEHOLD HEAD'S RELATIONSHIP TO CAREGIVER] |
| 05 | The job I do makes me feel proud  |
| 06 | I feel proud of my children   |
| 07 | I can do little to help [YL Child] do well in school, no matter how hard I try  |

**Ask the next three questions only if YL Child is in education. Otherwise enter 88 in the remaining spaces and skip to the following section.**

**Q.10: Who helps [YL Child] with homework when s/he needs it?**

This question seeks to find out if someone, (whether a household member or someone outside the household) helps YL Child to do his/her homework when he/she needs it. If the caregiver mentions more than one person, ask who is the person who helps the YL Child most of the times, or most often.

**Q.11: In the last week or the last week [YL Child] had classes (considering a regular school week), how many days did [HHM] help [YL Child] with homework?**

Record the NUMBER OF DAYS in which child had homework in the last week YL Child had classes, taking as a reference a normal school week (i.e. week with no public holidays) and when child was attending regularly.

**Q.12: In the last month or the last month with regular school, how often have you asked [YL Child] what s/he did at school?**

This question seeks to find out how much attention the primary caregiver gives to child's academic performance. Please make sure to refer to the last month with regular school; this is a month when there were not holidays, or school closures.

## SECTION 10 – ANTHROPOMETRY OF PARENTS

### PURPOSE

To record the height and weight measurements of the *Index Child's biological* mother and father as accurately as possible, following the procedure detailed below.

### PROCEDURES TO MEASURE WEIGHT

- We will use an electronic scale. Please find an adequate and safe surface. This kind of scale cannot accurately measure if it is on a slope.
- Be sure to record each weight measure in the corresponding spaces of the table. Do not forget to record the final weight.
- Weigh individuals with minimal clothing and no shoes.
- Record all weight calculations on the back of the sheet.
- Weigh the individual and read the weight measurement clearly. Take a second reading, when the scale is stable again. If the two measures are the same, then enter that as the final weight measurement. If they are different do the procedure a third time and record the number that is repeated twice.
- If you cannot get two identical measurements, and you are sure that you have followed the procedure correctly every time, take the average of the measurements.
- When weighing a child who is living with his/her parents always thank the mother.

### PROCEDURES TO MEASURE HEIGHT

- If the person being measured cannot stand, use a wall or a door as support when measuring stature.
- Appropriate clothing: the person being measured should take off his/her shoes and any bulky clothing like a jacket or bulky jumper which may prevent the person being in contact with the measuring board.
- Place the person in such a way that s/he is standing on the measuring board with his/her feet parallel, and with heels, buttocks, shoulders and back touching the surface of the measuring board. The head should be held comfortably with the person looking straight ahead, not with his head tilted up or down. The arms should be hanging next to him/her. If measuring a child, ask the mother to help if needed.
- Gently lower the movable stop of the measuring board and place it on the child's head. Press down if necessary to ensure contact, but only to ensure soft contact.
- Read length within 0.1cm. Ensure that your vision is aligned with the position of the marker, not higher or lower. If the measurement is between two markers of 2 mm, take the lowest value.
- Say the measurement clearly and write it down immediately.

- Raise the head of the board, check the alignment and measure the child again. If the two measures are the same, accept this measure. If the measures are different, measure again until you get two measures that are the same and write the measure in the space for the final height.
- When weighing a child living with his/her parents always thank the mother.

## CONTROLLING QUALITY OF WEIGHT AND HEIGHT

### 1) Read the measures

- a) If the marker indicates a precise measure (mm. or g.) then take this as the measure.
- b) If it falls between two markers, then take the lower value.

### 2) Read and record the weight and height

- a) The person who is measuring should read the measurement
- b) The assistant repeats what has been read
- c) The person being measured says "yes" or "good"
- d) The assistant says "yes" or "good" and enters the measurement into CAPI.
- e) The assistant displays the measurement to the person measuring.

## Height

### 3) Common errors in measuring the height/size

- a) Position of the person taking the measure
  - The person is too far from the feet of the person being measured.
  - The person is not on his/her knees (when measuring a child).
  - The person is too far from the measuring board.
- b) The feet of the person being measured
  - Is tiptoeing.
  - The soles are not perpendicular to the board's wood.
  - Only has one foot on the board.
- c) The head of the person being measured
  - The neck is too stretched
  - The neck is cramped.
  - The mother's hand completely covers the ear (fingers are not bent)
- d) The position of the person being measured on the measuring board
  - Not in the centre of the board
  - Wearing bulky clothing (nappy in the case of a baby), braid or hair accessories so that the head is not in contact with the measuring board.

## Weight

### 4) Common mistakes in weighing

- The person being measured can touch a wall or grab other people around
- The person being measured is wearing a lot of clothes

### **Mother's anthropometry**

Please follow the procedures detailed above. Please emphasise to the mother that you will be using a weighing scale and height board to make sure that the measurements are right, but that the measurement will not hurt.

#### **Q.1: SCALE CHECKED**

Make sure that the scale has been tested and is working well. Tick the appropriate space in CAPI if the scale is well calibrated.

#### **Q.2: First weight TO NEAREST 0.1 KG**

Take and record the weight from the first measurement. Enter -9999 if the mother is not weighed

#### **Q.3: Second weight TO NEAREST 0.1 KG**

Take and record the weight from the second measurement. Enter -9999 if the mother is not weighed

#### **Q.4: Agreed weight TO NEAREST 0.1 KG?**

Record agreed final weight following the procedure detailed above. Enter -9999 if the mother is not weighed

#### **Q.5: Why was mother not weighed?**

If the mother was not weighed, specify why the measurement did not occur.

#### **Q.6: Are you currently pregnant or gave birth in the last 2 months?**

This information will help researchers interpret the anthropometric measures for the mother more accurately.

#### **Q.7 – Q.9: Height**

Only measure the height for the biological mother of [YL Child] if height was not measured in previous rounds. Record two height measurements and the agreed measurement. Enter -9999 if the mother is not measured.

#### **Q.10: Why was mother not measured?**

If the mother's height was not measured, specify why the measurement did not occur.

### **Father's height**

Please follow the procedures detailed above. Please emphasise to the father that you will be using a height board to make sure that the measurements are right, but that the measurement will not hurt.



If the father is not in the household at the time of the interview, the fieldworker SHOULD NOT DO any additional efforts to track and measure the YL Child biological father.

**Q.11 – Q.14: Height**

Record two height measurements and the agreed measurement. Enter -9999 if the father is not measured.

**Q.15: Why was father not measured?**

If the father's height was not measured, specify why the measurement did not occur.

# **ROUND 5**

## **FIELDWORKER MANUAL**

### **YOUNGER COHORT SIBLING QUESTIONNAIRE**

August 2016



**CENTRE FOR ECONOMIC AND SOCIAL STUDIES**

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## Introduction

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This manual is a guide to the methods and protocols you will follow while you are in the field. Its aim is to help you both during training and fieldwork.

Your duty as a fieldworker will mainly involve the following tasks:

- a) Administering the questionnaires to adults and children using a Computer-Assisted Personal Interviewing (CAPI) programme.
- b) Assisting your supervisor with anthropometric measurements of children and mothers
- c) Assisting your supervisor with different cognitive developments test for children

This manual will also give you detailed instructions and explanations of each question you will ask. Please read it carefully and early enough to ask any questions or doubts that you may have regarding the questionnaires or the protocols explained in this document.

While you are on the field, take it always with you as it may be useful in case you need to refresh concepts or procedures explained during the training.

This questionnaire is administered directly to the Panel Sibling of the Younger Cohort Index Child. The purpose of this questionnaire is mainly to gather information on the panel sibling's experiences (e.g. of schooling, work), as well as to get their perspective and feelings in relation to their family and community.

If possible, please find a quiet space and make sure the respondent is comfortable, not distracted, and feels at ease.

The topics covered in this questionnaire include:

- Identification of the panel sibling
- Sibling anthropometry
- Feelings and attitudes of panel sibling

## Section 1: Tracking of the Panel Sibling

---

### PURPOSE

The aim of this section is to identify the panel sibling for whom information will be collected in Round 5.

### INSTRUCTIONS

If the panel sibling is not available at the time of the household/ child interview, make all reasonable efforts to track him/her and collect his/her information.

This sibling should be the same sibling that was measured in Round 3 and Round 4. If the sibling in Round 3 and the sibling in Round 4 are different people, select the Round 4 sibling if available. Only if the Round 4 sibling is not available, select the Round 3 sibling.

If both Round 4 or Round 3 sibling is not available, make all reasonable efforts to track him/her and measure his/her weight and height. According to the agreement with the team by “all reasonable effort” we mean finding all siblings who are still within Andhra Pradesh (AP) or villages bordering AP. If it is not possible to find the sibling or the sibling now lives too far away from the household, please keep a log of the reasons why siblings have not been found. The data is continually monitored and we may ask for clarifications as to why certain siblings we not found.

If both siblings are not available, make sure to still ask for birth information for the panel sibling (Round 4 sibling if both siblings are not available in Round 5) and record it accordingly if this information was not collected in Round 4.

#### Q.1: Has [PANEL SIBLING] been tracked and found?

If “00=No”, exit interview.

## Section 2: Birth Information

---

### PURPOSE

The following questions capture birth information about [PANEL SIBLING] ONLY if it was not already collected in Round 4.

### INSTRUCTIONS

If the information is missing for [PANEL SIBLING], ask the following questions to the household even if the sibling is not available or cannot be found.

#### Q.1: Date of birth of [PANEL SIBLING] not collected in Round 4

It is vital that IRRESPECTIVE of whether the sibling is available for measurement or not, the date of birth is recorded. Please ask the mother/caregiver of the *Index Child* to get this information. Please make sure that they day, month, and year are entered. This is a very important piece of information.

**Q.2: How much did [PANEL SIBLING] weigh at birth?**

If possible look at documentation to find this out. If there is no documentation, ask the respondent to give the best possible estimate. Perhaps the respondent has documentation for some of the other children in the household and would be able to say whether the sibling was bigger or smaller than those kids. Try to help the respondent as much as possible to come up with a good estimate of the sibling weight.

**Q.3: Was the birth weight from documentation?**

If you record the birth-weight from documentation, please answer “Yes” here. In this way data users will know that the birth-weight recorded is likely to be accurate.

## Section 3: Sibling Anthropometry

---

### PURPOSE

To record the height and weight measurements of the sibling of the *Index Child* as accurately as possible. The sibling measurements must be for the same sibling as the one measured in Round 4 (name pre-populated in CAPI). We are not interested in collecting measurements for any other sibling.

### PROCEDURES TO MEASURE WEIGHT

- We will use an electronic scale. Please find an adequate and safe surface. This kind of scale cannot accurately measure if it is on a slope.
- Be sure to record each weight measure in the corresponding spaces of the table. Do not forget to record the final weight.
- Weigh individuals with minimal clothing and no shoes.
- Record all weight calculations on the back of the sheet.
- Weigh the individual and read the weight measurement clearly. Take a second reading, when the scale is stable again. If the two measures are the same, then enter that as the final weight measurement. If they are different do the procedure a third time and record the number that is repeated twice.
- If you cannot get two identical measurements, and you are sure that you have followed the procedure correctly every time, take the average of the measurements.
- When weighing a child who is living with his/her parents always thank the mother.

### PROCEDURES TO MEASURE HEIGHT

- If the person being measured cannot stand, use a wall or a door as support when measuring stature.

- Appropriate clothing: the person being measured should take off his/her shoes and any bulky clothing like a jacket or bulky jumper which may prevent the person being in contact with the measuring board.
- Place the person in such a way that s/he is standing on the measuring board with his/her feet parallel, and with heels, buttocks, shoulders and back touching the surface of the measuring board. The head should be held comfortably with the person looking straight ahead, not with his head tilted up or down. The arms should be hanging next to him/her. If measuring a child, ask the mother to help if needed.
- Gently lower the movable stop of the measuring board and place it on the child's head. Press down if necessary to ensure contact, but only to ensure soft contact.
- Read length within 0.1cm. Ensure that your vision is aligned with the position of the marker, not higher or lower. If the measurement is between two markers of 2 mm, take the lowest value.
- Say the measurement clearly and write it down immediately.
- Raise the head of the board, check the alignment and measure the child again. If the two measures are the same, accept this measure. If the measures are different, measure again until you get two measures that are the same and write the measure in the space for the final height.
- When weighing a child living with his/her parents always thank the mother.

#### **CONTROLLING QUALITY OF WEIGHT AND HEIGHT**

##### **1) Read the measures**

- a) If the marker indicates a precise measure (mm. or g.) then take this as the measure.
- b) If it falls between two markers, then take the lower value.

##### **2) Read and record the weight and height**

- a) The person who is measuring should read the measurement
- b) The assistant repeats what has been read
- c) The person being measured says "yes" or "good"
- d) The assistant says "yes" or "good" and enters the measurement into CAPI.
- e) The assistant displays the measurement to the person measuring.

#### **Height**

##### **3) Common errors in measuring the height/size**

- a) Position of the person taking the measure
  - The person is too far from the feet of the person being measured.
  - The person is not on his/her knees (when measuring a child).
  - The person is too far from the measuring board.
- b) The feet of the person being measured
  - Is tiptoeing.
  - The soles are not perpendicular to the board's wood.
  - Only has one foot on the board.
- c) The head of the person being measured
  - The neck is too stretched
  - The neck is cramped.
  - The mother's hand completely covers the ear (fingers are not bent)
- d) The position of the person being measured on the measuring board
  - Not in the centre of the board
  - Wearing bulky clothing (nappy in the case of a baby), braid or hair accessories so that the head is not in contact with the measuring board.

## **Weight**

### **4) Common mistakes in weighing**

- The person being measured can touch a wall or grab other people around
- The person being measured is wearing a lot of clothes

## **INSTRUCTIONS**

### **Q.1: SCALE CHECKED**

Make sure that the scale has been tested and is working well. Tick the appropriate space in CAPI if the scale is well calibrated.

### **Q.2: First child weight TO NEAREST 0.1 KG**

Please check that the scales are working well before taking the first measurement. Once you are happy with the scales, please take and record the weight from the first measurement. Enter -9999 if the child is not weighed.

### **Q.3: Second child weight TO NEAREST 0.1 KG**

Take and record the weight from the second measurement. Enter -9999 if the child is not weighed.

### **Q.4: Agreed child weight TO NEAREST 0.1 KG?**

Record agreed final weight following the procedure detailed above. Enter -9999 if the child is not weighed.

### **Q.5 – Q.7: Height**

Record two height measurements and the agreed measurement. Enter -9999 if the child is not measured.

### **Q.8: Why was [PANEL SIBLING] not measured?**

If the sibling was not weighed and/or his/her height was not measured, specify why the measurement did not occur. Note we expect very few cases where it is not possible to find and measure the sibling.

## **Section 4: Feelings and Attitudes of the Panel Sibling**

---

### **PURPOSE**

The purpose of this section is to know about feelings and attitudes that the PANEL SIBLING has in relation to his/her family, himself/herself, and his/her community.

### **INSTRUCTIONS**

Administer this section only for siblings older than 8.



It is very important that the respondent understands that there are no right or wrong answers – we just want to know about his/her feelings, attitudes, hopes and perceptions. Often young people can feel that these items are “testing” them and their morals/attitudes/personality. As the result they try to answer in a way that they think is most “correct”. Please pay attention and remind the respondent repeatedly that there are no right answers and they should answer in a way that is most true in relation to them personally.

**Q.1: Are you currently enrolled in school?**

Ask the sibling if he/she is attending any course in the current academic year (2013/2014).

**Q.2: Have you done any of the following activities in a typical day (from Monday to Friday) during last week?**

A typical day is defined as a standard day during the work/school week which is like most of the work/school days during the year. In most cases, that will just be a work-day in the last week (Monday to Friday). However, in some cases, when the previous week was unusual due to e.g. a one-off family event, national holiday, illness etc., please work with the child to think about when the last “typical day” that s/he can remember was and ask about that day.

01	Caring for others (younger siblings, ill household members)
02	Domestic tasks (fetching water, firewood, cleaning, cooking, washing, shopping, etc)
03	Tasks on family farm, cattle herding, other family business, shepherding (not just farming)
04	Activities for pay/sale outside of household or for someone not in the household

***The following questions can be quite unusual for the Panel Sibling, so please make sure that you pay careful attention and re-read the confusing sentences to the Panel sibling.***

**Q.3:**

This question asks the *Panel Sibling* opinion on issues that concern young people his/her age: we want to know what the *Panel Sibling* thinks or feels about them. This question concerns issues 01-24.

Please take time to explain the answer codes before starting. For this, show Prompt Card #2 to the *Panel Sibling*. Figure #1 shows this card, which has 4 alternatives:

**Figure #1: Feelings and Attitudes (4-Point Scale)**

Strongly disagree	Disagree	Agree	Strongly agree
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For each sentence, you must show the card to the *Panel Sibling*, so that s/he can select the alternative that best represents his/her opinion on a certain topic (how much does the s/he agree with it). Make sure the respondent fully understands the sentence. Do not influence their final decision. If the *Panel Sibling* does not understand the sentence, you should not try to explain the "meaning" of the sentence: we do not want to influence his/her opinion. If this happens, please re-read the sentence until the *Panel Sibling* gets the idea.

Before starting, carefully go through the CAPI example to make sure that the *Panel Sibling* is comfortable with the answer codes and understands the difference between them. Please ask the *Panel Sibling* to point to the relevant option on Prompt Card #2 when answering rather than just give you the answer orally.

#### Q.4:

The items in this question inform on the *Panel Sibling's* sense of self-esteem and self-efficacy.

**Self-efficacy:** the feeling that one is able to perform in a certain way and to achieve certain goals. In other words, it is the belief that one has the skills to act in the ways necessary to manage different situations.

**Self-esteem:** general self-assessment of the person's own worth, resulting from his/her thoughts, evaluations, feelings and behavioural tendencies.

This question works in the same way as in the previous section. HOWEVER, there is an important difference in the answer codes. In the previous question there were four answer options, while in this question there are five: in the previous question there was no "neutral" option, while in this question there is. The answer codes relevant for this question are shown in Prompt Card #3, represented in Figure #2.

**Figure #2: Feelings and Attitudes (5-Point Scale)**

Strongly disagree	Disagree	More or less (neutral)	Agree	Strongly Agree
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For each sentence, you must show the card to the *Panel Sibling*, so that s/he can select the alternative that best represents his/her opinion on a certain topic (how much does the s/he agree with it). Make sure the respondent fully understands the sentence. Do not influence their final decision. If the *Panel Sibling* does not understand the sentence, you should not try to explain the "meaning" of the sentence: we do not want to influence his/her opinion. If this happens, please re-read the sentence until the *Panel Sibling* gets the idea.

Before starting, carefully go through the CAPI example to make sure that the *Panel Sibling* is comfortable with the answer codes and understands the difference between them. It might be confusing for the *Panel Sibling* that although this question works in the same way as the last question, the answer codes are a little bit different. Please take the time necessary to make sure that the *Panel Sibling* is aware of the change in the answer codes and make sure that s/he is using the full range of answers. Please ask the *Panel Sibling* to point to the relevant option on Prompt Card #3 when answering rather than just give you the answer orally.

Items 02 and 04 are only administered to children who are engaged in some kind of paid or un-paid activities (answered yes to item 4 in Q.2).

## Section 5: Cognitive test

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### **PURPOSE**

To test the panel sibling in maths. For this purpose, the panel sibling should be administered the same test that the index child will take. Please refer to the cognitive testing protocols.