



## **ROUND 4 - COGNITIVE TESTS**

### **FIELDWORKER MANUAL**

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**CENTRE FOR ECONOMIC AND SOCIAL STUDIES**

Begumpet, Hyderabad – 500 016, Phones : 040-23402789, 23416780, Website: [www.cess.ac.in](http://www.cess.ac.in)

# **COGNITIVE TESTS**

## **PURPOSE**

The purpose of this section is to assess the child's cognitive development and achievement through tests of vocabulary, mathematics, English, and Telugu.

## **RESPONDENTS**

The respondent for this section must be the Index Child (older cohort and younger cohort) and the next younger sibling of the Younger Cohort child. Please remember that the younger sibling is that who was measured in R3 therefore basic information, such as name and age, will be prefilled in the questionnaire.

## **INSTRUCTIONS**

### Material the fieldworker needs:

For the assessment of the Younger Cohort child each fieldworker must have:

- (a) Cognitive Development and Achievement Questionnaire – 12 year old
- (b) PPVT templates (booklet)
- (c) Telugu test
- (d) English test
- (e) Mathematics Test

For the assessment of the next younger sibling of Younger Cohort child, each fieldworker must have:

- (a) Mathematics test

For the assessment of the Older Cohort child, each fieldworker must have:

- (a) Telugu test
- (b) English test
- (c) Mathematics test

For both cohorts the fieldworker should have:

- (a) a copy of the field manual to check the instructions
- (b) a pencil and an eraser for the child
- (c) a stop watch that allows to count minutes and seconds and may be restarted easily.

It is important that the procedure described here is followed by all fieldworkers to ensure a standardized administration of the cognitive development and achievement instruments in Round 4 of the Young Lives project.

The instruments that will be administered to the Younger Cohort are:

- Peabody Picture Vocabulary Test (PPVT) – 12 year old
- Telugu Reading Comprehension
- Mathematics Test - Younger Cohort
- English Test

The instrument that will be administered to the Younger Cohort sibling is:

- Mathematics Test

And the instruments that will be administered to the Older Cohort are:

- Telugu Reading Comprehension
- Mathematics Test – Older Cohort
- English Test

#### Location of Administration

The instruments will be administered to each child individually inside or near to the household's home or at school.

Whenever possible the test should be administered in a place that is as private as possible (e.g. far from interferences coming from street sounds, siblings, TV or radio) and has a chair (or similar for the child to sit on), a table or flat surface for the child to write on and for the field worker to show the items, it should not be excessively windy and must have good lighting.

The test should not start before 7 in the morning or after 5 in the evening to ensure good lighting and to avoid the participant from being too tired and not able to give his/her best performance.

#### Conditions of administration

It is very important that the fieldworker guarantees appropriate conditions for assessment. This means that the child had the necessary conditions and responded to the best of his/her abilities.

If the child has severe visual problems the administration of the tests that require seeing ability must be canceled.

#### Language used for administration

The language of administration for the PPVT test and Telugu test is TELUGU ONLY. Please note that any translation of these tests invalidates the results. This is because the tests are not comparable across languages. Therefore, the test should not be administered to children who do not know any Telugu. Each fieldworker should try their best to ascertain that the child cannot speak or understand Telugu at all before not administering it (as opposed to not administer it because Telugu is not the child's first language of choice)

For the mathematics test booklet contains each question in both Telugu and English. The child should feel free to use either version of the question to answer the test.

Duration of administration.

The fieldworker must register the time of start and end of each test administered to the child, so that after the administration the average testing time for each test can be estimated. For this reason, the fieldworkers must have a watch at all times. It is recommended that all the tests are administered in one session. However 5 minutes breaks can be taken between tests, so that the child can rest. If the participant is too tired or distracted the fieldworker may cut the test administration and return for a second session to complete the remaining tests (making a note of this). Every effort should be made to finish a test once it has started; in other words a test should be restarted in the second session only if the conditions in the first session were inadequate.

The maximum time that each test should take is:

- PPVT – untimed
- Mathematics test – 40 minutes
- Telugu test – 30 minutes
- English test – 25 minutes (5 minutes for first page and 20 for the rest)

# **PEABODY PICTURE VOCABULARY TEST (PPVT-III)**

## **DEFINITION**

Peabody Picture Vocabulary Test (PPVT) is a test to measure the vocabulary of children and will be administered to the Younger Cohort child only. This is a crucial instrument to the assessment of the child's development, therefore every effort should be made to administer it correctly.

## **RESPONDENT:**

Younger Cohort Index Child only.

## **MATERIALS**

- PPVT easel (booklet)
- Cognitive Development and Achievement Questionnaire
- Pencil and eraser

## **TESTING TIME**

The PPVT-III is an untimed test so the test taker should not be hurried, but given an adequate time to select the picture of his or her choice. However, generally after 15 seconds the child should be encouraged to choose an answer. The fieldworker should be very careful in the registration of the time in which the administration of the PPVT – III started and finished. The start time of the test should not consider the administration of examples or the explanation of instructions.

## **TEST LANGUAGE**

As explained previously, the PPVT test is not comparable across languages. This means that we can only administer it in the language in which it was designed. For the YL Younger Cohort child, the test was designed to be administered in Telugu. This means that the test cannot be administered in any other language. Any translation of the test will invalidate the results.

For children who do not speak any Telugu, the test should not be administered at all. However, it is crucial that fieldworkers make sure that the child does not speak any Telugu before not administering the test. Please note that over 95% of the 12-year olds in 2006 took the test in Telugu, so we expect the number of children who do not speak any Telugu to be very small. Fieldworkers should remember that PPVT testing is crucial to the assessment of the development of the child, so every effort should be made to make sure that the child does not speak Telugu at all before not administering the test.

## **INTRODUCING THE TEST AND USING TRAINING ITEMS**

Use the instructions on the fieldworker's side of the training items in the test kit to introduce the test and administer the training items. In this Round training items A and B will be used to explain the administration of the test to the child. It is however, permissible to use training items C and D if the fieldworker is not completely sure the child understands how the test will be administered.

Two guidelines should be followed in using the training items. First, since these items are used to train the individual to make the desired response, the fieldworker is free to use his or her ingenuity to teach the required response. Second in order to start testing, the child must respond correctly and without help to at least two consecutive training words per items. However, the fieldworker may provide additional practice to be sure the child is ready to be tested.

#### **RULES FOR ADMINISTRATION**

To obtain valid results, carefully follow the rules below:

- For children who use the pointing response, precede the first stimuli words with one of the following prompts. When it is clear that the child understands the task, you may wish to simply say the stimuli word.
  1. Put your finger on\_\_\_\_\_.
  2. Show me \_\_\_\_\_.
  3. Point to \_\_\_\_\_.
  4. Find \_\_\_\_\_.
  5. Where is \_\_\_\_\_?
- For children who respond by saying the number of the picture they have chosen, precede the first few stimulus with the prompt: What number is \_\_\_\_\_?As the test proceeds, this introductory phrase usually can be omitted.
- As you administer the test, record the response (1, 2, 3 or 4) to each item in the Response Column on the Cognitive Development and Achievement Questionnaire (see figure 2). Fieldworkers may need to use the code 77 if the child doesn't know the answer or if he/she doesn't respond. If the child refuses to respond use code 79. Such responses are scored as errors.
- A stimulus word may be pronounced more than once in these situations:
  - When the child requests repetition
  - when repetition appears to be needed
  - when significantly different pronunciations of a word are used in the culture or region

Practice saying the stimulus words before your first administration so you will articulate distinctly. Present the words in a normal tone.

- To coach or otherwise help on a test item will invalidate the results. Be careful not to give clues that a choice is correct or incorrect (e.g by facial expression).

Keep in mind the following:

- Do not show the child the printed stimulus word.
- Do not use the stimulus word in a sentence.
- Do not spell the stimulus word.
- Do not substitute a synonym for the stimulus word.
- Do not convert stimulus words that are singular to the plural form, because doing so may provide a clue on certain plates where only one plural alternative exists.
- Do not precede the stimulus word by an article word (a, an, the) because only nouns are introduced by articles.
- Since the PPVT-III is an untimed power test and not a speed test, the child may take any reasonable amount of time per item to make a choice. However, if about 15 seconds has passed and no choice has been made, encourage him/her by saying: "*Try one. Point to the one you think it might be*". If there is still no response, record NR for no response, and go on to the next item. Conversely, if an individual is responding very quickly and does not appear to be considering each option, ask him or her to slow down and study all four alternatives carefully before making a choice. Going back over items is not permitted; therefore, promptly discourage the child's tendency to respond too quickly.
- Since there is no penalty for guessing on the PPVT-III, encourage reluctant responders by saying: "*It's all right to guess*". Since the scale is in multiple choice format, there is a chance in four that the answer will be correct. However, if a child is still unwilling to choose, record "77" for doesn't know or when the child doesn't know the answer; or record "79" for refused to answer if the child refused to answer for whatever reason. Then say: "*That was a difficult one. Let's try another*".
- Praise should be given generously, but should not be overdone. Be equally positive (in wording and tone of voice) with correct and incorrect responses. Comments such as the following have been found effective:
  - Good!
  - You are doing well.
  - That's fine.
 A sensitive fieldworker soon learns the amount of encouragement needed to elicit a child's best performance.
- Do not tell the child whether a response is correct or incorrect. If asked, use a noncommittal reply such as: "*That was a good answer*".

- If the child has responded to an item but then spontaneously selects a different response, record and score the final choice, even if the change is from the correct to an incorrect response. Be careful not to discourage such shifts. These spontaneous changes are acceptable even when made after you have administered subsequent items.
- If necessary, you may refocus the child's attention before administering an item by saying: "*Listen carefully*". You should use this prompt whenever the child seems distracted from the task.
- Some individuals, especially young children, may perseverate by pointing to or naming the same choice over and over again. In these cases, it may be necessary to frequently repeat the following prompt: "*Be sure to look carefully at the pictures before choosing one.*" If the child continues to perseverate, the fieldworker should point to each of the four pictures in turn while saying: "*Look at this one.... And this one... and this one... and this one.*" End the sequence by pointing to a choice other than the one on which the child has fixated.
- It is permissible for the child to turn the Picture Plate pages since it may help keep his or her attention focused on the task.
- Do not omit test items that you consider unfair to the child and then prorate the score. Persons in all cultures and locations will find some items more familiar and some less familiar than others. However, these items tend to balance out over the course of the test.

Please note that there are no stopping and starting rules for the administration of PPVT in this round. ALL OF THE ITEMS ARE ADMINISTERED TO ALL OF THE YOUNGER COHORT INDEX CHILDREN.

# **MATHEMATICS TEST**

## **DEFINITION**

The mathematics test measures various numerical abilities appropriate for different ages – for 12-year olds for the Younger Cohort Child and for the Younger Cohort Child Sibling, and for 18-year olds for the Older Cohort Child.

## **RESPONDENT**

Version for 12 year olds: Younger Cohort Index child and Younger Cohort Index Child's Sibling

Version for 18 year olds: Older Cohort Index Child

## **MATERIALS**

- Mathematics test + instructions
- Pencil and eraser
- Stopwatch

## **TESTING TIME**

The testing time should not exceed 40 minutes.

## **TEST LANGUAGE**

The mathematics test booklet contains each question in both Telugu and English. The child should feel free to use either version of the question to answer the test.

## **INTRODUCING THE TEST**

Follow the instructions provided at the beginning of the mathematics test. Explain to the child how much time he/she has to complete the test and explain the type of question he/she should expect in the test.

## **ADMINISTRATION RULES**

To obtain valid results, the fieldworker should make sure the child understands the rules of the test.

- There is only ONE correct answer to each question. If child provides more than one answer (e.g. marks more than one option in the multiple choice questions) the question will be counted as an error.

- The child can move on without answering one question, and can go back to answer missing questions at any point. Fieldworker should encourage this technique when child is taking too long or is struggling to answer a question.
- Child may use extra space to make own calculations. For questions where child is supposed to write the result in a black space, fieldworker must make sure that the child does not write his/her calculations in this space.
- Child may not use an electronic calculator at any point.
- The tests must be picked up and NOT left with the participant. The items of the test should not be photocopied by anyone external to the project.
- Fieldworker must not interfere with his/her work unless child has a question about how to answer. The fieldworker must not read the questions to the child.

# **TELUGU TEST**

## **DEFINITION**

The Telugu Test measures the ability to read and understand stimuli of different levels of difficulty (e.g. single words, sentences and passages of varying complexity) presented in the Telugu language.

## **RESPONDENT:**

Version for 12 year-olds: Younger Cohort Index Child

Version for 18 year-olds: Older Cohort Index Child

## **MATERIALS**

- Telugu test+ instructions
- Pencil and eraser
- Stopwatch

## **TESTING TIME**

The testing time should not exceed 30 minutes.

## **TEST LANGUAGE**

The language of administration is Telugu. This means that the test cannot be administered in any other language. Fieldworkers can explain the purpose and format of the test in another language if necessary, so that the child understands what is required of them. However, once the child begins the test, you MUST NOT explain or translate specific items or words in another language if children do not understand, since to do so would be to help the child to answer the Telugu item. Instead, offer general encouragement to do the best that they can. For example, a child may not understand a word or sentence in Telugu and may ask you for help in Hindi or English. You must not offer the child help on the test items. Any translation or help in during the test will invalidate the results. For children who do not speak any Telugu, the test should not be administered at all. However, it is crucial that fieldworkers make sure that the child does not speak any Telugu before not administering the test.

## **INTRODUCING THE TEST**

Follow the instructions provided at the beginning of the Telugu test. Explain to the child how much time he/she has to complete the test and explain the type of question he/she should expect in the test.

## **ADMINISTRATION RULES**

To obtain valid results, the fieldworker should make sure the child understands the rules of the test.

- Start by telling the child that he/she should read each question carefully and that he/she has 30 minutes in which to complete the test but that if he/she finish early, or cannot go any further that is not a problem, and he/she should just raise his/her hand and let the fieldworker know that he/she has finished as much as they can do.
- You may use a language other than Telugu to explain the purpose and format of the test if necessary, so that the child understands what is required of them.
- However, if any child asks for any help during the test, make sure that you DO NOT EXPLAIN OR TRANSLATE ANY OF THE TELUGU QUESTIONS IN A DIFFERENT LANGUAGE IN A WAY THAT WOULD MEAN THE TEST IS NO LONGER A TEST OF THEIR KNOWLEDGE OF TELUGU. Instead, offer encouragement.
- Make a note of the time at which each child starts the test and monitor their progress.
- If the child cannot answer any more of the questions, and has clearly attempted to address each question, kindly tell them that they have done a good job, take the test paper away from them, complete the time at which the test ended. IT IS IMPORTANT THAT YOU DO NOT LEAVE THE CHILD SITTING WITH A TEST PAPER, UNABLE TO ANSWER ANY MORE QUESTIONS, FOR A LONG PERIOD OF TIME (e.g. more than 3 minutes), except if they are clearly reading a comprehension passage before answering the questions.
- If the child completes the test before the 30 minute period is over, kindly tell them that they have done a good job, take the test paper away from them and complete the time at which the test ended.
- Otherwise, allow the children to have the 30 minute period to complete the test then kindly tell them that they have done a good job, take the test paper away from them, complete the time at which the test ended.

In addition, let the child know some basic rules of the test, such as:

- There is only ONE correct answer to each question. If child provides more than one answer (e.g. marks more than one option in the multiple choice questions) the question will be counted as an error.
- The child can move on without answering one question, and can go back to answer missing questions at any point. Fieldworker should encourage this technique when child is taking too long or is struggling to answer a question.
- The tests must be picked up and NOT left with the participant. The items of the test should not be photocopied by anyone external to the project.
- Fieldworker must not interfere with his/her work unless child has a question about how to answer. The fieldworker must not read the questions to the child.

# **ENGLISH SKILLS TEST**

## **DEFINITION**

The English Skills Test measures the ability to read and understand stimuli of different levels of difficulty (e.g. single words, sentences and passages of varying complexity) presented in the English language.

## **RESPONDENT**

Version for 12 year-olds: Younger Cohort Index Child

Version for 18 year-olds: Older Cohort Index Child

## **MATERIALS**

- English skills test+ instructions
- Pencil and eraser
- Stopwatch

## **TESTING TIME**

The testing time should not exceed 25 minutes. The first page of the test (section 1) should be administered within the first 5 minutes. If the child cannot answer these questions within the first 5 minutes, the rest of the test should not be administered.

## **TEST LANGUAGE**

The language of administration is English. This means that the test cannot be administered in any other language. The fieldworker can explain the purpose and format of the test in another language if necessary, so that the child understands what is required of them. Once children begin the test you MUST NOT explain or translate specific items or words in another language if children do not understand, since to do so would be to help the child to answer the English item. For example, a child may not understand a question or word or sentence in English and may ask you for help in Telugu. You must not offer help on test items, since to do so would mean the child was not answering the question based solely on his/her knowledge and understanding of English. Instead, offer general encouragement to do the best that they can.

## **INTRODUCING THE TEST**

Follow the instructions provided at the beginning of the English skills test. Explain to the child how much time he/she has to complete the test and explain the type of question he/she should expect in the test.

## **ADMINISTRATION RULES**

This test is split into two parts.

- Part One involves matching numbers and words and words and pictures. Children may take up to 5 minutes on this section of the test, and you must record the start and end time on the front of their test paper.
  - You may explain the purpose and format of the test in the language in which children are most fluent or which they understand the best.
  - However, if any child asks for any help during the test, make sure that you DO NOT EXPLAIN OR TRANSLATE ANY OF THE ENGLISH QUESTIONS IN A DIFFERENT LANGUAGE IN A WAY THAT WOULD MEAN THE TEST IS NO LONGER A TEST OF THEIR KNOWLEDGE OF ENGLISH. Instead, offer encouragement.
  - If a child is able to answer ANY of the items in Part One CORRECTLY, then he/she should be asked to continue to Part Two.
  - If a child is NOT able to answer ANY of the items in Part One correctly, or if they become visibly stressed or upset at not being able to answer these items, reassure them that they have done a good job and take the test away from them so that they DO NOT CONTINUE WITH PART TWO. Make the appropriate note and record any additional written comments you may have.
- Part Two involves a number of harder items including comprehension, filling in the gaps and writing sentences. This section is timed.
  - Tell the children that they should read each question carefully and that they have 35 minutes in which to complete it but that if they finish early, or cannot go any further that is not a problem, and they should just let the fieldworker know that they have finished as much as they can do.
  - You may explain the purpose and format of the test in a language other than Telugu if necessary, so that the child understands what is required of them.
  - However, if any child asks for any help during the test, make sure that you DO NOT EXPLAIN OR TRANSLATE ANY OF THE TELUGU QUESTIONS IN A DIFFERENT LANGUAGE IN A WAY THAT WOULD MEAN THE TEST IS NO LONGER A TEST OF THEIR KNOWLEDGE OF TELUGU. Instead, offer encouragement.
  - Make a note of the time at which each child starts this section of the test.
  - If the child cannot answer any more of the questions, becomes stressed or upset, or has clearly attempted to address each question and can go no further, kindly tell him/her that he/she has done a good job, take the test paper away from him/her, complete the time at which the test ended and make a. IT IS IMPORTANT THAT YOU DO NOT LEAVE CHILDREN SITTING WITH A TEST PAPER, UNABLE TO ANSWER ANY MORE QUESTIONS, FOR A LONG PERIOD OF TIME (e.g. for more than 3

minutes), except if they are clearly reading the comprehension passage, before answering the questions.

- If the child completes the test before the 20 minute period is over, kindly tell them that they have done a good job, take the test paper away from them, complete the time at which the test ended.
- Otherwise, allow the child 20 minutes to complete as much of the test as possible, then kindly tell them they have done a good job, take the test paper away from them, complete the time at which the test ended.

In addition, let the child know some basic rules of the test, such as:

- There is only ONE correct answer to each question. If child provides more than one answer (e.g. marks more than one option in the multiple choice questions) the question will be counted as an error.
- The tests must be picked up and NOT left with the participant. The items of the test should not be photocopied by anyone external to the project.
- Fieldworker must not interfere with his/her work unless child has a question about how to answer. The fieldworker must not read the questions to the child.



**ROUND 4**  
**FIELDWORKER MANUAL**  
**COMMUNITY QUESTIONNAIRE**

**July 2013**

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## PART I: YOUNG LIVES BASICS

### INTRODUCTION

The importance of having context information is based on the need to identify the links between characteristics of the environment and different indicators of child well-being collected in the Young Lives study through quantitative instruments. Taking into account the context information is crucial in any investigation based on information of the household and the child; otherwise there is a risk that the analysis is biased. For example, the relationship between household characteristics and child well-being is different in a household located in a town with access to comprehensive health services than in a household located in a town where there is not even access to a health post.

The context information that is collected in this instrument is related to all the relevant variables that affect the household and the child. Variables collecting information about social organization, access and quality of infrastructure and public services (transport, education, health, entertainment) affect the well-being of children in the study on an individual basis and collectively the community as a whole.

This survey is focused on issues of childhood, in the sense that it gives more attention on the community characteristics that directly affect the well-being of children.

### AIMS / OBJECTIVES

#### General Objective

Collect quantitative contextual information that is relevant to properly assess the links between individual characteristics, policies and child poverty outcomes.

#### Specific Objectives

Collect quantitative information of the communities in which Young Lives children live in the following areas of interest:

- General characteristics of the locality (population, routes of access, shocks, factories pollution problems in the locality)
- Social environment (social problems affecting the locality)
- Access to services (services, management of garbage, programmes operating at the locality)
- Economy (value of Agriculture and non-agriculture wages paid at the locality)
- Local prices (value of main products)
- Access to services relevant for children
  - Educational Services (General)
  - Health Services

## CHARACTERISTICS OF THE COMMUNITY SURVEY

The community survey is a survey that cross-checks information between multiple qualified informants to get the most accurate information about the characteristics of the environment in which the children live.

Unlike the household survey and the survey of children, the community survey does not collect the opinion of informants but tries to collect and verify the information gathered. It is intended to pick up "facts" or "truths" and not the subjective appreciation of the informants.

For example, in the household survey if the mother answered that her son/daughter went to pre-school, the fieldworker writes this information. In the community survey, if the responsible for the health post indicates that the post is open 24 hours a day, the fieldworker must try to corroborate the information either through direct observation or cross-checking information with other qualified informants instead.

### Selection of Informants

For each section the interviewers will bring together several qualified informants to conduct a joint interview (focus group type) to get consensual views on the subject of interest.

Aspects to take into account for the selection of qualified informants:

- To reside in the area of the survey (neighbourhood, urbanization, centre village, community, etc.).
- To have knowledge of the subject of interest.
- Credibility
- If possible, should not have specific interests to respond in a different way than the truth.
- Complementarily, should be a person with leadership in the area.

The process of selection of qualified informants is an important task to ensure the success of data collection of this survey. It is the responsibility of the fieldworker to choose the persons who meet the profile described above.

Among the main qualified informants we have, depending on the section:

- Service providers
- Users of such services
- Governors, Lieutenant Governor or other local authorities (including former authorities)
- Old resident

Qualified respondents will be interviewed individually or in group. In the case of focus groups, the interviewer would need to invite a relatively homogeneous group of participants. The

target group are a limited number of people: between 3 and 6 participants and a moderator (in this case the interviewer). The objective is to promote the interaction between the participants as a method to generate information. In general, the internal composition of the group should adequately represent individuals who could complement/contrast the information that is required but which are sufficiently homogeneous to avoid conflict between them. Fieldworkers will attempt to prevent any person "dominate" the others and its arguments are the only ones that prevail.

## Basic Definitions

**Locality/Community:** Municipal wards and revenue villages in urban areas and villages and their associated hamlets in rural areas are used as starting point to define communities (this is an operational definition; in this instrument it is known as "locality"). From there, when administering the questionnaire, it is possible to expand the borders established depending on the topic. For example, in the section of educational services we are collecting information about schools inside the locality, but also further away or outside the locality, as long as people from the locality has access to.

**Qualified Informant:** refers to a person with leadership and broad spirit of collaboration who typically resides in the locality. He/she may or may not be a civil servant or head of a community organization, possessing a significant knowledge in the field to inform. Depending on the section of the questionnaire, is the person most acknowledgeable of the locality (Councillor, Sarpanch, Ward Member, Panchayat Secretary, Anganwadi Teacher and Village elders etc.) or about existing services in the community (Director of the school, nurse, technical nurse, teacher, etc.).

**Fieldworker:** is the person responsible for collecting the information of the localities in the Community questionnaire. The quality of the data will be determined by the quality of their work.

## Fieldworker's documents and materials

- **Fieldworker ID** is the document that identifies the fieldworker as such and which must be in visible place so that it does indeed serve as presentation and identification.
- **Letter:** a document that is issued by CESS, which guarantees the presence of the fieldworkers in the area. This document will be shown to the informants whenever fieldworkers have to ask for information.
- **Fieldworker manual:** contains definitions and general instructions about the survey, so that the fieldworker can do his job.
- **Questionnaire:** document in which the fieldworker will fill in the information he/she gets about the community/locality.
- **GPS:** measurement equipment that will help the interviewer to have a precise geographical location of the area he/she is visiting.

- **List of communities/localities:** contains the list of places where the fieldworker should canvass a community questionnaire. The list includes the community ID and the name of the locality where the community instrument is to be collected.
- **Supplies:** pencils, eraser, sharpener and notebook for your notes. In addition instruments for all fieldworkers such as bags to protect surveys, etc.
- **Mini Laptop:** this is the computer where the programme SurveyBe will be installed.
- **School codes:** list of the 11-digits census code numbers (U-DISE) to identify the correct school in section 1 of module 2.

**REMEMBER:** It is extremely important to carry with you the list of school codes to assign the correct census code to each school in the community.

## GENERAL INSTRUCTIONS FOR CANVASSING THE COMMUNITY SURVEY

### How to fill in the questionnaire

The fieldworker can fill in the survey in the physical questionnaire using a pencil. However, once the survey is completed, the same fieldworker is responsible for typing all the information on the mini laptop, using the SurveyBe programme. This must be done before leaving the locality.

Note: if the fieldworker does not understand a question or procedure, read this manual. It is important that the fieldworker adds comments about problematic questions or answers (for example, where the fieldworker is not sure about the code or he/she finds out surprising answers). These may be entered directly in CAPI. After the interview, the fieldworker should perform quality control of their work and see if there is need to return to the community.

### Instructions for the fieldworker

The questionnaire contains instructions and reminders which help you fill out the questionnaire correctly.

- To improve the flow of the questionnaire and keep the respondents informed of what is happening in the questionnaire there are words in the questionnaire such as "**SAY:**" which are a sign that the following sentence must be read exactly as it is written. (E.g. SAY: Now I would like to ask you about natural disasters or outbreak of diseases and epidemics that might have occurred at LOCALITY since 2009.)
- Whenever you see the word **FIELDWORKER**, these are instructions for the fieldworker that should not be read to the respondent. (E.g. Fieldworker: please refer to the biggest factory, the one that employs most people from locality.)
- Whenever you see the word LOCALITY, you should mention the **name of the locality** and read the question aloud including that name. (e.g. Approximately, how many people (including children) live in LOCALITY?)

- There are some questions that have the instruction **SPECIFY**, generally located where there is a category for "Other" in the questionnaire. Codes for these questions have been the most exhaustive as possible and fieldworker should always try to find an appropriate code from the options available in the questionnaire. However, it may be the case that the fieldworker do not find a suitable code for the answer given by the respondent. If there is no appropriate code, you can use the code "Other", and as the instruction says 'Specify' (enter) the detailed answer.

|     |  |       |                    |
|-----|--|-------|--------------------|
| 2.4 | <b>What type of Health Establishment is this health facility?</b><br>01 = Public/Government<br>02 = Private<br><b>03 = Others (specify) NON-PROFIT</b> | [0 3] | TYPESTB<br>SPECSTB |
|-----|--|-------|--------------------|

## Types of questions

There are 5 types of questions:

- Questions with options:** each question is followed by a set of options, where only one option should be selected.

|      |  |         |         |
|------|--|---------|---------|
| 2.13 | <b>Fieldworker: How would you rate the overall condition of the building of the health facility?</b><br>01 = Good,<br>02 = Average,<br>03 = not good | [ ___ ] | OVALLCN |
|------|--|---------|---------|

Some questions have other types of responses, as shown in the following example:

|       |   |         |           |
|-------|---|---------|-----------|
| 1.5   | <b>Are there any factories in or close to the community that employ community residents?</b><br>00=No → skip to 1.6<br>01=Yes, within village,<br>02=Yes, outside village in 5kms radius  | [ ___ ] | (FACTORY) |
| 1.5.1 | <b>What kind of factories is closest to the locality?</b><br>01 = Metallic products. e.g. Welding metal goods, casting metal<br>02 = Non-metallic products for construction. e.g. cement products, bricks, tiles<br>03 = Chemicals and chemical products. e.g. soap<br>04 = Wood products | [ ___ ] | KNDFACCL) |

You should enter the code "88" (NA) in 1.5.1 question, if in question 1.5 showed that there are no factories in the locality. In such a case there is no need to ask about the kind of factories closest to the locality. (This applies mostly for the physical questionnaire because in SurveyBe the programme will automatically skip question 1.5.1.)

- Questions with codeboxes:** sometimes you will find a question that requires you to refer to a table of codes in order to identify the response code. This happens when the possible answers are too numerous to detail them in the space available or when

the options of answers apply to a different question. A good example is the question 1.2.1 on most common "means of transport" used to travel to the district Capital which is shown below:

| 1.2.0  | 1.2.1                       |
|--|-----------------------------|
| What is the most common means of transportation used to travel to the capital of the district? You may name up to three, but please name the most common means first.<br>(Use Code Box #2) |                             |
| 1  | _____<br>TRANS1<br>SPCTRAN1 |
| 2  | _____<br>TRANS2<br>SPCTRAN2 |
| 3  | _____<br>TRANS3<br>SPCTRAN3 |

Codebox # 2 contains a list of "means of transport" which are of two digits:

| CODE BOX # 2 – Means of Transportation |                            |                |       |
|--|----------------------------|----------------|-------|
| 01 = By foot                           | 05 = Mototaxi              | 09 = Truck     |       |
| 02 = Animal (horse, donkey, etc.)      | 06 = Car                   | 10 = Rail      | 77=NK |
| 03 =Bicycle                            | 07 = Micro, Combi, minibus | 11 = Boat      |       |
| 04=Motorcycle/scooter                  | 08 = Bus                   | 13 = Other(sp) |       |

Question 1.2.3 allows for up to 3 answers. The appropriate codes should be entered in the space provided "[ \_\_\_\_ ]" and you should never circle the answer in the codebox table.

- c. **Open-ended questions:** some questions are for the fieldworker to write them down. This is the case of the following question, where a space is provided to write down the answer.

|                |  |  |                                  |
|----------------|--|--|----------------------------------|
| 4.2            | <b>FIELDWORKER:</b> Take note of the local average value of each type of foods, candy, drinks, etc that the worker receives additional to their daily wage (so it is possible to estimate the total value of a whole day of work in the locality). |  |                                  |
| ID<br>(FOODID) | Type of product/ meal<br>(TYPEFOOD)  |  | Average Local Price<br>(AVGPRCE) |
|                |  |  |                                  |
|                |  |  |                                  |
|                |  |  |                                  |
|                |  |  |                                  |

- d. **Numerical questions:** some questions require that respondents provide year of occurrence of natural disasters, a product price, population of the locality, etc. You must write the numbers clearly.

In the case of responses that require two-digit, a space of two values will be provided:

|     |  |          |        |
|-----|--|----------|--------|
| 1.4 | <b>In the past year, how many months has the main route of access to LOCALITY been inaccessible?</b><br><b>Fieldworker:</b> if road has not been inaccessible (i.e. 0 months), skip to question 1.5. | [ ____ ] | Months |
|-----|--|----------|--------|

For questions that require more than two-digits, a space is provided to write the amount, such as:

|     |   |          |         |
|-----|---|----------|---------|
| 1.1 | <b>Approximately, how many people (including children) live in LOCALITY? (Revenue Village)</b><br>77=NK | [ ____ ] | POPSIZE |
|-----|---|----------|---------|

- e. **Matrix questions:** most of the questions in this questionnaire are in the form of a matrix or table. The questionnaire includes instructions on how fill in these tables and each question usually has a list of codes under it.

| 1.7 SAY: Now I am going to ask you about any pollution problems that may exist in LOCALITY. |   |  |  |   |
|---|---|--|--|---|
|   |   | 1.7.1  | 1.7.2  | 1.7.3.  |
| ID  | <b>Pollution Problems</b>                                     | <b>Is this a problem in LOCALITY?<br/>01=Yes<br/>00=No (go to next line)</b> | <b>If yes, to what extent does it affect LOCALITY?<br/>01=Severely<br/>02=Slightly</b> | <b>Think about the problem 4 years ago. Compared with now, was it:<br/>01=more serious<br/>02=about the same<br/>03=less serious<br/>04=did not exist</b> |
| <b>Polluted water sources due to:</b>   |   |  |  |   |
| 1   | Industrial waste deposited or dumped at (or in) water sources | ____ (INDWPROB)  | ____ (INDWAFCT)  | ____ (INDWPRB4)   |
| 2   | Local families garbage dumped at (or in) these water sources  | ____ (GARWPROB)  | ____ (GARWAFCT)  | ____ (GARWPRB4)   |
| 3   | Animal faeces at (or in) water sources                        | ____ (ANMWPROB)  | ____ (ANMWAFCT)  | ____ (ANMWPRB4)   |
| <b>Polluted lands nearby residential zones, due to the presence of:</b>                     |   |  |  |   |
| 4   | Wasteland (non-regulated space) where firms dump garbage      | ____ (FRMDUMP)   | ____ (FIRMAFACT)   | ____ (FRMDUMP4)   |
| 5   | Wasteland where local families dump garbage                   | ____ (FMLYFUMP)  | ____ (FMLYAFCT)  | ____ (FMLYDMP4)   |
| 6   | Wasteland where families from other localities dump garbage   | ____ (LOCLDUMP)  | ____ (LOCLAFACT)   | ____ (LOCLDMP4)   |
| 7   | Animals' excrements on the streets (of the locality)          | ____ (EXCRDUMP)  | ____ (EXCRAFACT)   | ____ (EXCRDMP4)   |

## Skipping patterns

Some questions have skips. If there is **no** SKIP when you have finished annotating the answer to a question, you can proceed to the following question. The symbol “→ go to question #” or “skip to #” after an answer, indicates the question that should be asked next.

|     |   |   |           |
|-----|---|---|-----------|
| 1.5 | <p>Are there any factories in or close to the community that employ community residents?</p> <p>00=No → skip to 1.6<br/>01=Yes, within community<br/>02=Yes, outside community in 5kms radius</p> | — | (FACTORY) |
|-----|---|---|-----------|

In matrix questions, you will find “go to next line” indicating that the same question should be asked for the next row, row by row.

## PART II: COMMUNITY QUESTIONNAIRE

In the following sub-sections we provide specific guidelines for specific questions that may be problematic or may require further explanation.

NOTE: the fieldworker should be very aware of 3 codes throughout the interview:

- 77= Don't Know (NK)**
- 79= Refused to answer**
- 88= Not applicable (NA)**

### IDENTIFICATION PAGE

#### LOCALITY IDENTIFICATION

**0.1** Community/Locality ID: unique for each survey (one per community). This ID will serve as a link to associate this instrument to each child and their household of the Young Lives study. Each fieldworker will receive a list with all the community ID and their corresponding name of the locality, which so far is being handled.

**0.3.1** GPS coordinates: for taking GPS of the locality, the fieldworker should take into account as main reference the main square. In case there is not such place, then the fieldworker should take another place of reference (school, church) and annotate in the corresponding space provided in **0.3.2** the new reference point.

#### INFORMANTS ROSTER

**0.7.6.** Position: for indicating the post or position that the informant has in the locality. If the informant has 2 positions, they should be noted in the same line (two columns are enabled).

**0.7.7** The objective is to know the number of years since the informant lives in the community. In case the informant has only worked in the community without having lived there, the fieldworker should enter the highest value.

## MODULE 1: GENERAL MODULE

### SECTION 1: GENERAL CHARACTERISTICS OF THE LOCALITY

**Qualified informants recommended for this section:** it is recommended for this section to have present: the Councillor, Sarpanch, Ward Member, Panchayat Secretary, Anganwadi Teacher and Village elders.

**1.1** The aim is to know the number of people (population) that live in the community. This population includes children. People living temporarily away from the community (e.g. migrants out for work who visit the community several times a year) should be counted as part of this population ONLY if they have spent 6 months or more living in the community during the previous 12 months to the day of the survey.

**1.2.0** The objective of these questions is to find out the total time in minutes that usually takes a resident of the locality to reach the district capital. The fieldworker should record in **1.2.2** the time in MINUTES spent to reach the capital of the district for each most common means of transport recorded in **1.2.1**

**1.3.1** The objective is to know which is the principal route of access to the locality (from those routes recorded as “01=yes” in question **1.3**).

*In the case of Q1.3.1, Q1.4 and Q1.4.1, the fieldworker should take into account the characteristics of the last kilometres of the main route used to reach the locality to define which is the principal route. The fieldworker should note that these questions are only about the principal route. If there is more than one route in the first kilometres, the fieldworker should register the most predominant.*

**1.4** The objective of this question is to know for how many months the principal route has been inaccessible. If the main route is inaccessible part of a month (i.e. at least a week) you should consider it as if it was the whole month.

**1.5.1** The objective is to collect information about the kind of factory which is closest to the locality.

**1.5.2** This question refers to the single factory that employs most people from the locality (as opposed to the type of factory that employs most people from the locality)

**1.5.2.1** The objective is to capture an approximate figure of the number of people that the factory mentioned in 1.5.2 employs.

**1.6** The questions in this matrix aim to find out if the community has suffered any natural disaster or outbreak of diseases and epidemics in the last four years; if so, what were the consequences of the events and whether the population received any help.

The fieldworker should be aware that:

- A **DISASTER** is any major adverse event that affects the locality damaging, for example, roads, farmland and/or areas where people live in (including animals and people).
- It is possible that the same event occurs **multiple times throughout the 4 year period** between Round 3 and Round 4. For example, a storm could have affected the locality in April 2011 and October 2012. In this case, you must capture the storm in April 2011 in one row and the storm in October 2012 in the following row.
- When a DISASTER of the same type happens several times **in a calendar year**, do **NOT** capture the same event more than once per year. Instead, you should capture the one that affected most the locality in that calendar year. For example, if a storm happened in February 2011 and November 2011, collect the information of that storm that affected more the locality.
- In matrix 1.6, we ask questions about events and effects. These are not the same and may require you to investigate further what respondents are reporting. For example, if the informants mention that a pest affected the locality you should find out, for example, whether the pest was caused by a drought or whether the pest was the spread of a virus such as the swine flu.

In the first case, since the pest is the effect of a drought you should first capture the drought as a DISASTER in question 1.6.1 and only then enter the pest as an effect to the drought under question 1.6.3. (You must not capture the pest as DISASTER in this case).

In the second case, the pest as a spread of a virus (not caused by other disaster) should be captured as a DISASTER under 1.6.1.

Note that since some events can be either a DISASTER or an effect of a DISASTER depending on the circumstances, some codes in Codebox #3 and #3a overlap.

**1.6.1** This question tries to find out whether in the last four years the locality has been affected by a natural disaster, disease or epidemic. If so, you must use codebox 3 to enter the code of the disaster.

- **It is important to mention that if the effects of a natural disaster are mentioned, these should NOT be registered as events in this question.** For example, if a flood resulted in an epidemic, the event must be registered as flood. The epidemic that occurred as a result of the flood will be recorded as a consequence of the event in **Q1.6.3**
- It is possible that the same event has occurred multiple times along the 4 year period between Round 3 and Round 4. For example, a storm could have affected the locality in April 2011 and October 2012. In this case, you must capture the storm in April 2011 in one row and the storm in October 2012 in the following row.
- Do NOT capture more than one event of the same type per calendar year. If more than one events of the same type affected the locality in the same calendar year, capture the one that affected most the locality.

**1.6.2** Here we want to capture the month and year when the disaster mentioned in 1.6.1 happened.

- **A disaster may last for several months. Therefore, when recording the month when the disaster happened enter the month when the occurred, began or started.**

- It is possible that the same event has occurred multiple times along the 4 year period between Round 3 and Round 4. For example, a frost could have affected the locality in April 2011 and October 2012. In this case, you must capture the frost in April 2011 in one row and the frost in October 2012 in the following row.

- Within the same year, for example 2009, do not capture more than one disaster of the same type. If two events of the same type happened in one year (e.g. heavy rain) capture the one that affected most the locality.

**1.6.3** The objective is to find out the two main effects of the event. You should code according to the **Codebox #3a**.

- Some codes in Codebox #3a overlap with Codebox #3. This is not a mistake, please read the explanation in the box above in question 1.6 for an explanation.

**1.6.4** The objective is to understand the severity of the disaster in terms of the percentage of households in the locality affected by the event. If the informant says that half of the population was affected enter the code "03" (between 50 and 90). If more than 90 of the population were affected, use code 4 (the entire population 100).

## SECTION 2: SOCIAL ENVIRONMENT

**Qualified informants recommended for this section:** whether you decide to hold one-to-one interviews or a focus group, it is recommended for this section to have present: Councillor, Sarpanch, Ward Member, Panchayat Secretary, Anganwadi Teacher and Village elders.

**2.1** The objective is to find out if the locality is organized in some way to address social problems that may exist in their environment.

Social problems such as rape, serious injury and murders should be considered in the category 09 "violent crimes". Family violence against women & children must be registered in the alternative of "Others".

**2.1.2** This questions should be asked independently of the answer the informant provided in question **2.1.1**, whether "yes" or "no". The rationale for asking this question when the previous answer is "no" (the problem does not exist in the locality) is because, it can be the case that the problem does not exists precisely because there are groups organized against it or because organized groups have previously eliminated the problem and they keep organized to avoid a resurgence.

**2.1.3** The following advice applies for the physical questionnaire.

- Code "00" should only be selected if **2.1.1==NO** and **2.1.2==YES**.
- Code "01" should only be selected if **2.1.1==YES** and **2.1.2==YES**.
- Codes "02" and "03" can be selected for any combination.
- Codes "04" and "05" should only be selected if **2.1.1==YES**
- Code "06" should only be selected if **2.1.1==NO**.

## SECTION 3: ACCESS TO SERVICES

**Qualified informants recommended for this section:** whether you decide to hold one-to-one interviews or a focus group, it is recommended for this section to have present: the Councillor, Sarpanch, Ward Member, Panchayat Secretary, Anganwadi Teacher, Village elders, and Labour

**3.1** The fieldworker should take into account the type of locality for the first 2 services. If it is urban, he/she should follow the text specified for URB and if it is rural he/she should use the text designated by RUR.

**3.1.1** The purpose is to know about the services available to the locality. If the answer is “NO” to a service, fieldworker should ask for the nearest service and record the answers in 3.1.4 and 3.1.5 (when columns are not shaded).

**3.1.2** Only record the year if the service has become available during the previous 4 years. Otherwise, write “8888” (service became available before 2009) as we already have this information from previous rounds.

**3.1.3** The objective is to get a sense of the quality of the services available in the community. Note that the fieldworker should skip to the next service after completing this question.

**3.1.4 / 3.1.5** The objective is to know the time in minutes taken to the nearest service using the most common means of transport. Both questions are only asked when service is not available in the locality.

**3.2** The objective of these questions is to know how are the ways in which residents of the locality get rid of their garbage.

**3.2.3** Interviewer should make sure to select options 01, 02, and 03 ONLY ONCE.

**3.3** The objective is to find out the different types of programmes that exist in the locality.

**3.3.1** The objective is to know which kind of programmes operate in the locality. Skip to next line if programme is operational in the locality.

**3.3.2** We only want to collect the year when the programme stopped if it is no longer operational but it was running during 2009. If programme was not operational in 2009-10 enter 8888.

## SECTION 4: ECONOMY

**Qualified informants recommended for this section:** whether you decide to hold one-to-one interviews or a focus group, it is recommended for this section to have present: the Councillor, Farmer, Agriculture and non-agriculture labour, President of the community, Company owner.

**4.1** This table aims to collect data about salaries and wages that are paid in the locality for activities related to agricultural work, distinguishing the adults by gender and age.

**4.1.1. / 4.1.3** We ask about DAILY wages. If wages are provided on a monthly basis, you should divide it between the days that an average adult works.

**4.2** In this box you must write down the prices of each non-monetary benefit that an adult received in addition to their wages. You should enter the information per line and in local prices.

**4.3.1. / 4.3.2** We ask about DAILY wages. If wages are provided on a monthly basis, you should divide it between the days that an average adult works.

## SECTION 5: LOCAL PRICES

### **Qualified informants recommended for this section:**

These are sellers/vendors of the designated products.

**Note: This section must be collected through sellers or vendors of the products as opposed to asking the group of qualified informants invited to being inquired about the rest of the questionnaire.**

**5.1** The following table aims to find out the local prices of different products. The fieldworker must report two prices from different vendors for the same product.

*Note: If a product from the list of the questionnaire has several options (e.g. loose rice, brown rice in plastic package, etc.) the fieldworker will go to his first informant or vendor and ask for the product that is the most commonly consumed in the locality. Then, he/she will ask to the second informant or vendor about the product with similar characteristics.*

If the informant says that a product is not sold in the locality but is consumed in it, it is necessary that the fieldworker inquires for the price of the good with the informant. Then, the fieldworker must use "vendor code" 16, indicating that it is not sold in the locality.

If any of the products, for example in the category of Health, does not exist in the locality in the required descriptions, the fieldworker must calculate the equivalence. For example, if in the community the fieldworker finds out that 250mg of amoxicillin is not sold but it is sold in 500mg, then the fieldworker should obtain an approximate price by dividing the unit between two.

*Note: the interviewer should always keep in mind that if he/she consults the price of a product with two vendors, the product should be comparable in its weight, quality, brand (if possible), etc. If the fieldworker does not find the product of the above features, then he/she should proceed to register the most similar product.*

## MODULE 2: CHILD-SPECIFIC MODULE

### SECTION 1: EDUCATIONAL SERVICES

#### **Qualified informants recommended for this section:**

Director of the school, teacher, parents.

**1.1** The objective is to obtain a full list or roster of schools available in the locality between grade 1 to grade 12. This includes schools inside the locality but also further away or outside (as long as people residing in the community have access to). Please make sure that you collect as many schools as they are available in the table.

**1.1.3** the objective is to ask about the 11-digit census code of the school the child goes to. Use the list of census code numbers you got from the field supervisor to identify the correct school. The decomposition of a school code 01020100101 is as follows:

|              |                 |              |                |                        |
|--------------|-----------------|--------------|----------------|------------------------|
| 01           | 02              | 01           | 001            | 01                     |
| <i>State</i> | <i>District</i> | <i>Block</i> | <i>Village</i> | <i>School Sequence</i> |

**1.1.8** You should visit each school and get GPS coordinates for each school.

### SECTION 2: HEALTH SERVICES

#### **Qualified informants recommended for this section:**

Nurses, health promoters, doctors on call, people who make use of the service.

**2.1** The aim of this table is to know what kind of health facilities is found in the locality.

*The interviewer should be careful and able to distinguish between the different health facilities in the table.*

#### **DEFINITIONS**

**Public Hospital:** a hospital at the secondary referral level which include services such as outdoor patient department, indoor and emergency services. They have operation theatres, labour rooms and beds for indoor patients.

**State run Health Centre (PHC):** The most basic units with the most basic facilities, and especially serving rural India. They are the first port of call to a qualified doctor of the public sector in rural areas for the sick and those who directly report or referred from Sub-Centres for curative, preventive and promotive health care. Some PHC's may also have labour rooms.

**Public clinic (Sub centre):** a Sub-Health Centre (Sub-centre) is the most peripheral and first point of contact between the primary health care system and the community. Sub-centres are expected to promote and provide preventive and few curative primary health care services.

3.3 The objective is to find out the types of health care providers that exist in the surveyed locality.

## DEFINITIONS

**Trained midwife:** is a person who offers care to childbearing women during pregnancy, labour and birth, and during the postpartum period providing care for the new-born and assisting the mother with breastfeeding. A midwife is duly recognized in the country in which it is located after successfully completing the prescribed course of studies in midwifery and acquiring the requisite qualifications to be registered and/or legally licensed to practice midwifery. Not medically qualified (no certificate), but locally trained on assisting the delivery. Some of them may be considered as safe deliveries.

**Traditional birth attendant:** is a person who provides basic pregnancy and birthing care and advice based primarily on experience and knowledge acquired informally through the traditions and practices of the communities where they originated. They usually have not received formal education, have no modern health care training, and are not typically subject to professional regulation (such as certification or licensure). Traditional birth attendants acquired their skills on a learning-by-doing basis.

**Trained nurse:** is a person who is trained to give care to people who are sick or injured. Like doctors, nurses can specialize in what work they do.

## OBSERVATION GUIDE

**2.13-2.14** observe the health facility conditions and write down the code that corresponds according to your judgement.

**2.15-2.18** these are not part of the observation guide. Please ask to the qualified informants recommended for this section.

## PART III: MINI-COMMUNITY QUESTIONNAIRE

In the following sub-sections we provide specific guidelines for administering the Mini-Community questionnaire, which is a subset of the Community questionnaire. To be precise, the former contains particular sections of the latter and, therefore, any clarification about them can be found in the previous sections of this manual. However, some particular aspects of the Mini-Community questionnaire will be expanded in the following sub-section.

### WHEN TO OPEN A MINI-COMMUNITY QUESTIONNAIRE

Supervisors will open a Mini-Community questionnaire for every index child that moved out of a Young Lives community, regardless of the time spent in the new community.

Based on this, there are 5 types of movements:

1. Village to village
2. Ward to ward (within same town or city)
3. Village to city
4. City to village
5. City to city

All types of movements, except the second one Ward to ward (within same town or city), will lead to a new mini-community questionnaire as the community context in which the child would be living will be different.

#### Criteria to open a new Mini-COMM questionnaire

In sum, a supervisor will open a new Mini-Community questionnaire if:

1. The index child moved out of a YL site.
2. The child moved under any of this classifications:
  - a. Village to village
  - b. Village to city
  - c. City to village
  - d. City to city

## HOW TO CODE A MINI-COMMUNITY QUESTIONNAIRE

The Mini-Community questionnaires will be coded in a separate file with the prefix **IN\_MINI\_COMM.**

It is very important that supervisors do not duplicate ID's. Therefore, each supervisor will have a pre-assigned range of ID's that s/he will use to open a new Mini-Community questionnaire.

*Example:*

*Supervisor #1 will use Mini-Community ID's from 400 to 450.*

*Supervisor #2 will use Mini-Community ID's from 451 to 500.*

*And so on.*



# ROUND 4

# FIELDWORKER

# MANUAL

# OLDER COHORT

# CHILD

# QUESTIONNAIRE

September 2013



**CENTRE FOR ECONOMIC AND SOCIAL STUDIES**  
Begumpet, Hyderabad – 500 016, Phones : 040-23402789, 23416780, Website: [www.cess.ac.in](http://www.cess.ac.in)

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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.

## SECTION 0 – PARENTS AND CAREGIVER’S UPDATE

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### PURPOSE

The purpose of this brief section is to fill-in some basic information about the parents and previous primary caregiver that will work as filters to ask specific questions and/or sections throughout the questionnaire. Thus, it is NOT intended to collect any additional information than the one collected in *Section 0 - Household Roster* of the Older Cohort Household Questionnaire.

### DEFINITIONS

**Primary caregiver:** In Round 3, the primary caregiver was defined as the person who spent most time taking care of the YL Child. This person was usually the mother, but could have also been another household member.

### INSTRUCTIONS

Due to the nature of this set of questions, you may not have to ask all of them, but you could fill them based on the pre-filled information from Round 3 included in this section. Therefore, you must read it carefully and proceed accordingly.

#### **Q.1: Sex of [YL Child]**

This question will be answered by observation only.

#### **Q.2: Is your father still alive?**

You will see pre-filled whether [YL Child]’s father was alive or not in Round 3. Please check the pre-filled information in PQ.2 and only ask this question if father was alive in R3. Otherwise, select “No” without asking the question.

#### **Q.3: Is your mother still alive?**

You will see pre-filled whether [YL Child]’s mother was alive or not in Round 3. Please check the pre-filled information in PQ.3 and only ask this question if mother was alive in R3. Otherwise, select “No” without asking the question.

#### **Q.4: Is [2009 CAREGIVER] still alive?**

You will see pre-filled the name of [YL Child]’s previous caregiver for you to refer when asking this question.

#### **Q.5: Do you still live with [ROUND 3 CAREGIVER]?**

**REMEMBER:** IN ROUND 4, WE WON’T ASK WHO [YL CHILD]’S PRIMARY CAREGIVER IS AS WE ASSUME S/HE IS ALREADY A YOUNG ADULT AND ABLE TO TAKE CARE OF HER/HIMSELF. **THUS, KEEP IN MIND THAT WHENEVER WE REFER TO THE PRIMARY CAREGIVER THROUGHOUT THIS QUESTIONNAIRE, WE ARE ASKING ABOUT THE ROUND 3 CAREGIVER.**

## SECTION 1 – MIGRATION

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### SUB-SECTION 1.1 – MIGRATION HISTORY

#### PURPOSE

This section intends to collect YL Child's movements to a different locality since Round 3 (2009/2010) for 2 months or more (or that are expected to last 2 months or more). The only exceptions are the temporary movements that occur during school/college/university's holidays, after which the child returns home. Those holidays 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 2 months (or that is expected to last for at least 2 months). 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

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 moved to a different locality for at least two months since our visit in 2009-10?**

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”.

*Example: An OC boy has gone to the district capital for temporary work during a time when there is little agricultural work. He left three 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 5 weeks, and he had not moved for at least two months at any other point since 2009-10, the answer should be coded “00=No”, as in total he will not have been away for at least two months when he comes back from this trip.*

***In the movements' history should be excluded temporary movements occurred during school/college/university's holiday periods, after which the Index Child returns to his/her original household***

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

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

Remember that the range of years is from 2009 to 2013.

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

Please enter the number in completed months. If the respondents answers in years, use the calculator to convert the response into months. If the YL Child still lives in this town, enter "0". This means that the last locality entered must be the one in which he/she currently lives.

Remember that since you want to record the history of movements of at least 2 months, this question should not have "1" as an answer **UNLESS** s/he moved one month ago, but expects to stay there indefinitely.

The next two questions inform on

**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: 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=77" 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)<br>06= For training (Second reason)  |
| Marriage/spouse     | <i>Index Child</i> moved in order <u>to get married</u><br><i>Index Child</i> was <u>already married</u> AND moved to follow spouse   | 12 = Marriage<br>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)<br>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)<br>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<br>23=To join or to be close to family (Second reason)  |
|                     | Disputes with spouse:<br>1) Have a dispute and move together<br>2) Move together (no dispute)<br>3) Move to different locations because of a dispute<br>4) Move to different locations (no dispute)     | 1) 26=Forced to move by spouse / partner<br>2) 21=To follow spouse/ partner<br>3) 13=Divorce/ separation<br>4) Reason for moving apart e.g.<br>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.7: 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 going to move **BEFORE** moving there (support system/network). If he/she answers “No=00”, skip to the next section. It is very important that the respondent understands that we are not asking about people whom the respondent knows now, but rather, who the respondent knew **BEFORE** s/he moved.

**Q.8: 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.

### **SUB-SECTION 1.2 – LINKS WITH CAREGIVER**

#### **PURPOSE**

The purpose of this sub-section is to determine the ties that the *Index Child* has with the person who was his/her primary caregiver in Round 3 in the cases in which this person is still alive and no longer lives with the Index Child. This sub-section also registers the transfers that the primary caregiver (or his/her family) and the *Index Child* (or his/her family) may be sending to each other.

**NOTE:** THIS SECTION IS ONLY ENABLED IF (1) ANSWER TO Q.4 IN SECTION 0 IS “YES” AND (2) ANSWER TO Q.5 IN SECTION 0 IS “NO”. THIS MEANS THAT THIS SECTION IS ONLY ENABLED IF THE PERSON WHO WAS THE PRIMARY CAREGIVER OF THE INDEX CHILD IN ROUND 3 IS STILL ALIVE BUT IS NOT LIVING WITH THE *INDEX CHILD* ANYMORE. THIS MAY BE BECAUSE:

- A. THE *INDEX CHILD* MOVED AWAY FROM THE ROUND 3 HOUSEHOLD FOR E.G. WORK, STUDYING, OR MARRIAGE.
- B. THE ROUND 3 CAREGIVER MOVED AWAY FROM THE ROUND 3 HOUSEHOLD FOR E.G. WORK, TO JOIN FAMILY, DIVORCE ETC.
- C. THE ROUND 3 CAREGIVER AND THE *INDEX CHILD* MOVED AWAY FROM THE ROUND 3 HOUSEHOLD BUT NOT TO THE SAME LOCATION. FOR INSTANCE, THE *INDEX CHILD* MAY HAVE MOVED TO THE DISTRICT CAPITAL FOR WORK, WHILE THE ROUND 3 CAREGIVER MOVED TO BE WITH HER/HIS FAMILY IN A NEIGHBOURING VILLAGE.

THIS SECTION SHOULD BE SKIPPED IN CASES WHERE THE ROUND 3 CAREGIVER AND *INDEX CHILD* MOVED AWAY FROM THE ROUND 3 HOUSEHOLD AND WENT TO THE SAME LOCATION SO THAT IN ROUND 4 THEY ARE STILL LIVING TOGETHER.

## INSTRUCTIONS

### **Q.1: How often have you personally visited or have been visited by [ROUND 3 CAREGIVER]?**

This question seeks to find out with what frequency the *Index Child* has been visited by or visited his/her primary caregiver of 2009. This question refers to the period since the *Index Child* and his/her primary caregiver in Round 3 stopped living together. Wait for the *Index Child's* answer and then code his/her answer. You have to keep in mind that the option “Every day (01)” does not literally mean from Monday to Sunday every week of the year, instead it can be, for example, 4 or 5 days a week or something similar.

### **Q.2: How often do you have contact with [ROUND 3 CAREGIVER] excluding the number of times you have personally visited or have been visited by [ROUND 3 CAREGIVER]?**

This question implies different forms of communication. For example: letters, mobile phone, phone, Internet (Facebook, Chat, Skype, etc). As mentioned in the previous question, the option “Every day (01)” should not be understood literally.

*The next four questions are very important because they give an idea of the amount of money that the *Index Child* is sending to / or receiving from his/her Round 3 primary caregiver.*

### **Q.3: In the last 12 months, have you or any of your household members sent out any support/help/gift in cash or in kind to [ROUND 3 CAREGIVER] or any of her/his household members?**

This question is about money sent FROM the *Index Child* or any of her/his current household members TO his/her Round 3 caregiver. If the answer is “No=00”, skip to question Q.5.

### **Q.4: What is the total value (cash and in kind) sent out in the last 12 months?**

What is asked here is the total value in Rupees of everything that was sent during the last 12 months. If one part was sent in-kind, value/convert that part into Rupees.

### **Q.5: In the last 12 months, have you or any of your household members received any support/help/gift in cash or in kind from [ROUND 3 CAREGIVER] or any of her/his household members?**

This question is about money sent TO the *Index Child* or any of her/his current household members FROM his/her Round 3 caregiver. If the answer is “No=00”, skip to the next sub-section.

### **Q.6: What is the total value (cash and in kind) received in the last 12 months?**

What is asked here is the total value in Rupees of everything that was received during the last 12 months. If one part was sent in-kind, value/convert that part into Rupees.

## **SUB-SECTION 1.3 – MIGRATION EXPECTATIONS**

### **PURPOSE**

The purpose of this sub-section is to know the migration perspectives that *Index Child* may have for the coming years. A 10-year time horizon is considered to raise the question about migration expectations. This time horizon is considered in order to give full flexibility to the person's answer. During this time horizon, the *Index Child* might want to move for different reasons, such as: to continue with his/her studies, to find a job, to "broaden his/her horizons", etc.

## DEFINITIONS

**Migration expectations:** We are interested in concrete migration expectations/plans over the next 10 years. We are not interested in totally unrealistic migration "dreams": for example if the answer is "One day I would like to go to Hollywood", this would not be considered a migration expectation within the next 10 years.

**Migration:** We are interested in movements that would be long-term or permanent. In other words, this section is not asking about plans/expectation to visit other places temporarily e.g. for sightseeing or to see friends. This section is asking about movements that would be for the purpose of settling in a new location for a considerable amount of time such as a year or more. The movement does not necessarily have to be permanent, but it needs to be with the intention of temporarily/permanently settling and living in a different location.

## INSTRUCTIONS

### **Q.1: Would you like to move from your current location to a different place at some point within the next 10 years?**

This question seeks to find out if the *Index Child* wants to move to any place in the coming years. The question is formulated in an open manner. The *Index Child* might want to move to a nearby district, to another department or even to another country. The task of the interviewer is to ask the question and give full freedom to the respondent to answer. If the answer is "No=00", skip to question Q.6.

### **Q.2: Do you know where you would like to go?**

This question seeks to determine whether the *Index Child* has thought about moving to some particular place. If the *Index Child* wants to move but does not know where to, register "No=00" and skip to question Q.5.

### **Q.3: If you were to move, where would you most likely to move to?**

In case that the *Index Child* answered "Yes=01" in question Q.2, this questions seeks to find out where he/she would like (or would be more likely) to move. The *Index Child* probably will mention the name of the town, city or country where he/she would like to move. The interviewer must listen to the answer and then code it. If the *Index Child* wants to move to another state within the country, distinguish between "Neighbouring state (04)" or "Non-neighbouring state (05)", where "Neighbouring state" means that the destination state shares a geographic border with AP. The same logic applies for "Neighbouring country (06)" or "Non-neighbouring country (07)" (for example: Bangladesh, Sri Lanka and Nepal are neighbouring countries, whereas the United States is a distant country).

**Q.4: What type of locality is that?**

This question is intended to provide a bit more information on the type of location that the *Index Child* wants to move to, such as how urban and central it is.

**Q.5: What are the main reasons why you would move if you had the opportunity to?**

This question seeks to find out the reasons why the *Index Child* would move in the case that he/she answers “Yes=01” in Q.1. He/she can mention up to 3 reasons. Register the reasons mentioned in order of relevance. In case that the *Index Child* mention less than 3 reasons, register “NA=88” in the blank spaces. In “Reasons to move”, code (13) “Better connectivity” involves not only transport, but also access to other localities that will enable social, political or economic ties. For example: localities that have access to roads. Furthermore, it also involves localities that have media such as phones, mobile coverage or Internet.

**Q.6: What are the main reasons why you would NOT move?**

This question seeks to find out the reasons why the *Index Child* would not move in case he/she answered “No=00” in Q.1. He/she can mention up to 3 reasons. Register the reasons mentioned in order of relevance. In case that the *Index Child* mention less than 3 reasons, register “NA=88” in the blank spaces.

## SECTION 2 – SUBJECTIVE WELL-BEING

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### PURPOSE

The purpose of this section is to compare the current subjective well-being of the *Index Child* with respect to 2009. For example, in what respects to the locality in which he/she currently lives compared to that one in which he/she lived in 2009, 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 2009. In addition, we want to find out the *Index Child's* religion and his/her frequency of attendance to the religious services of his/her Church.

### INSTRUCTIONS

#### **Q.1: Are you living in the same location as in 2009-10?**

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 (Section 1.1) i.e. if the child is currently living in a different location from 2009 according to the movement history, the answer here should be “Yes” and vice versa.

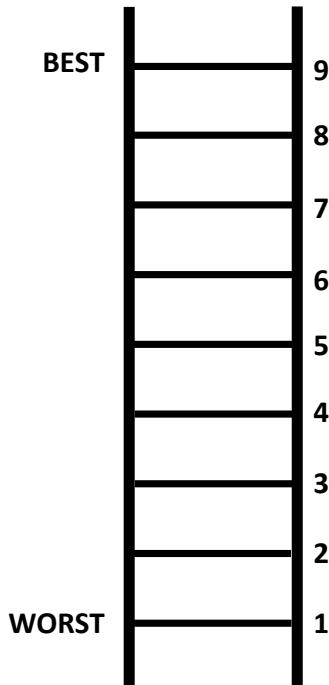
#### **Q.2: How long have you been in the current location?**

In case that the *Index Child* moved from which was his/her home in 2009, ask for how long has he/she lived in his/her current home. Register the number of months.

The next group of questions seeks to compare different aspects of the *Index Child's* life in the present to his/her life in 2009. 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 are not restricted to the geographical boundaries of the locality. If he/she moved, ask the *Index Child* to think about the life that he/she has in the place where he/she is currently living and to compare it with the one he/she had in the place where he/she used to live in 2009. Then show the *Index Child* the ladder's image (Prompt Card 1), as shown in Figure 1.

**Figure1: Ladder**



Explain to the *Index Child* 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 life for the *Index Child* in the place where he/she lives or has lived, and that the bottom part of the ladder represents the worst possible life for him/her. Then tell him/her that you will mention different aspects of life for his/her current and past locality (access to education, access to jobs, etc.) For each aspect, the *Index Child* must look the ladder and say in which step of it the mentioned aspect is located for both times: (a) currently and (b) in 2009. 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 2009. In this case, the *Index Child* will be located on a higher step than in 2009.

It is very important that you allow the *Index Child* to point to the ladder on Prompt Card 1 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.

The comparison is between the Index Child's current experience and his/her experience in 2009 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 2009/10: the comparison is between the two locations in relation to each of the domains.
- 2) Index Child did not move since 2009/10: the comparison is between how things were in relation to each of the domains in 2009/10 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. **Quality of 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)
7. **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.
8. **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.
9. **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.

- 10. 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 out loud the item 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 4 YEARS AGO, in terms of:**

With respect to the same item, make the *Index Child* to remember where it would have been located in 2009. 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 4 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 answers, it is just the assessment that the respondent has with respect to the issue that is mentioned. PLEASE DO NOT RECORD THE STEP UNTIL THE INDEX CHILD HAS POINTED TO THE STEP ON THE PROMPT CARD.**

## SECTION 3 – EDUCATION

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### 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 (2009) until the current year (2013). 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.

#### INSTRUCTIONS

##### **Q.1: Have you left school at any point since 2009/2010?**

The purpose of this question is to know whether the YL Child did not complete his academic year in any of the years between 2009 and 2013. This could be by choice, family decision, or because s/he was expelled.

The Education History table should be administered row by row. Note that it should always be filled, even if the YL Child has not failed a grade or dropped out of school between 2009 and 2013. You will start with the most recent year.

##### **Q.2: Academic Year:**

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

##### **Q.3: In which grade/type of programme were you enrolled?**

Ask about the grade in which YL child was enrolled in in that specific year. Differently from other questions related to the grade/level of education, this one has a very detailed codebox for all the possible types of education that YL child could have had, including vocational and professional secondary schools (Codebox 6).

##### **Q.4: What type of school/educational institute/university was it?**

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

##### **Q.5: 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 a 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.

##### **Q.6: 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.

#### **Q.7: 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 3. If the school name is not listed, enter 9999=Not listed. In that case Q.8 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 3 (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.8.

#### **Q.8: 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.

### **SUB-SECTION 3.2 – CURRENT EDUCATION**

#### **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**

##### **Q.1: Amount spent last academic year (Enter in rupees)**

This question seeks to find out how much the *Index Child* or his/her family spend on school, institute/college or university-related expenses. These include payments made directly to the education institution, as well as additional necessary costs that are not made directly to the education institution, but are necessary education related expenses. Payments made directly to the education institution may include: registration fees, examination fees, tuition fees, other payments to schools related to for instance parents association, or consolidated education charges. Necessary payments that are not made directly to the school may include: tuition fees, food at the education institution, transportation, accommodation, special equipment (e.g. calculator/laptop), other expenditures on items such as uniforms, books, or stationary.

Register the value in Rupees. In case 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. In the cases of school, June-July is the most common academic period. In the case of university, the period August-April is the most common academic period. In case that s/he studies during summer, consider that period also.

**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 (Section 3.1) to verify which year that is.

**Q.2: 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), register “Yes=01” or “No=00”. The way the question is set up, the studies can be financed by more than one person and you should enter “Yes” for each of the relevant options. 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.3: During the last academic year, have you ever missed school/junior college/college/institution continuously for a week or more? (excluding school holidays, national holidays, etc.)****Q.4: During the last academic year, how long was the longest period of time you were absent from school/ educational institute / university?**

Questions 3 and 4 seek to find out the absences that the *Index Child* has had over the last academic year. Question Q.3 seeks to find out if the *Index Child* has missed school/Institute/College/University. In case that the *Index Child* answers “No=00”, skip to the next sub-section. Question Q.4 seeks to find out how long his/her longest period of absence lasted. Register the number of days.

**Q.5: What is the highest qualification/certificate you have attained (including school leaving certificates/transcripts/report)?**

Given the range of ages of the sample of *Index Child*, usually the educational level will be primary or secondary level. The secondary level of education should ONLY be considered if the *Index Child* completed secondary education in July 2013 (or before). Given the *Index Child*’s ages, it is unlikely that they have any level of higher education, for this reason the option of higher education level is not available in the list of codes. If that is the case, however, use the code *Other* (08). **Note** that a TC (Transfer Certificate) is not considered a qualification/certificate.

Note that the answer to this question should be consistent with the responses in the education history.

**Q.6: 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.

Note that the answer to this question should be consistent with the responses in the education history.

**Q.7: Why are you NOT in full-time education?**

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

## SECTION 4 – EMPLOYMENT EARNINGS AND TIME-USE

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### SUB-SECTION 4.1 – LABOUR FORCE PARTICIPATION

#### PURPOSE

One of the key developments for the Older Cohort *Index Children* in this round is that they are starting to enter labour market. Given the importance of this stage, we give it a lot of attention in this round of the study. 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.

#### INSTRUCTIONS

This is one of the more complicated sections of the questionnaire, both conceptually as well as in terms of the skip pattern. Please refer to **Annex 1** to go through each scenario to be collected in this section. It is, therefore, recommended that the interviewer familiarises him/herself with the most common cases that are likely to appear in the sample. Figure 2 below summarises these cases:

Figure 2

| Is studying | He/she worked in the last 12 months   |        |
|-------------|---------------------------------------|--------|
|             | No                                    | Yes    |
| No          | Case 1 (example, full-time housewife) | Case 2 |
| Yes         | Case 3 (full-time student)            | Case 4 |

- Case 1: *Index Child* has not engaged in any work activities in the last 12 months. This could be for example because s/he is a full-time housewife or is a full-time student. This is the simplest case.
- Case 2: *Index Child* has engaged in a work activity during the last 12 months and during the last week. This is likely to be more typical in rural areas.
- Case 3: *Index Child* has worked in the last 12 months but NOT during the last week. This could be the case of a student working during school vacations and then stopping in order to e.g. continue studying. This could also be the case if a girl stopped working because of having a baby.
- Case 4: *Index Child* has engaged in studying and a work activity during the last 12 months and during the last week

**NOTE:** WHEN WE MENTION THE “LAST WEEK” AS A REFERENCE PERIOD, WE ARE REFERRING TO THE LAST 7 DAYS.

Please see Annex 1 for some clarifications on the various scenarios that might be encountered and a diagrammatic representation of this section.

### **Q.1 & Q.2:**

The first two questions (Q.1 & Q.2) inform on whether in the last 12 months the *Index Child* worked 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. If the answer is "Yes=01", skip to Q.12. 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 of 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 4.2 – 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 3: Types of activities to be collected in 4.2 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 to be collected in this section**

| AGRICULTURE & ALLIED AGRICULTURE   | NON-AGRICULTURE   |
|--|---|
| 01=Self Employed<br>(Food crops)<br><br>→ <b>Works in his own / his household's farm growing food crops, such as rice, nuts, grams &amp; pulses, spices, etc.</b>  | 08=Self Employed<br>(Manufacturing)<br><br>→ <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> |
| 02=Self Employed<br>(Non-food, including horticulture, sericulture and floriculture)<br><br>→ <b>Works in his own / his household's farm growing non-food crops, such as cotton, castor, flowers, medicinal herbs, or rearing silkworms.</b> | 09=Self Employed<br>(Services)<br><br>→ <b>Works on his own account / for his household delivering a service, such as washing/ironing clothes, plumbing, driving a taxi, etc.</b>               |

|   |   |
|---|---|
| <p>03=Self Employed<br/>(Aquaculture)</p> <p>→ <b>Rears his own / his household's fish or seafood.</b></p>  | <p>10=Self Employed<br/>(Business)</p> <p>→ <b>Works on his own / his household's business enterprise, such as a shop, barber shop, etc.</b></p>                              |
| <p>04=Self Employed<br/>(Livestock)</p> <p>→ <b>Rears his own / his household's livestock.</b></p>  | <p>11=Self Employed<br/>(Other non-Agriculture)</p> <p>→ <b>Works on his own account / for his household in any <u>non-agricultural</u> activity not mentioned above.</b></p> |
| <p>05=Wage Employment (Agriculture)</p> <p>→ <b>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).</b></p> | <p>12=Wage Employment<br/><br/>(Unsalaried / Irregular; Non-agriculture)</p> <p>→ <b>Works for someone else on a <u>casual</u> basis in a non-agricultural activity.</b></p>  |
| <p>06=Annual Farm Servant</p> <p>→ <b>Works in someone else's farm on a <u>permanent</u> basis doing skilled and non-skilled farm operations. Hired for a whole year.</b></p>   | <p>13=Regular Salaried Employment</p> <p>→ <b>Works for someone else on a <u>permanent</u> basis in a non-agricultural activity, such as a teacher.</b></p>                   |
| <p>07=Other (allied) agriculture, specify</p> <p>→ <b>Works in any other agricultural activity not mentioned above.</b></p>   | <p>15=Begging</p>   |
|   | <p>19=Other non-agriculture, specify</p> <p>→ <b>Works in a non-agricultural activity.</b></p>  |

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 4: Examples of work activities considered in this section**

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

**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).

**Q.2: 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.

This set of question 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: Which 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: What are the net earnings from this activity? (excluding extra benefits) – 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 are the net earnings from this activity? (excluding extra benefits) – In-kind**

Value/convert into Rupees

**Q.11: 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. For agricultural activities, a common frequency would be daily; whereas for non-agricultural activities, the payment could be daily, weekly, fortnightly or monthly.

**Q.12: 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.13: 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 next activity.

**Q.14: 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.

## **SUB-SECTION 4.3 – 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 4.2. 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]?**

Enter in number of years and months.

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 4.2 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 (Unsalaried/ 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: 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.

### **Q.7: What is the duration of the contract that you have?**

### **Q.8: Do you receive the following extra benefits in [MAIN ACTIVITY]?**

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.9: 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.10: 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 4.4 – 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.

### **INSTRUCTIONS**

#### **Q.1: Since 2009/2010, 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.

#### **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, are 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?**

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?**

For the entire period of the training. If the training was only one week, ask how many days he/she had to attend in that week.

For example, if the Index Child attended a training that lasted three days in week 1 and 3 days in week 2, enter 2 in Q.4.2 (2 weeks) and 3 in Q.5 (3 days per week).

**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 4.5 – 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 viceversa.

**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 5 – FEELINGS AND ATTITUDES

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### 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. 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. This section further captures the *Index Child*'s education and work aspirations and sense of economic and overall well-being.

### INSTRUCTIONS

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.

#### 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 01-39.

Please take time to explain the answer codes before starting. For this, show Prompt Card #2 to the *Index Child*. Figure 5 shows this card, which has 4 alternatives:

**Figure 5: Feelings and Attitudes (4-Point Scale)**

|                   |          |       |                |
|-------------------|----------|-------|----------------|
| Strongly disagree | Disagree | Agree | Strongly agree |
|-------------------|----------|-------|----------------|

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 08, 11, 15, 22, 24, 29 and 33 are skipped in CAPI if both parents are dead. The filter questions for this are Q.2-Q.3 in the Section 0 “Parents and Caregiver’s Update”.

**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 Prompt Card #3, represented in Figure 6.

**Figure 6: Feelings and Attitudes (5-Point Scale)**

|                   |          |                        |       |                |
|-------------------|----------|------------------------|-------|----------------|
| Strongly disagree | Disagree | More or less (neutral) | Agree | Strongly Agree |
|-------------------|----------|------------------------|-------|----------------|

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.

The next seven questions ask about the aspirations and overall well-being of the *Index Child*.

**Q.3: 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.5.

**Q.4: 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.5: 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 in 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.6: 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?"

**Q.7: What is the main constraint to achieve this?**

This question informs on the main obstacle for the *Index Child* to reach the desired occupation.

**Please do not read the options! Wait for the *Index Child's* response, and code in CAPI.**

**Q.8: Given this constraint, what kind of job/activity do you expect to have in the future?**

Given the restrictions, we want to find out what kind of job/activity the *Index Child* expects to be doing in the future.

**Please do not read the options! Wait for the *Index Child's* response, and code in CAPI.**

**Q.9: 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.**

The next four questions ask about the *Index Child*'s perception of the economic well-being of his/her household.

**Q.10: 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.11: FOUR YEARS AGO: Compared to other households here in [NAME OF CURRENT LOCALITY], 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.12: 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.10 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.13: FOUR YEARS AGO: How would you describe your household?**

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 6 – HOUSEHOLD DECISION MAKING

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### 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 six 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 four individual decisions (joining/leaving school/college; spending own money; visit parents, relatives or friends outside the community; join a community group).

For each decision, please ask the following questions:

#### **Q.1: 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 when the household was faced with it in the past. If the household has never made this decision, ask the *Index Child* to imagine what would happen (i.e. whether his/her opinion would be considered by the household) if such a decision needed to be made.

Note, there should not be any cases where the *Index Child* says that his/her has never faced decision 02 (purchases made for daily needs). If this happens, please check carefully that the *Index Child* fully understands the questions.

#### **Q.2: 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 joint decisions e.g. 06 = *Index child together with spouse/partner*.

## SECTION 7 – MARITAL AND LIVING ARRANGEMENTS

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### SUB-SECTION 7.1 – BASIC INFORMATION AND MATCHING

#### PURPOSE

To find out YL Child's marital status and to collect basic information of the spouse / partner

#### 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

##### **Q.1: What is your current 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" (02) 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* (that lacking information is covered in questions Q.2 and Q.3).

##### **Q.2: Have you ever been married?**

Remember to ask this question in a sensitive manner.

##### **Q.3: How old were you when you got married?**

If [YL Child] has been married more than once, record age of the first marriage

##### **Q.4: Which month and year was it?**

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

##### **Q.5: 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. Do NOT prompt. Wait for YL Child's response, then probe answer by asking when YL Child first met her/his spouse and compare with answer reported in Q.4.

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

##### **Q.6: Who chose your spouse?**

##### **Q.7: Did you have any say in choosing him/her?**

**Q.8: 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.9: 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:** A couple may be blood-related or unrelated. Normally, if [YL Child] marries the child of the father's sister or the mother's brother, the couple is considered blood-related. Hindus will not marry the child of fathers' brother OR mother's sister.
- **Muslims:** A couple may be blood-related or unrelated. Normally, if [YL Child] marries the child of the father's brother or the mother's sister, the couple is considered blood-related. However, this may differ across regions within the state.

**Q.10: 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.11: At the time of your marriage:**

**Was your father-in-law alive?**

**Was your mother-in-law alive?**

**Q.12: Does mother-in-law live in the household?**

This is a filter question to avoid overlapping information captured already in the OC Household questionnaire.

**Q.13: What was the highest grade of education completed by your mother-in-law?****Q.14: Does father-in-law live in the household?**

This is a filter question to avoid overlapping information captured already in the OC 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.

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

### **SUB-SECTION 7.2 – SPOUSE'S CHARACTERISTICS**

#### **PURPOSE**

To determine the basic characteristics of the YL Child's spouse.

#### **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.

**Q.6: Which of the following origins does [NAME SPOUSE] belong to?**

This question looks for the caste to which the spouse belongs.

### **SUB-SECTION 7.3 – GIFTS AT MARRIAGE**

#### **PURPOSE**

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

#### **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).

The following questions intend to get the amount paid for a typical wedding among families of the same socio-economic status as [YL Child] in the locality where s/he lives.

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

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

The next two questions intend to get the amount paid for YL Child's wedding.

**Q.3: How much money was spent by your family for your wedding (enter in Rupees)?**

**Q.4: How much money was spent by your spouse's family for your wedding (enter in Rupees)?**

The next set of questions aims to capture the value of each gift given by YL Child's family and the spouse's family.

**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**

This question identifies who received the gift given by YL Child'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**

This question identifies who received the gift given by the spouse's 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 (enter in Rupees)?**

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

## **SECTION 8 – FERTILITY**

---

This sub-section 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.

### ***SUB-SECTION 8.1 – FERTILITY ATTITUDES***

#### **PURPOSE**

This sub-section aims to find out the preferences of the Index Child about starting a family and how many children ideally he/she would like to have.

#### **INSTRUCTIONS**

##### **Q.1: Do you want to have children 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.

##### **Q.2: 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.3: 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.4: 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".

REMEMBER: Q.2 does NOT have to be the same as Q.3+Q.4

##### **Q.5: What do you think is the best age for having children for a:**

**Man? (Enter age in years)**

**Woman? (Enter age in years)**

The following questions seek to know the respondent's opinion regarding the ideal age for a man or a woman to start a family.

## **SUB-SECTION 8.2 – FERTILITY HISTORY**

### **PURPOSE**

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

### **SAMPLE**

All OC Girls that had given birth and OC Boys that had children at any point of their lives.

### **INSTRUCTIONS**

The rest of the section is the same for both OC Girls and OC Boys. When interviewing an OC Boy, this section should preferably be administered sitting together with his wife.

This section starts with a filter question that is phrased differently for boys and girls. In CAPI, they will be enabled depending on Q.1 from section *O. Parents and caregivers' update*.

#### **Q.1: How many births have you given during your life? – OC Girls only**

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

#### **Q.1: How many children have you had during your life? – OC Boys only**

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

The following table collects basic information of all births and children that OC Girls and OC Boys may have had, respectively.

#### **Q.2: What is the name of the child?**

#### **Q.3: Is [CHILD] a boy or a girl?**

#### **Q.4: When was [CHILD] born?**

#### **Q.5: Is [CHILD] still alive?**

In CAPI, this is a filter question for the rest of the section.

#### **Q.6: Does [CHILD] live with you?**

#### **Q.7: If the child does not live with you, who does [CHILD] live with?**

#### **Q.8: 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.9: 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.10: When [CHILD] was born was he/she very large, large, average, small or very small?**

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

**Q.11: 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.12: How many antenatal visits did you have during your pregnancy with [CHILD]?**

**Q.13: 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.14: 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.15: Where was [CHILD] born?**

**Q.16: Was [CHILD] delivered by a caesarean section?**

This question wants to find out if the child was born by caesarean.

**Q.17: 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.18: By how many weeks was the birth early?**

Enter the number of weeks

**Q.19: 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.20: 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".

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

The following questions aim to capture if the OC Girl or OC Boy's wife has accessed to this programme.

**Q.21: Have you accessed to institutional deliveries under this scheme?**

**Q.22: Have you received any financial assistance under this scheme in order to access an**

## SECTION 9 – ANTHROPOMETRY

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### 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 9.1 – INDEX CHILD**

#### **PURPOSE**

To record the height and weight measurements of the *Index Child* as accurately as possible, following the procedure detailed above.

#### **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 9.2 – INDEX CHILD’S CHILDREN****PURPOSE**

To record the height and weight measurements of the *Index Child’s* child as accurately as possible, following the procedure detailed above.

**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.

## SECTION 10 – HEALTH

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### SUB-SECTION 10.1 – INDEX CHILD’S HEALTH

#### PURPOSE

This section informs on the general health of the *Index Child*.

#### 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).

#### 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.

##### **Q.2: Since we visited in 2009/2010, 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.5. If the answer is YES, ask the number of times the *Index Child* suffered a serious injury.

##### **Q.3: 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.4: 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.

The next three questions (Q.5-Q.7) are about serious illnesses that the *Index Child* may have suffered since 2009.

**Q.5: Since we visited you in 2009-10, 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).

**Q.6: What was the most serious of these?**

The purpose of this question is to know the type of disease, e.g. asthma, gastritis, severe anemia, 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.7: During the last 12 months, how many times did you miss school/work due to illness?**

This question is INDEPENDENT from Q.5 and Q.6. Here we want to know whether the *Index Child* missed school (or university) due to any type of disease (whether serious or not). Therefore, this question is asked even if the *Index Child* does not report suffering from serious illnesses since 2009 (i.e. even if answer to Q.5. is "No").

The next five questions (Q.8-Q.12) refer to permanent disabilities and long-term health problems.

**Q.8: 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.

**A person who is paralyzed, blind, lame, maimed or mentally disabled are examples of permanent disability.**

**Q.9: 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.

**Q.10: Do you have any of the following long-term illnesses or health problems?**

Understand if the *Index Child* has any of the 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.11: Does this health problem affect your ability at school/work?**

If the *Index Child* has any of the listed health problems (Poor vision, glasses, hearing problems, headaches, chronic respiratory problems) , ask if the problem impedes his/her functioning in school (such as attending school, reading, etc.) or at work. If the *Index Child* does not attend any Study Centre, and does not work, enter "NA = 88".

**Q.12: Which other long-term health problems do you think 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.

## **SUB-SECTION 10.2 – SMOKING AND DRINKING HABITS**

### **PURPOSE**

To identify YL Child's age of first smoke and the frequency of smoking and drinking

### **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 a cigarette for the first time?**

**Q.2: How often do you smoke cigarettes/beedi/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 10.3 – FOOD FREQUENCY AND VARIETY**

### **PURPOSE**

This section informs on the *Index Child*'s 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).

### **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

### **Q.1: During the previous 24-hour period 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.

The next set of questions is about the diet of the *Index Child*.

### **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)   |
| 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? |

## Annex 1: Scenarios to be collected in the Labour Force Participation section

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|             | Status in the last 7 days and in the last 12 months | Currently  | Previously   |
|-------------|---|--|--|
| E(7), E(12) | 1   | Employed (continuously in the last 12 months)                    |  |
|             | 2   | Employed in the last 12 months (although did not work last week) |  |
| E(7), U(12) | 3   | Employed (last week)   | Unemployed (at any point in the last 12 months)                      |
|             | 4   | Employed (although did not work last week)                       | Unemployed (at any point in the last 12 months)                      |
| U(7), U(12) | 5   | Unemployed (last week)   | Unemployed (at any point in the last 12 months)                      |
|             | 6   | Unemployed for the last 12 months                                |  |
| I(7), I(12) | 7   | Inactive (last week)   | Inactive (at any point in the last 12 months)                        |
|             | 8   | Inactive in the last 12 months                                   |  |
| I(7), U(12) | 9   | Inactive (last week)   | Unemployed (at any point in the last 12 months)                      |
|             | 10  | Inactive (last week)   | Unemployed (continuously in the last 12 months, excluding last week) |

E = Employed

U = Unemployed

I = Inactive

### Scenario 1 - E(7) E(12): Employed continuously in the last 12 months

|             |  |   |   |                     |
|-------------|--|---|---|---------------------|
|             |  | <b>Q.1</b> At any time during the <b>last 12 months</b> , have you done for <u>at least one hour</u> any of the following:<br><br>00=No; 01=Yes<br><br>If NO to ALL ► Skip to Q.4 | <b>Q.2</b> During the <b>last week</b> (from Monday through Sunday), have you done for <u>at least one hour</u> any of the following:<br><br>00=No; 01=Yes<br><br>If NO to ALL ► Continue with Q.3<br>Otherwise ► Skip to Q.6 | CURRENTLY EMPLOYED  |
| A           | Worked on a <b>farm</b> owned or rented by a <b>member of your household</b> , (e.g. cultivating crops, farming tasks, caring for livestock).  | YES   | YES   |                     |
| B           | Worked for someone who is <b>NOT a member of your household</b> (e.g. a company, the government, neighbor farm) - includes agricultural and non-agricultural work.   | NO  | NO  |                     |
| C           | Worked on <b>your own account or in a business enterprise</b> belonging to <b>you or someone in your household</b> (e.g. shop-keeper, taxi driver).  | NO  | NO  |                     |
| <b>Q.6</b>  | How did you find your current job?<br><br><b>FIELDWORKER:</b> If the person has more than one job, refer to the job that the person considers the most important <u>in terms of income</u> .<br><br>01=contact Boss/employer<br>02=contact employment agency/intermediary<br>03=contact friends/relatives<br>04=read newspaper, poster, sign or leaflet<br>05=contact union/employee association/group<br>06=looked in the internet<br>07=sent emails<br>08=own or household's farm / business<br>09=direct offer from employer<br>10= other specify _____ | 00=No, 01=Yes<br><br>[ ___ ]<br>[ ___ ]<br>Specify:<br><br>[ ___ ]                                   |   |                     |
| <b>Q.7</b>  | At any point in the <b>last 12 months</b> were you <b>WITHOUT</b> work?<br><br>00=No ► Skip to Q.16<br>01=Yes ► Skip to Q.12   | NO  |   | PREVIOUSLY EMPLOYED |
| <b>Q.16</b> | Have you ever worked at any point BEFORE the <b>last 12 months</b> on a household farm, on your own account, in a household business enterprise or for someone else?<br><br>00=No<br>01=Yes  | [ ___ ]   |   | EVERYONE            |

### Scenario 2 - E(7) E(12): Employed continuously in the last 12 months, although did not work last week

|             |  |   |   |                            |
|-------------|--|---|---|----------------------------|
|             |  | <b>Q.1</b> At any time during the <b>last 12 months</b> , have you done for at <u>least one hour</u> any of the following:<br><br>00=No; 01=Yes<br><br>If NO to ALL ► Skip to Q.4 | <b>Q.2</b> During the <b>last week</b> (from Monday through Sunday), have you done for <u>at least one hour</u> any of the following:<br><br>00=No; 01=Yes<br><br>If NO to ALL ► Continue with Q.3<br>Otherwise ► Skip to Q.6 |                            |
| A           | Worked on a <b>farm</b> owned or rented by a <b>member of your household</b> , (e.g. cultivating crops, farming tasks, caring for livestock).  | YES   | NO  |                            |
| B           | Worked for someone who is <b>NOT a member of your household</b> (e.g. a company, the government, neighbors farm) - includes agricultural and non-agricultural work.  | NO  | NO  |                            |
| C           | Worked on <b>your own account or in a business enterprise</b> belonging to <b>you or someone in your household</b> (e.g. shop-keeper, taxi driver).  | NO  | NO  |                            |
| <b>Q.3</b>  | Do you currently have a job even though you did NOT work <b>last week</b> (from Monday through Sunday)?<br><br>00=No<br>01=Yes ► Skip to Q.6   | YES   |   | <b>CURRENTLY EMPLOYED</b>  |
| <b>Q.6</b>  | How did you find your current job?<br><br><b>FIELDWORKER:</b> If the person has more than one job, refer to the job that the person considers the most important <u>in terms of income</u> .<br><br>01=contact Boss/employer<br>02=contact employment agency/intermediary<br>03=contact friends/relatives<br>04=read newspaper, poster, sign or leaflet<br>05=contact union/employee association/group<br>06=looked in the internet<br>07=sent emails<br>08=own or household's farm / business<br>09=direct offer from employer<br>10= other specify _____ | 00=No, 01=Yes<br><br>[ ___ ]<br>[ ___ ]<br>Specify: [ ___ ]   |   |                            |
| <b>Q.7</b>  | At any point in the <b>last 12 months</b> were you <b>WITHOUT</b> work?<br><br>00=No ► Skip to Q.16<br>01=Yes ► Skip to Q.12   | NO  |   | <b>PREVIOUSLY EMPLOYED</b> |
| <b>Q.16</b> | Have you ever worked at any point <b>BEFORE</b> the <b>last 12 months</b> on a household farm, on your own account, in a household business enterprise or for someone else?<br><br>00=No<br>01=Yes   | [ ___ ]   |   | <b>EVERYONE</b>            |

**Scenario 3 - E(7) U(12): Employed in the last week and unemployed at any point in the last 12 months**

|             |  |   |   |
|-------------|--|---|---|
|             |  | <b>Q.1</b> At any time during the <b>last 12 months</b> , have you done for <u>at least one hour</u> any of the following:<br><br>00=No; 01=Yes<br><br>If NO to ALL ► Skip to Q.4 | <b>Q.2</b> During the <b>last week</b> (from Monday through Sunday), have you done for <u>at least one hour</u> any of the following:<br><br>00=No; 01=Yes<br><br>If NO to ALL ► Continue with Q.3<br>Otherwise ► Skip to Q.6 |
| A           | Worked on a <b>farm</b> owned or rented by a <b>member of your household</b> , (e.g. cultivating crops, farming tasks, caring for livestock).  | YES   | NO  |
| B           | Worked for someone who is <b>NOT a member of your household</b> (e.g. a company, the government, neighbors farm) - includes agricultural and non-agricultural work.  | NO  | NO  |
| C           | Worked on <b>your own account or in a business enterprise</b> belonging to <b>you or someone in your household</b> (e.g. shop-keeper, taxi driver).  | NO  | NO  |
| <b>Q.3</b>  | Do you currently have a job even though you did NOT work <b>last week</b> (from Monday through Sunday)?<br><br>00=No<br>01=Yes ► Skip to Q.6   | YES   |   |
| <b>Q.6</b>  | How did you find your current job?<br><br><b>FIELDWORKER:</b> If the person has more than one job, refer to the job that the person considers the most important <u>in terms of income</u> .<br><br>01=contact Boss/employer<br>02=contact employment agency/intermediary<br>03=contact friends/relatives<br>04=read newspaper, poster, sign or leaflet<br>05=contact union/employee association/group<br>06=looked in the internet<br>07=sent emails<br>08=own or household's farm / business<br>09=direct offer from employer<br>10= other specify _____ | 00=No, 01=Yes<br><br>[ ___ ]<br>[ ___ ]<br>Specify: _____  |   |
| <b>Q.7</b>  | At any point in the <b>last 12 months</b> were you <b>WITHOUT work</b> ?<br><br>00=No ► Skip to Q.16<br>01=Yes ► Skip to Q.12  | YES   |   |
| <b>Q.12</b> | For how long in the <b>last 12 months</b> have you been without work and looking for work?<br><br>Enter in number of weeks.<br>00=Less than one week   | [ ___ ]   |   |
| <b>Q.13</b> | What have you done to look for work?<br><br>01=contact boss/employer<br>02=contact employment agency/intermediary<br>03=contact friends/relatives<br>04=read newspaper, poster, sign or leaflet<br>05=contact union/employee association/group<br>06=looked in the internet<br>07=sent emails<br>08=tried to set up a business<br>09= other specify _____  | 00=No, 01=Yes<br><br>[ ___ ]<br>[ ___ ]<br>Specify: _____   |   |
|             | <b>FIELDWORKER:</b> This question refers to the time of current or <b>previous</b> unemployment.<br><br>What <b>was</b> the minimum wage / payment for which you would be willing to accept a job offer?   | <b>Q.14</b> Amount<br><br>(Enter in Rupees)<br><br>_____  | <b>Q.15</b> Time period<br><br>01= Per hour<br>02= Per day<br>03= Per week<br>04= Per month<br>05= Per year<br>06= Per piece<br>07= Other, specify<br><br>[ ___ ]<br>Specify: _____   |
| <b>Q.16</b> | Have you ever worked at any point <b>BEFORE</b> the <b>last 12 months</b> on a household farm, on your own account, in a household business enterprise or for someone else?<br><br>00=No<br>01=Yes   | [ ___ ]   | <b>EVERYONE</b>   |

**Scenario 4 - E(7) U(12): Employed (although did not work last week) and unemployed at any point in the last 12 months**

|                           |  |   |   |   |
|---------------------------|--|---|---|---|
|                           |  | <b>Q.1</b> At any time during the <b>last 12 months</b> , have you done for <u>at least one hour</u> any of the following:<br><br>00=No; 01=Yes<br><br>If NO to ALL ► Skip to Q.4   | <b>Q.2</b> During the <b>last week</b> (from Monday through Sunday), have you done for <u>at least one hour</u> any of the following:<br><br>00=No; 01=Yes<br><br>If NO to ALL ► Continue with Q.3<br>Otherwise ► Skip to Q.6 |   |
| A                         | Worked on a <b>farm</b> owned or rented by a <b>member of your household</b> , (e.g. cultivating crops, farming tasks, caring for livestock).  | YES   | YES   |   |
| B                         | Worked for someone who is <b>NOT a member of your household</b> (e.g. a company, the government, neighbors farm) - includes agricultural and non-agricultural work.  | NO  | NO  |   |
| C                         | Worked on <b>your own account or in a business enterprise</b> belonging to <b>you or someone in your household</b> (e.g. shop-keeper, taxi driver).  | NO  | NO  |   |
| <b>CURRENTLY EMPLOYED</b> |  |   |   |   |
| <b>Q.6</b>                | How did you find your current job?<br><br><b>FIELDWORKER:</b> If the person has more than one job, refer to the job that the person considers the most important <u>in terms of income</u> .<br><br>01=contact Boss/employer<br>02=contact employment agency/intermediary<br>03=contact friends/relatives<br>04=read newspaper, poster, sign or leaflet<br>05=contact union/employee association/group<br>06=looked in the internet<br>07=sent emails<br>08=own or household's farm / business<br>09=direct offer from employer<br>10= other specify _____ | 00=No, 01=Yes<br><br>[ ___ ]<br>[ ___ ]<br>Specify: [ ___ ]  |   |   |
|                           | At any point in the <b>last 12 months</b> were you WITHOUT work?   |   |   |   |
|                           | <b>Q.7</b>   | 00=No ► Skip to Q.16<br>01=Yes ► Skip to Q.12   | YES   |   |
|                           | <b>PREVIOUSLY UNEMPLOYED</b>   |   |   |   |
|                           | <b>Q.13</b>  | For how long in the <b>last 12 months</b> have you been without work and looking for work?<br><br>Enter in number of weeks.<br>00=Less than one week  | [ ___ ]   |   |
|                           |  | What have you done to look for work?<br><br>01=contact boss/employer<br>02=contact employment agency/intermediary<br>03=contact friends/relatives<br>04=read newspaper, poster, sign or leaflet<br>05=contact union/employee association/group<br>06=looked in the internet<br>07=sent emails<br>08=tried to set up a business<br>09= other specify _____ | 00=No, 01=Yes<br><br>[ ___ ]<br>[ ___ ]<br>Specify: [ ___ ]   |   |
|                           |  | <b>FIELDWORKER:</b> This question refers to the time of current or <b>previous</b> unemployment.<br><br>What <b>was</b> the minimum wage / payment for which you would be willing to accept a job offer?  |   |   |
|                           |  | <b>Q.14</b> Amount<br><br>(Enter in Rupees)<br><br>_____  |   | <b>Q.15</b> Time period<br><br>01= Per hour<br>02= Per day<br>03= Per week<br>04= Per month<br>05= Per year<br>06= Per piece<br>07= Other, specify<br><br>[ ___ ]<br>Specify: [ ___ ] |
|                           |  | <b>EVERYONE</b>   |   |   |
|                           |  | <b>Q.16</b>   | Have you ever worked at any point BEFORE the <b>last 12 months</b> on a household farm, on your own account, in a household business enterprise or for someone else?<br><br>00=No<br>01=Yes                                   | [ ___ ]   |

**Scenario 5 - U(7) U(12): Unemployed in the last week and unemployed at any point in the last 12 months**

|             |   |   |   |                       |          |
|-------------|---|---|---|-----------------------|----------|
|             |   | <b>Q.1</b> At any time during the <b>last 12 months</b> , have you done for <u>at least one hour</u> any of the following:<br>00=No; 01=Yes<br><br>If NO to ALL ► Skip to Q.4 | <b>Q.2</b> During the <b>last week</b> (from Monday through Sunday), have you done for <u>at least one hour</u> any of the following:<br>00=No; 01=Yes<br><br>If NO to ALL ► Continue with Q.3<br>Otherwise ► Skip to Q.6 | CURRENTLY UNEMPLOYED  |          |
| A           | Worked on a <b>farm</b> owned or rented by a <b>member of your household</b> , (e.g. cultivating crops, farming tasks, caring for livestock).   | YES   | NO  |                       |          |
| B           | Worked for someone who is <b>NOT a member of your household</b> (e.g. a company, the government, neighbors farm) - includes agricultural and non-agricultural work.   | NO  | NO  |                       |          |
| C           | Worked on <b>your own account or in a business enterprise</b> belonging to <b>you or someone in your household</b> (e.g. shop-keeper, taxi driver).   | NO  | NO  |                       |          |
| <b>Q.3</b>  | Do you currently have a job even though you did NOT work <b>last week</b> (from Monday through Sunday)?<br>00=No<br>01=Yes ► Skip to Q.6  | NO  |   |                       |          |
| <b>Q.4</b>  | Did you look for work <b>last week</b> (from Monday through Sunday)?<br>00=No<br>01=Yes ► Skip to Q.12  | YES   |   |                       |          |
| <b>Q.12</b> | For how long in the <b>last 12 months</b> have you been without work and looking for work?<br>Enter in number of weeks.<br>00=Less than one week  | [ ___ ]   |   | PREVIOUSLY UNEMPLOYED |          |
| <b>Q.13</b> | What have you done to look for work?<br><br>01=contact boss/employer<br>02=contact employment agency/intermediary<br>03=contact friends/relatives<br>04=read newspaper, poster, sign or leaflet<br>05=contact union/employee association/group<br>06=looked in the internet<br>07=sent emails<br>08=tried to set up a business<br>09= other specify _____ | 00=No, 01=Yes<br><br>[ ___ ]<br>[ ___ ]<br>Specify: [ ___ ]   |   |                       |          |
|             | <b>FIELDWORKER:</b> This question refers to the time of <b>current</b> or previous unemployment.<br><br>What <b>is</b> the minimum wage / payment for which you would be willing to accept a job offer?   | <b>Q.14</b> Amount<br><br>(Enter in Rupees)<br><br>_____  | <b>Q.15</b> Time period<br><br>01= Per hour<br>02= Per day<br>03= Per week<br>04= Per month<br>05= Per year<br>06= Per piece<br>07= Other, specify<br><br>[ ___ ]<br>Specify: [ ___ ]                                     |                       |          |
| <b>Q.16</b> | Have you ever worked at any point BEFORE the <b>last 12 months</b> on a household farm, on your own account, in a household business enterprise or for someone else?<br>00=No<br>01=Yes   | [ ___ ]   |   |                       | EVERYONE |

## Scenario 6 - U(7) U(12): Unemployed for the last 12 months

|  |   |   |                       |
|--|---|---|-----------------------|
|  | <b>Q.1</b> At any time during the <b>last 12 months</b> , have you done for <u>at least one hour</u> any of the following:<br>00=No; 01=Yes<br>If NO to ALL ► Skip to Q.4   |   | CURRENTLY UNEMPLOYED  |
| A  | Worked on a <b>farm</b> owned or rented by a <b>member of your household</b> , (e.g. cultivating crops, farming tasks, caring for livestock)  | NO  |                       |
| B  | Worked for someone who is <b>NOT a member of your household</b> (e.g. a company, the government, neighbors farm) - includes agricultural and non-agricultural work.   | NO  |                       |
| C  | Worked on <b>your own account or in a business enterprise</b> belonging to <b>you or someone in your household</b> (e.g. shop-keeper, taxi driver).   | NO  |                       |
| <b>Q.4</b>   | Did you look for work <b>last week</b> (from Monday through Sunday)?<br>00=No<br>01=Yes ► Skip to Q.12  | YES   |                       |
| <b>Q.12</b>  | For how long in the <b>last 12 months</b> have you been without work and looking for work?<br>Enter in number of weeks.<br>00=Less than one week  | [ ___ ]   | PREVIOUSLY UNEMPLOYED |
| <b>Q.13</b>  | What have you done to look for work?<br><br>01=contact boss/employer<br>02=contact employment agency/intermediary<br>03=contact friends/relatives<br>04=read newspaper, poster, sign or leaflet<br>05=contact union/employee association/group<br>06=looked in the internet<br>07=sent emails<br>08=tried to set up a business<br>09= other specify _____ | 00=No, 01=Yes<br><br>[ ___ ]<br>[ ___ ]<br>Specify: _____   |                       |
|  |   |   |                       |
|  |   |   |                       |
|  |   |   |                       |
|  |   |   |                       |
|  |   |   |                       |
|  |   |   |                       |
|  |   |   |                       |
|  |   |   |                       |
|  |   |   |                       |
| <b>FIELDWORKER:</b> This question refers to the time of <b>current</b> or previous unemployment.   | <b>Q.14</b> Amount<br>(Enter in Rupees)<br>_____  | <b>Q.15</b> Time period<br>01= Per hour<br>02= Per day<br>03= Per week<br>04= Per month<br>05= Per year<br>06= Per piece<br>07= Other, specify<br>[ ___ ]<br>Specify: _____ | CURRENTLY UNEMPLOYED  |
| <b>Q.16</b><br>Have you ever worked at any point BEFORE the <b>last 12 months</b> on a household farm, on your own account, in a household business enterprise or for someone else?<br>00=No<br>01=Yes | [ ___ ]   |   |                       |
|  |   |   | EVERYONE              |

## Scenario 7 - I(7) I(12): Inactive in the last week and inactive at any point in the last 12 months

|             |   |   |                     |                     |
|-------------|---|---|---------------------|---------------------|
|             | <b>Q.1</b> At any time during the <b>last 12 months</b> , have you done for <b>at least one hour</b> any of the following:<br>00=No; 01=Yes<br>If NO to ALL ► Skip to Q.4   | <b>Q.2</b> During the <b>last week</b> (from Monday through Sunday), have you done for <b>at least one hour</b> any of the following:<br>00=No; 01=Yes<br>If NO to ALL ► Continue with Q.3<br>Otherwise ► Skip to Q.6 |                     |                     |
| A           | Worked on a <b>farm</b> owned or rented by a <b>member of your household</b> , (e.g. cultivating crops, farming tasks, caring for livestock).   | YES   | NO                  |                     |
| B           | Worked for someone who is <b>NOT a member of your household</b> (e.g. a company, the government, neighbors farm) - includes agricultural and non-agricultural work.   | NO  | NO                  |                     |
| C           | Worked on <b>your own account or in a business enterprise</b> belonging to <b>you or someone in your household</b> (e.g. shop-keeper, taxi driver).   | NO  | NO                  |                     |
| <b>Q.3</b>  | Do you currently have a job even though you did NOT work <b>last week</b> (from Monday through Sunday)?<br>00=No<br>01=Yes ► Skip to Q.6  | NO  |                     |                     |
| <b>Q.4</b>  | Did you look for work <b>last week</b> (from Monday through Sunday)?<br>00=No<br>01=Yes ► Skip to Q.12  | NO  |                     |                     |
| <b>Q.5</b>  | What is the main reason you did NOT look for work <b>last week</b> ?<br><br>01=housewife/childcare<br>02=student<br>03=disabled<br>04=illness<br>05=waiting for response of potential employer<br>06=waiting for recall by employer<br>07=waiting for busy season<br>08=other (specify) _____<br><br>Once this question is answered ► Skip to Q.8 | [ ___ ]<br>Specify: _____   |                     |                     |
| <b>Q.8</b>  | During the time you were without work in the <b>last 12 months</b> , were you looking for work?<br>00=No<br>01=Yes ► Skip to Q.12   | NO  |                     |                     |
|             |   | DISATISFIED HOUSEWIFE   | SATISFIED HOUSEWIFE | ALL OTHER INACTIVES |
| <b>Q.9</b>  | What is the main reason you did NOT look for work on the <b>last 12 months</b> ?<br><br>01=Housewife/childcare<br>02=Student ► Skip to Q.16<br>03=Disabled ► Skip to Q.16<br>04=Illness ► Skip to Q.16<br>05=Other, specify ► Skip to Q.16  | 01  | 01                  | 02                  |
| <b>Q.10</b> | How satisfied are you with this activity?<br><br>1=Very unsatisfied<br>2=Unsatisfied<br>3=Normal ► Skip to Q.16<br>4=Satisfied ► Skip to Q.16<br>5=Very satisfied ► Skip to Q.16  | 02  | 04                  |                     |
| <b>Q.11</b> | If UNSATISFIED or VERY UNSATISFIED, why?<br><br>01= Want to study<br>02= Want to work<br>03= Too tiring<br>04= Other, specify _____<br><br>Once answered ► skip to Q.16   | 02  |                     |                     |
| <b>Q.16</b> | Have you ever worked at any point BEFORE the <b>last 12 months</b> on a household farm, on your own account, in a household business enterprise or for someone else?<br>00=No<br>01=Yes   | [ ___ ]   |                     | <b>EVERYONE</b>     |

## Scenario 8 - I(7) I(12): Inactive in the last 12 months

|             |   |   |    |    |                    |
|-------------|---|---|----|----|--------------------|
|             |   | <b>Q.1</b> At any time during the <b>last 12 months</b> , have you done for <u>at least one hour</u> any of the following:<br><br>00=No; 01=Yes<br><br>If NO to ALL ► Skip to Q.4 |    |    | CURRENTLY INACTIVE |
| A           | Worked on a <b>farm</b> owned or rented by a <b>member of your household</b> , (e.g. cultivating crops, farming tasks, caring for livestock).   | NO  |    |    |                    |
| B           | Worked for someone who is <b>NOT a member of your household</b> (e.g. a company, the government, neighbors farm) - includes agricultural and non-agricultural work.   | NO  |    |    |                    |
| C           | Worked on <b>your own account or in a business enterprise</b> belonging to <b>you or someone in your household</b> (e.g. shop-keeper, taxi driver).   | NO  |    |    |                    |
| <b>Q.4</b>  | Did you look for work <b>last week</b> (from Monday through Sunday)?<br>00=No<br>01=Yes ► Skip to Q.12  | NO  |    |    |                    |
| <b>Q.5</b>  | What is the main reason you did NOT look for work <b>last week</b> ?<br><br>01=housewife/childcare<br>02=student<br>03=disabled<br>04=illness<br>05=waiting for response of potential employer<br>06=waiting for recall by employer<br>07=waiting for busy season<br>08=other (specify) _____<br><br>Once this question is answered ► Skip to Q.8 | [ ____ ]<br><br>Specify: _____  |    |    |                    |
| <b>Q.8</b>  | During the time you were without work in the <b>last 12 months</b> , were you looking for work?<br>00=No<br>01=Yes ► Skip to Q.12   | NO  |    |    |                    |
| <b>Q.9</b>  | What is the main reason you did NOT look for work on the <b>last 12 months</b> ?<br><br>01=Housewife/childcare<br>02=Student ► Skip to Q.16<br>03=Disabled ► Skip to Q.16<br>04=Illness ► Skip to Q.16<br>05=Other, specify ► Skip to Q.16  | 01  | 01 | 02 |                    |
| <b>Q.10</b> | How satisfied are you with this activity?<br><br>1=Very unsatisfied<br>2=Unsatisfied<br>3=Normal ► Skip to Q.16<br>4=Satisfied ► Skip to Q.16<br>5=Very satisfied ► Skip to Q.16  | 02  | 04 |    |                    |
| <b>Q.11</b> | If UNSATISFIED or VERY UNSATISFIED, why?<br><br>01= Want to study<br>02= Want to work<br>03= Too tiring<br>04= Other, specify _____<br><br>Once answered ► skip to Q.16   | 02  |    |    |                    |
| <b>Q.16</b> | Have you ever worked at any point BEFORE the <b>last 12 months</b> on a household farm, on your own account, in a household business enterprise or for someone else?<br>00=No<br>01=Yes   | [ ____ ]  |    |    | <b>EVERYONE</b>    |

**Scenario 9 - I(7) U(12): Inactive in the last week and unemployed at any point in the last 12 months**

|             |   |   |   |
|-------------|---|---|---|
|             |   | <b>Q.1</b> At any time during the <b>last 12 months</b> , have you done for <u>at least one hour</u> any of the following:<br><br>00=No; 01=Yes<br><br>If NO to ALL ► Skip to Q.4 | <b>Q.2</b> During the <b>last week</b> (from Monday through Sunday), have you done for <u>at least one hour</u> any of the following:<br><br>00=No; 01=Yes<br><br>If NO to ALL ► Continue with Q.3<br>Otherwise ► Skip to Q.6 |
| A           | Worked on a <b>farm</b> owned or rented by a <b>member of your household</b> , (e.g. cultivating crops, farming tasks, caring for livestock).   | YES   | NO  |
| B           | Worked for someone who is <b>NOT a member of your household</b> (e.g. a company, the government, neighbors farm) - includes agricultural and non-agricultural work.   | NO  | NO  |
| C           | Worked on <b>your own account or in a business enterprise</b> belonging to <b>you or someone in your household</b> (e.g. shop-keeper, taxi driver).   | NO  | NO  |
| <b>Q.3</b>  | Do you currently have a job even though you did NOT work <b>last week</b> (from Monday through Sunday)?<br><br>00=No<br>01=Yes ► Skip to Q.6  | NO  | <b>CURRENTLY INACTIVE</b>   |
| <b>Q.4</b>  | Did you look for work <b>last week</b> (from Monday through Sunday)?<br><br>00=No<br>01=Yes ► Skip to Q.12  | NO  |   |
| <b>Q.5</b>  | What is the main reason you did NOT look for work <b>last week</b> ?<br><br>01=housewife/childcare<br>02=student<br>03=disabled<br>04=illness<br>05=waiting for response of potential employer<br>06=waiting for recall by employer<br>07=waiting for busy season<br>08=other (specify) _____<br><br>Once this question is answered ► Skip to Q.8         | [ ___ ]<br><br>Specify: _____   |   |
| <b>Q.8</b>  | During the time you were without work in the <b>last 12 months</b> , were you looking for work?<br><br>00=No<br>01=Yes ► Skip to Q.12   | YES   |   |
| <b>Q.12</b> | For how long in the <b>last 12 months</b> have you been without work and looking for work?<br><br>Enter in number of weeks.<br>00=Less than one week  | [ ___ ]   | <b>PREVIOUSLY UNEMPLOYED</b>  |
| <b>Q.13</b> | What have you done to look for work?<br><br>01=contact boss/employer<br>02=contact employment agency/intermediary<br>03=contact friends/relatives<br>04=read newspaper, poster, sign or leaflet<br>05=contact union/employee association/group<br>06=looked in the internet<br>07=sent emails<br>08=tried to set up a business<br>09= other specify _____ | 00=No, 01=Yes<br><br>[ ___ ]<br>[ ___ ]<br>Specify: _____   |   |
|             | <b>FIELDWORKER:</b> This question refers to the time of current or <b>previous</b> unemployment.<br><br>What <b>was</b> the minimum wage / payment for which you would be willing to accept a job offer?  | <b>Q.14</b> Amount<br><br>(Enter in Rupees)<br><br>_____  | <b>Q.15</b> Time period<br><br>01= Per hour<br>02= Per day<br>03= Per week<br>04= Per month<br>05= Per year<br>06= Per piece<br>07= Other, specify<br><br>[ ___ ]<br>Specify: _____   |
| <b>Q.16</b> | Have you ever worked at any point BEFORE the <b>last 12 months</b> on a household farm, on your own account, in a household business enterprise or for someone else?<br><br>00=No<br>01=Yes   | [ ___ ]   | <b>EVERYONE</b>   |

**Scenario 10 - I(7) U(12): Inactive in the last week and unemployed continuously in the last 12 months, excluding last week**

|                    |   |  |   |                       |
|--------------------|---|--|---|-----------------------|
|                    |   | <p><b>Q.1</b> At any time during the <b>last 12 months</b>, have you done for <b>at least one hour</b> any of the following:</p> <p>00=No; 01=Yes<br/>If NO to ALL ► Skip to Q.4</p> | If at least one YES, enable the "Work Activities" section.  |                       |
| A                  | Worked on a <b>farm</b> owned or rented by a <b>member of your household</b> , (e.g. cultivating crops, farming tasks, caring for livestock).   | NO   |   |                       |
| B                  | Worked for someone who is <b>NOT a member of your household</b> (e.g. a company, the government, neighbors farm) - includes agricultural and non-agricultural work.   | NO   |   |                       |
| C                  | Worked on <b>your own account or in a business enterprise</b> belonging to <b>you or someone in your household</b> (e.g. shop-keeper, taxi driver).   | NO   |   |                       |
| CURRENTLY INACTIVE |   |  |   |                       |
| <b>Q.4</b>         | Did you look for work <b>last week</b> (from Monday through Sunday)?<br>00=No<br>01=Yes ► Skip to Q.12  | NO   |   |                       |
| <b>Q.5</b>         | What is the main reason you did NOT look for work <b>last week</b> ?<br><br>01=housewife/childcare<br>02=student<br>03=disabled<br>04=illness<br>05=waiting for response of potential employer<br>06=waiting for recall by employer<br>07=waiting for busy season<br>08=other (specify) _____<br><br>Once this question is answered ► Skip to Q.8         | [ ___ ]<br>Specify: _____  |   |                       |
| <b>Q.8</b>         | During the time you were without work in the <b>last 12 months</b> , were you looking for work?<br>00=No<br>01=Yes ► Skip to Q.12   | YES  |   |                       |
| <b>Q.12</b>        | For how long in the <b>last 12 months</b> have you been without work and looking for work?<br>Enter in number of weeks.<br>00=Less than one week  | [ ___ ]  |   |                       |
| <b>Q.13</b>        | What have you done to look for work?<br><br>01=contact boss/employer<br>02=contact employment agency/intermediary<br>03=contact friends/relatives<br>04=read newspaper, poster, sign or leaflet<br>05=contact union/employee association/group<br>06=looked in the internet<br>07=sent emails<br>08=tried to set up a business<br>09= other specify _____ | 00=No, 01=Yes<br><br>[ ___ ]<br>[ ___ ]<br>Specify: _____  |   | PREVIOUSLY UNEMPLOYED |
|                    | <b>FIELDWORKER:</b> This question refers to the time of current or <b>previous</b> unemployment.<br><br>What <b>was</b> the minimum wage / payment for which you would be willing to accept a job offer?  | <b>Q.14</b> Amount<br><br>(Enter in Rupees)<br><br>_____   | <b>Q.15</b> Time period<br><br>01= Per hour<br>02= Per day<br>03= Per week<br>04= Per month<br>05= Per year<br>06= Per piece<br>07= Other, specify<br><br>[ ___ ]<br>Specify: _____ |                       |
| <b>Q.16</b>        | Have you ever worked at any point BEFORE the <b>last 12 months</b> on a household farm, on your own account, in a household business enterprise or for someone else?<br>00=No<br>01=Yes   | [ ___ ]  |   | <b>EVERYONE</b>       |



# ROUND 4

# FIELDWORKER MANUAL

## OLDER COHORT HOUSEHOLD QUESTIONNAIRE

September 2013



**CENTRE FOR ECONOMIC AND SOCIAL STUDIES**

Begumpet, Hyderabad – 500 016. Phones : 040-23402789, 23416780, Website: [www.cess.ac.in](http://www.cess.ac.in)

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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.

***Please refer to the Younger Cohort Household manual for the following information:***

- ***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. For example, food and non-food consumption, earned income, transfers/debts/remittances.

# 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 4.

**Previous household:** Household in which YL Child was living in Round 3.

**Primary caregiver:** In this round, 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 May, 2012. This sheet also contains other contacts' addresses and details that may help you find the household.

**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. An incorrect Child ID means we cannot use the data collected in the questionnaire.

**Q.2: Tracking attempt number**

It may be the case that several attempts may be needed to find the child, which means that there would be more than one Tracking Schedule per index child. Record here the number of times you have tried to find YL Child. The maximum number of attempts will be 7. If you cannot track the child after the 7<sup>th</sup> attempt, report to the Field Manager to record him/her as dropped in this round.

**Q.3: Date**

Record the starting date of each attempt, even if unsuccessful.

---

**STEP 1: Find the house.**

**Q.4: Could you find the house/dwelling?**

Use the physical address of dwelling provided in the *Contacts Sheet* (see Figure #5) 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* (see Figure #5) 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 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* (see Figure #5) 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—as phrased in this question—to prevent upsetting the respondent. 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. You could ask this to a household member or a neighbour. For the Older Cohort, the age of death should be less than 19 years old.

*// End the interview here. //*

---

**STEP 4: Find YL Child.**

**Q.10: Is [YL Child] now living in the same Round 3 household?**

Once you confirmed that YL Child is alive, ask if s/he is still living with the same household as in Round 3. If the index girl is pregnant and moved temporarily

**Q.11: Where is [YL Child] 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. Since the child was NOT living in this new location in Round 3, the number of years should be '04' or less.

**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 – for instance, if the child is staying at hostel or a residential college while studying. Enter "Permanently" if the child is NOT expected to return to the previous household.

---

**STEP 5: Identify the relevant household.**

**Q.14: Who is [YL Child] currently living with?**

It is likely that s/he is living with several people, but this question intends to capture who is the person closest to YL Child – ideally the household head or the person that is more familiar with the child's affairs. The agreed coding for this question is:

- Use code **00=YL Child** if the child is living independently. For instance, if s/he is working and lives on his own.
- Use code **01=Biological parent** if the child is living with any of the parents, even if the child is living also with other relatives, such as grandparents.
- Use code **25=Partner/Spouse of YL Child** if the child is married and lives with her/his spouse independently, without the in-laws.
- Use code **26=Father-in-law/Mother-in-law** if the child is married and lives with the spouse and the spouse's parents. This would be the common case for index girls who got married and are living with their husband and their father/mother-in-law.
- Use code **28=Brother-in-law/Sister-in-law** if the child is married and lives with the spouse and the spouse's siblings. This would be the common case for index girls who got married and are living with their husband and their brother/sister-in-law. Note that if she lives with the brother/sister-in-law AND the father/mother-in-law, you should enter the previous code **26=Father-in-law/Mother-in-law**.

- Use code **22=Other, non-relative** if the child is living with other people that are not family. This would be the common case for children studying and living in a hostel or in a residential college.

If the child is living with someone that is NOT the parents, the spouse or the in-laws, you will ask the following questions.

**Q.15: Is [YL Child] currently living with [ROUND 3 CAREGIVER]?**

This question aims to capture if YL Child has moved to a different household with the same caregiver as in Round 3, given that the caregiver is NOT any of the parents – for example, the elder sister.

**Q.16: Who do you think currently contributes the most to [YL Child]'s living costs?**

This question is the bottom line to identify which is the relevant household. It identifies which household is mostly contributing to pay for YL Child's living costs, such as studies (tuition fees, registration, examinations, books, stationery, etc.), transportation, clothing and all other items (excluding food and housing).

*Now you have to confirm in which household the OC Household questionnaire will be administered. The criteria used for identifying the relevant household are explained in Box #6.*

**Q.17: The relevant household is the current household.**

You will choose this option if YL Child is living in:

a) **Different household independently**

*Example:* The child found a job and is living on his own.

b) **Different household with parent(s) or spouse/in-laws**

*Example:* The child got married and moved with her spouse. Any combination of people aside from the husband that the child may be living with (father/mother-in-law or brother/sister-in-law) would fit into this category. In sum, as long as the child is married living with the spouse, the relevant household will be the current household.

c) **Different household with Round 3 caregiver (different from parents)**

*Example:* In Round 3 the primary caregiver was the child's elder sister, but she got married and moved taking the child with her.

d) **Different household with a relative (different from parents) that contributes more than Round 3 household**

*Example:* The child moved with the aunt that lives in a village near to his college, and the aunt pays for most of the child's living expenses (excluding food and housing).

**Q.18: The relevant household is the Round 3 household.**

You will choose this option if YL Child is living in:

a) **Same household as in Round 3**

b) **Different household with non-relatives**

*Example:* The child is living in a residential college or in a hostel near to her/his college.

c) **Different household with a relative (different from parents) that contributes more than the current household**

*Example:* If the child moved with the aunt that lives in a village near to his college, but the parents (Round 3 household) still pay for most of the child's living expenses.

**REMEMBER: THE GOLDEN RULE FOR IDENTIFYING THE RELEVANT OLDER COHORT HOUSEHOLD IS:**  
IF YL CHILD IS CURRENTLY LIVING WITH THE PARENTS / ROUND 3 CAREGIVER / SPOUSE / IN-LAWS, PICK THE CURRENT HOUSEHOLD. OTHERWISE, PICK THE HOUSEHOLD THAT CONTRIBUTES THE MOST TO THE CHILD'S LIVING EXPENSES.

THE MOST IMPORTANT THING IS THAT THE OC HOUSEHOLD QUESTIONNAIRE SHOULD **ALWAYS** BE ADMINISTERED.

After you finish the Tracking Schedule, you will informally confirm that YL Child is still happy to be part of the study. At this stage, just ask verbally – you will formally confirm consent at the main interview – in order to give her/him time to consider. If consent is given, move on to the Preliminary Interview. If not, thank the respondent and end the interview.

### Figure #5: Contacts Sheet

#### R4 Tracking

|                                     |  |
|-------------------------------------|--|
| <i>CHILDDID</i>                     | IN010001   |
| <i>Child Name</i>                   | SAI VEDELLA  |
| <i>Gender</i>                       | Male   |
| <i>Name of HH Head</i>              | RAMANJANEYULU  |
| <i>Father's Name</i>                | RAMANJANEYULU  |
| <i>Caregiver Name</i>               | GANGA BHAVANI  |
| <i>Mother's Name</i>                | GANGA BHAVANI  |
| <i>Physical Address of Dwelling</i> | KARANAM GARI SANDU,NEAR RAJAGARI MEMA<br>D.NO-6D-6-5,SOUTHERN STREET,ELURU |
| <i>Phone Number</i>                 | 9440130708,9441687670  |
| <i>Postal Address</i>               | V.RAMANJANEYULU D.NO. 60-KARNAM GARI SANDU<br>SOUTHERN STREET ELURU        |

|                     |       |
|---------------------|-------|
| <i>Cluster ID</i>   | 01    |
| <i>Community ID</i> | IN033 |
| <i>Type of Site</i> | Urban |
| <i>Region</i>       | 21    |

#### R4 Tracking

##### *Contacts for YL Child from R3/Tracking*

| <i>Name of Contact</i>   | <i>Address</i>  | <i>Phone</i> | <i>Is this contact still valid?<br/>01=Yes 00=No</i> |
|--------------------------|---|--------------|--|
| RAMANJANEYULU<br>VEDELLA | D.NO-6D-6-5, NEAR HANUMAN TEMPLE, RAJA GARI MEDA, KARNAM GARI SANDHU, 29TH WARD, ELURU-534001 |              | [ ___ ]  |
| PULLAIAH<br>VEDELLA      | D.NO-6D-6-5, NEAR HANUMAN TEMPLE, RAJA GARI MEDA, KARNAM GARI SANDHU, 29TH WARD, ELURU-534001 |              | [ ___ ]  |
| KOTHAMASU<br>KRISHNA RAO | D.NO-6D-6-4 KARNAM GARI SANDU SOUTHERN STREET ELURU   |              | [ ___ ]  |

##### *New Contacts for YL Child*

| <i>Name of Contact</i> | <i>Address</i> | <i>Phone</i> | <i>Is this contact still valid?<br/>01=Yes 00=No</i> |
|------------------------|----------------|--------------|--|
| _____                  | _____          | _____        | [ ___ ]  |
| _____                  | _____          | _____        | [ ___ ]  |

# 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 3; 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 #6: 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 11 years ago when you kindly answered questions for us on various aspects of your lives. The last time we visited you was in 2009/2010 and now we are visiting you again to find out how your life has been over the past 4 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***

#### **Q.3: Was [YL Child] residing at the address provided in the *Contacts Sheet*?**

If this is the case, verify that all the details are up to date; otherwise, update them. Check the spelling of YL Child's name and surname(s). If her/his parents are illiterate, ask if there is any documentation with the spelling of the name.

#### **Q.4: New address**

This should match (or be more detailed than) the last address collected in the *Tracking Schedule*.

#### **Q.5: Phone numbers**

Ask for the landline and mobile, ideally of the household head and/or primary caregiver.

#### **Q.6: Geographic coordinates**

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

***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 radio, 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 radio, 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.

***Household Roles***

***The purpose of these questions is to identify the key respondents for the household questionnaire.***

**Q.15: Current household head is the same as in Round 3**

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.

**Q.16: 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.17: 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.18: Current living with Round 3 caregiver?**

Check the *Contacts Sheet*. If the child is currently living with the person identified as the primary caregiver in the previous round, verify that the name provided in the *Contacts Sheet* is written correctly and amend if necessary.

**Q.19: Who is the best person (respondent) to answer questions about [YL Child] (e.g. their education, health, etc.)?**

If [YL Child] is living in the same household as in Round 3 (according to the Tracking Schedule), then the most suitable person (respondent) would be Round 3 Primary Caregiver. However, if the relevant household is a different one in this round, then write the name of the person that would be better informed about the education and health of all household members including [YL Child]. Take into account that this could also be [YL Child] her/himself. The purpose of this question is to identify the key respondents for the household questionnaire. Try as much as possible to involve the same person as in Round 3.

**Q.20: What is his/her relationship to [YL Child]?**

Be careful with the coding. Remember that the reference point is YL Child. For instance, if the mother is the respondent, 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.

Once you have identified the key household roles, prompt the *Consent Form* (see Box #7) and read it to the same person that signed it in Round 3 if [YL Child] is living in the same household as in Round 3; otherwise, prompt it to [YL Child] her/himself if s/he is living in a new household. 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 that 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 #7: 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 the *Consent Form* is signed, you may proceed with the next questions.

#### Q.20: What is the preferred language of interview?

This should be asked for the household head, the respondent best informed about all household members (especially YL Child) and YL Child, in order to arrange for a translator if needed.

Arrange an appointment with the family for conducting the main interview. Ideally the best informed person about the child affairs (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.21: Date of First Appointment**

**Q.22: Time of First Appointment**

**Q.23: Date of Second Appointment**

**Q.24: Time of Second Appointment**

**Q.25: Date of Third Appointment**

**Q.26: Time of Third Appointment**

## SECTION 0 – HOUSEHOLD ROSTER

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**\*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 3 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\***

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 leading "0". In the example, you will see "10011".

**\*INSTRUCTIONS\***

**HOUSEHOLD ROSTER**

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: Full name**

The names of *PHHM's* are pre-filled, but you should still verify them (including spelling).

**PQ.2: Age in R3**

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. Please do not correct the respondent even if the pre-filled age and current age do not match.

**Q.2: How old is [HJM]?**

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 HJM is less than 1 year old.

**Q.3: Age in completed months**

If the HJM is less than 1 year old, you should enter "0" in Q.2 and the number of months here.

**Q.4: Sex**

Please enter the gender of the HJM

**Q.5: 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.

*The following questions ask about [YL Child]'s place of birth.*

**Q.6: Was [YL Child] 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.8-Q.11.

**Q.7-Q.10: Where was [YL Child] born? Enter State, District, Mandal and Village**

Enter the state, district, mandal and village.

**Q.11: Does [HJM] still live in the household?**

This records whether the HJM 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.12: Which year did [HJM] die in?**

Remember to be sensitive when asking this question.

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 3. 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.

**Q.13: Who is the household head? Identify the person from the full household roster.**

Ask who the current head of the household is. If different from Round 3 (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 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.

**Q.14: 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.15: 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.16: What is [HHM]'s marital status?**

Remember that single means that the person has never been married.

**Q.17: 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.

**Q.18: 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, enter99.

**Q.19: 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.

**Q.20: 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.21: 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.15).

**Q.22: Respondent for this section**

# SECTION 1 – 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.

## 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).

### ***18 years old and above***

#### **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, than 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: Has [HHM]'s education level changed since 4 years ago?**

This question is asked only to PHHM's and refers to changes in completed grades (e.g. 09, 10, etc) - NOT qualification (e.g. primary, secondary, etc). For example, if the household member moved up one grade in the last four years, that is considered a change in the level of education. Also, if s/he went from school to college / technological institute (even if s/he has not yet obtained the official degree), that also counts as a change in the level of education.

#### **Q.5: 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 to differentiate between attending regularly, irregularly or distance learning.

***From 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.6: Has [HHM] ever attended or is he/she currently attending school?**

See instructions for Q.2

**Q.7: What was the highest grade that [HHM] completed (excluding pre-primary)?**

See instructions for Q.4

**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 5-18) we would like to know the reason why they are not attending school.

**Q.10: 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.8 = 00)

**Q.14: 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 2 – LIVELIHOODS AND ASSET FRAMEWORK

## **SUB-SECTION 2.1 – LAND AND CROP DIVERSIFICATION**

### **\*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 grown.

### **\*RESPONDENT\***

Household member who knows best about the land extension and value, probably the household head.

### **\*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, lent to or shared with 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 HAS THE LAND TITLE, THE LAND WILL BE CONSIDERED AS “OWN LAND”.

## INSTRUCTIONS

### Q.1 Respondent for this section

### Q.2: In the last agriculture year (i.e. June 2012 to May 2013), 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, skip Q.9-Q.12.

*Non-agricultural land*

*Living Accommodation*

### Q.3: Living accommodation land

This is a filter question for Q.4-Q.5 in the table and should be administered by column: please tick next to each type of land used for accommodation in order to enable the following questions related to the area and use of each type of land.

### Q.4: Area of non-agricultural land for living accommodation

Record the area of land (in acres and cents) used for housing, including cases where there is a business within the house. You should enter the total area ("base" of the land) where the house is placed. 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.

### Q.5: 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: Accommodation

|  |
|--|
| 01=Living accommodation  |
| 02=Living accommodation plus <u>Garden with produce for consumption or sale</u><br>→ <b>Agricultural business</b>  |
| 03=Living accommodation plus <u>Industry (e.g. shop, rented-out accommodation)</u> → <b>Commerce and business</b>  |
| 04=Living accommodation plus <u>Garden with produce for consumption or sale</u><br><u>plus Industry</u> → <b>Mix of agricultural and non-agricultural business</b> |
| 20=Other, specify  |
| 77=NK  |
| 79=Refused to Answer   |

**Q.6: Any other land**

This is a filter question for next questions Q.7-Q.8 and should be administered by column: tick next to each type of land used for business and others in order to enable the following questions related to the area and use of each type of land.

***Industry and others***

**Q.7: Total area of non-agricultural land for Industry and others**

Record the area of land (in acres and cents) used **exclusively** for business and others – that are NOT accommodation. If the household has a business within the house (e.g. shop, warehouse, etc.), it should have been reported in Q.3-Q.5. In this question, we only record plots **outside the house** used for business or other purposes different than housing.

**Q.8: What is the main use of this land?**

**Main use of Non-Agricultural Land: Industry and others**

|   |
|---|
| 07=Gardening  |
| 08=Industry (e.g. business, commerce, etc.)                   |
| 09=Rented-out (fixed rent)                                    |
| 11=Nothing / Left fallow → <b>Land with no particular use</b> |
| 12=Recreation   |
| 20=Other, specify   |
| 77=NK   |
| 79=Refused to answer  |

***Agricultural land***

The next three questions are only enabled if the answer to Q.2 is yes.

**Q.9: 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.

**Q.10: What is the main use of this land during rainy season (Kharif season)?**

The codes prompted in this question are only agriculture-related (includes livestock and aquaculture).

**Q.11: What is the main use of this land during dry season (Rabi season)?**

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=Nothing / Left fallow → <b>Land with no particular use</b> |
| 13=Grazing livestock  |
| 14=Aquaculture  |
| 20=Other, specify   |
| 77=NK   |
| 79=Refused to Answer  |

**Q.12: 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.13: 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, PLEASE ENTER THE SUM OF ALL PLOTS WHEN RECORDING THE AREA OF THE LAND (Q.4, Q.7, Q.9 AND Q.13), AND REFER TO THE DESCRIPTION OF MOST OF THE LAND WHEN ASKING FOR THE USE OF THE LAND (Q.5, Q.8, Q.10 AND Q.11).

*The next three questions inform on the extent to which the Index Child has control over the land owned by the household.*

**Q.14: 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.

**Q.15: 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.16: 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.

*Crop Diversification*

**Q.1: In the last agriculture year (i.e. June 2012 to May 2013), 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. Important crops are defined in terms of significance for household welfare (money/food that they bring). Please enter the most important crop first.

**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 own agricultural activity. This means that total output includes 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 2012 to May 2013.

**SUB-SECTION 2.2 – 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.

**\*RESPONDENT\***

The household member with the most information about assets is probably the head of household.

**\*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, then:

Type of animals: 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 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.

**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.

**Q.5 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.6: 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 6 most valuable productive assets for the household.

**Q.7: 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?**

If the respondent mentions less than 6 assets, delete 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 assets in each category. Please read the codes out loud if the respondent does not understand the question.

**Q.8: For which activity is this asset used?**

Enter economic industry according to the categories shown in Codebox 9. This question applies to any asset, whether owned or not.

**Q.9: 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.10: 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.

### **SUB-SECTION 2.3 – IMPORTANCE OF INCOME**

#### **PURPOSE**

The purpose of this section is to collect information on the household's sources of income as well as the relative importance of these. In this round we are not collecting complete income information for the Older Cohort. This section gives an idea of the range of the sources of income as well which sources the household relies on most. This section is about *earned and non-earned income* i.e. income earned from activities of the household members, as well as income coming from transfers (such as remittances), pensions, NGO's etc.

#### **INSTRUCTIONS**

**Q.1 In the last 12 months, from which of the following activities does the household perceived its MONETARY Income?**

Please go through the list of activity categories with the respondent, asking for each whether any household members generate income for the household from this activity. Here we are interested in monetary income only – not in-kind.

Having established which sources of monetary income are relevant for the household, please use the pebbles and the circles card for each activity to get information about the relative importance of the different sources of income.

Start by placing the Circle Card and the pebbles on a flat surface. Explain to the respondent that the 20 pebbles represent the entire monetary income of the household for the last 12 months. We want to know how big the contribution of each of the sources of income listed above is to the total income. Ask the respondent to use the circle card to distribute the 20 pebbles among the sub-set of income sources relevant for this household. Remind them which sources they answered yes to in Q.1. Give the respondent time to move the pebbles around on the card. DO NOT rush the respondent and do not write anything down until the respondent is absolutely happy with the allocation. It is often the case that if the respondent sees the fieldworker writing down the pebble allocations, they will feel unable to make any changes and may give a less accurate answer. It is therefore very important that before entering any information about the pebble allocation, you confirm with the respondent that they are happy with the allocation and would not like to change anything.

Once the respondent is totally happy with the pebble allocation, fill in Q.2 and Q.3.

**Q.2 Type of Activity**

Please use the drop-down list in CAPI to enter all of the income sources of the household, *in order of importance* in terms of the relative size of the contribution to the household. This means that the activities should be listed in order of importance, with the one to which most pebbles were allocated entered first and the one to which least pebbles were allocated entered last.

**Q.3 Importance**

Please enter the number of pebbles allocated to each of the selected income sources.

# SECTION 3 – HOUSEHOLD FOOD AND NON-FOOD CONSUMPTION AND EXPENDITURE

## **SUB-SECTION 3.1 – 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.

Note that this section is much shorter for the OC HH than it is for the YC HH. In order to shorten the time of survey administration for OC HH it was decided to only collect information on a sub-set of items that were included in the last round of the survey and are included in the YC HH survey in this round. The sub-set of items make up a large proportion of total household consumption.

### **\*RESPONDENTS\***

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. 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 from the second-best respondent (having as reference market values) in the last 15 days

### **\*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 sol. If the amount is less than fifty cents, enter cero 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 "07" milk, butter, cheese, yoghurt), rounding is done at the end of the operation.

### **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.

Following comments made in training, please note that whole-meal flour should be included in category "Bread/Wheat flour (processed)"

**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 latter (i.e. part consumed) only.

For instance, if the household bought a total of 15 kilograms of wheat flour in the past 15 days at 15 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  $15 \text{ Rupees/kg} * 10\text{kg} = 150 \text{ Rupees}$  and enter 150 Rupees.

**Q.4: How much of this commodity 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:

1. Own household harvest, meaning that was produced by the household
2. 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 commodity 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.

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. Please note that food received from NGO's/programmes other than "Food for work" should be coded as "02= Food aid, transfer or direct support"

**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 3.2 – 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 tobacco, gas, batteries etc.
- 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, dwelling maintenance, one-off family events etc.

Note that this section is much shorter for the OC HH than it is for the YC HH. In order to shorten the time of survey administration for OC HH it was decided to only collect information on a sub-set of items that were included in the last round of the survey and are included in the YC HH survey in this round. The sub-set of items make up a large proportion of total household consumption.

### **\*RESPONDENTS\***

The ideal respondent is the person responsible for the payments and expenses of the Household. Generally this is the head of the Household.

### **\*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).

#### **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 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 estimate the amount relevant to the previous month by dividing the total value by the number of months in which the item is used.

#### **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:**

- 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.
- 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.

**Q.3 What is the money value of the total amount purchased by the household in the last 12 months for the following items?**

Here we ask about expenditure on clothing, distinguishing between expenditure on clothing for adult men, adult women, girls (under 18) and boys (under 18). You can help the respondent by first thinking about the total amount spent on clothing and then distinguishing between expenditures for the different groups.

## SECTION 4 – SOCIAL CAPITAL

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### \*PURPOSE\*

This section is designed to obtain information about the household support system/network and ability to raise money in case of an emergency.

### \*RESPONDENTS\*

Any member of the household, who knows about the social connectedness and support system of the household.

### \*INSTRUCTIONS\*

#### **Q.0. Enter household member from the household roster.**

Identify the respondent for this section using their ID from the household roster

### **SUB-SECTION 4.1 – 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.

#### **Q.2 How many relatives live in this community (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.4. 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.3 How many of these relatives are influential in the community?**

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.

#### **Q.4 Would your household be able to raise 2100 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.

# SECTION 5 – ECONOMIC CHANGES AND RECENT LIFE HISTORY

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## \*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 4 years, since 2010.

### **Q.0 Respondent for this section**

Identify the respondent for this section using their ID from the household roster

## **SUB-SECTION 5.1 – ECONOMIC CHANGES**

## \*PURPOSE\*

This section is intended to obtain information on changes in household economic conditions, as perceived by the household.

## \*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.

## \*INSTRUCTIONS\*

### **Q.1 How would you describe the household you were living in?**

#### **Q.201. 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.

#### **Q.2. 4 years ago (around the time of previous visit at the end of 2009)**

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 = "We have enough, we managed" 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 4 years ago.**

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 5.2 – SHOCKS**

**\*PURPOSE\***

This section records the history of economic events affecting the family since 2010 (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.

Around 50 types of events that may have had a negative economic impact on the household are classified::

***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\***

- ➔ Event (shock): there is a predefined list of about 50 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 2010. For instance, if frost has affected the household’s cash crops year after year since 2010, 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.*

#### **Q.1 Has [SHOCK NAME] happened since 2010?**

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 2010. You are asked to tick the ones in which a shock happened. Do this for all those events that happened since 2010 (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 the event?**

Let the respondent tell you about the different things that they did in response to the event. Then use Codebox 13 to find the appropriate category.

# SECTION 6 – 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.

**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 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.

**Septic tank is when human waste is sent 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. Choose the appropriate code from Codebox 33.. 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 4 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 "NS = 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 2010. 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.

**Consumer durables**

**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" or "NK = 77" as appropriate 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 3.4, Q.7). 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 and chair, which should be counted as a set. For instance, if the household has a dining table with 6 chairs around it, it should be counted as 7 items (one 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.

*NOTE: If the respondent mentions that owns 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.

# SECTION 7 – PUBLIC PROGRAMMES

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## 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).**

*Public Distribution System (PDS)*

**Q.1: Are you accessing PDS ?**

**Q.2: Which type of card do you hold?**

**Q.3: Are you receiving any of the following?**

**Q.4: Are you satisfied with the quality of the service?**

**Q.5: Why are you not satisfied?**

**Q.6: Are you getting the "Amma Hastam" package?**

**Q.7: Are you satisfied with the quality of service?**

*National Rural Employment Guarantee Scheme (NREGS)*

**Q.8: Does your household have job card under the NREGS?**

**Q.9: What is your household's job card number?**

**Q.10: Over the last 12 months, have you or anyone in your household worked for the NREGS?**

**Q.11: Has your household received unemployment allowance under NREGS since 2009/2010?**

**Q.12: Who in your household is registered with the NREG schemes?**

**Q.13: How many days employment was provided for [HHM]?**

**Q.14: How much did [HHM] receive for this work?**

**Q.15: How many days of employment was provided for [HHM]?**

**Q.16: How much did [HHM] receive for this work?**

**Q.17: Has [YL Girl] not participated in NREGS because of lack of child care facility?**

**Q.18: Was [YL Girl] refused employment under NREGS because of being a single woman?**

***Rajiv Arogyasri (RA) Health Insurance Scheme***

**Q.19: Do you have Rajiv Arogyasri Card?**

**Q.20: What is the card number?**

**Q.21: Have you accessed this scheme for the [YL Child]'s health related issues?**

***Adhar Card***

**Q.22: Does the household head have Adhar Card?**

**Q.23: Does the household head's spouse have Adhar Card?**

**Q.24: Does [YL Child] have Adhar Card?**

***IKP - Credit Provision***

**Q.25: Did anyone in the household benefit from this programme during the last 4 years?**

**Q.26: Who is the main person in the household who benefited from this programme?**

**Q.27: What are those benefits?**



## ROUND 4

# FIELDWORKER MANUAL

## YOUNGER COHORT CHILD QUESTIONNAIRE

September 2013



**CENTRE FOR ECONOMIC AND SOCIAL STUDIES**  
Begumpet, Hyderabad – 500 016, Phones : 040-23402789, 23416780, Website: [www.cess.ac.in](http://www.cess.ac.in)

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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 Younger Cohort Index Child (as well as to the sibling who was surveyed in Round 3). The respondent for the great majority of the section is the *Index Child*. If possible, please find a quiet space and make sure the respondent is comfortable, not distracted, and feels at ease. The last section should be administered to the sibling for whom anthropometrics were collected in Round 3. The name of the sibling is pre-populated at the start of that section (See Section 5.2).

The topics covered in this questionnaire include:

- Schooling
- Time-use
- Health
- Social Networks
- Feelings and Attitudes (*Index Child* and sibling measured in R3)

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 perspective on some of the questions which we have already asked the caregiver (e.g. time-allocation).

# Section 1: Schooling

---

## PURPOSE

The purpose of this section is to collect some additional information about YL child education (which is not captured in the household survey) and learn about his/her schooling experience.

## RESPONDENT

Younger Cohort *Index Child*.

## INSTRUCTIONS

### **Q.1: Are you currently enrolled in school?**

Ask YL Child if he/she is attending any course in the current academic year (2013/2014). If child is not attending, skip to Q.13.

### **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: What was the language of instruction at your school during primary education?**

Note that we want to know about the language of instruction during *primary* school, NOT the school that the child is in now (unless s/he is still in primary school). If the child was taught in more than one language during primary school, please ask which one s/he was taught in for the longest amount of time.

### **Q.5: 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. Please make sure that if the child is in boarding school s/he estimates the time from home to school (rather than e.g. the time from dorms to class).

### **Q.6: 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, enter the one which takes the most time.

### **Q.7: 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.9.

### **Q.8: 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 biggest one. Do not prompt the answers.

**Q.9: 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 day 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 2012/2013. However, if the child was not in school during the 2012/2013 year, ask about the last year in which the child attended school.

**Q.10: 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 2012/2013. However, if the child was not in school during the 2012/2013 year, ask about the last year in which the child attended school.

**Q.11: What are the main reasons you missed school?**

Ask 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 2012/2013. However, if the child was not in school during the 2012/2013 year, ask about the last year in which the child attended school.

**Q.12: 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 places. 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.13: 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 who do not attend school in the current academic year (2013/2014)*

**Q.14: 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.15: 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 2: Time-Use

---

## 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.

## 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

### 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 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 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.

### **Work Activities**

**Q.2: Did you do anything in the last 12 months to help or to get money or things for yourself or your family?**

These could be paid or unpaid jobs or chores that you do at home. It is very important that this question is asked in exactly the same way as in Round 3. 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.

#### **Work activities table**

**Q.3: What were these activities?**

Please do not prompt and code the child's response using Codebox #3.

**Q.4: 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 a business".

**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".

**Q.6: 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.7: Which activity did you spend the most time on during the year?**

Select the activity in which YL child spent most of his/her time in the last 12 months from the drop-down menu, which will get pre-filled with the answers reported in Q.3.

*The next set of questions relates to ANY ACTIVITIES THAT A CHILD ENGAGES IN DURING THE DAY*

**Q.8: Since we visited in 2009, have you been seriously injured??**

Ask the child has had a serious injury since our last visit in 2009/10. Make it clear to the child that a serious injury is one that prevents the child from doing normal activities (e.g. studying, working) and/or that requires medical attention. Please make sure that the child understands that this question is about injuries that took place *at any point*, not just while the child was working.

**Q.9: If yes, what is/were the injuries? You can give up to three answers but please give the most serious injury first.**

Please confirm with the child that all of the injuries they mention meet the criteria for "serious injuries": i.e. one that prevents the child from doing normal activities (e.g. studying, working) and/or that requires medical attention.

**Q.10: What were you doing when the most serious injury happened?**

Please do not prompt and use Codebox #5 to code the child's answer.

**Q.11: Since 2010, have you missed school because you were working for money or goods?**

This question is different from the previous because it refers to the last 4 years and to PAID activities only. If the child has not had a paid activity since 2010, enter code 88=NA. This question should only be asked if the answer to Q.2 is Yes.

# Section 3: Health

---

## PURPOSE

This section informs on the *Index Child's* 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).

## 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.

## INSTRUCTIONS

### Q.0: Sex of [YL Child]

Please tick the relevant gender (from observation). This information is needed to later correctly enable gender specific questions about puberty.

### Q.1: During the previous 24-hour period 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.

*The next set of questions is about the diet of the Index Child.*

### 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?  |

*The next set of questions is gender specific and relate to signs of puberty.*

**Q.4: At what age did you periods start?**

This question is only enabled for girls. Please be sensitive when asking it (especially male fieldworkers) and make sure that other people are not around so that the answer remains confidential.

**Q.5: At what age did you notice that your voice was changing (deepening)?**

This question is only enabled for boys.

**Q.6: 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.

**Q.7: 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.

# Section 4: Social Networks

---

## 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 5: 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.

## Sub-Section 5.1: Index Child

### 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 Card #2 to the *Index Child*. Figure #1 shows this card, which has 4 alternatives:

**Figure #1: Feelings and Attitudes (4-Point Scale)**

|                   |          |       |                |
|-------------------|----------|-------|----------------|
| Strongly disagree | Disagree | Agree | Strongly agree |
|-------------------|----------|-------|----------------|

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 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 |
|-------------------|----------|------------------------|-------|----------------|

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.

**The next eight questions ask about the aspirations and overall well-being of the Index Child.**

**Q.3: 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.5.

**Q.4: 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.5: 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 in 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.**

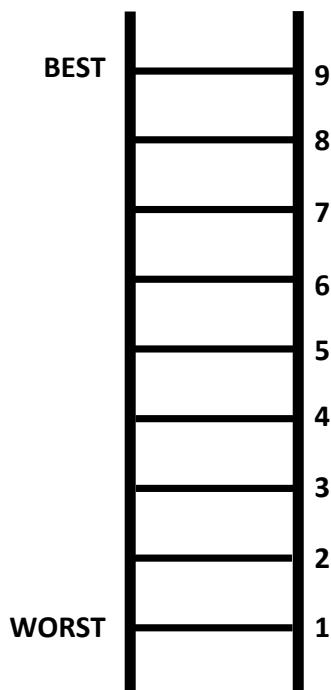
**Q.6: Given your current situation, do you expect you will be able to get that kind of job?**

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?"

**Q.7: 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-Steps 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.**

**The next four questions ask about the Index Child's perception of the economic well-being of his/her household.**

**Q.8: 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.9: FOUR YEARS AGO: Compared with other families here [NAME OF CURRENT LOCALITY], 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.10: 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.11: FOUR YEARS AGO: How would you describe your household?**

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.

***This is the last section administered to the Index Child. Please thank him/her before moving onto the next section (sibling feelings and attitudes).***

## Sub-Section 5.2: YL Child's Sibling

### INSTRUCTIONS

This section is to be administered to the sibling for whom anthropometric measures were collected in Round 3. The name of the sibling is pre-populated in CAPI at the top of the screen. This section must be answered by that sibling only. Please see instructions in the Younger Cohort Household Manual, Section 9.2 (Sibling Anthropometry) for locating the relevant sibling.

#### **Q.1: Is the same sibling available now?**

In most cases we expect the sibling to be in the same household as the *Index Child* and for the fieldworker to be able to administer this section to him/her immediately after completing the interview with the *Index Child*. However, in some cases, the sibling may not be available at that time, or may have moved to another location. In those cases this question should not be filled in until the fieldworker has made all possible effort to interview the sibling. If the sibling is away at the time of the interview, please schedule another appointment for a time when he/she plans to be at home. If the sibling has moved away, please find him/her and administer the interview, as long as he/she is still living within 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 were not found.

Only fill in this question once you have either found the relevant sibling, or have made all possible effort to find him/her and decided that this is not going to be possible.

If you have been able to find the relevant sibling: please administer the questions in this section.

If you have not been able to find the relevant sibling: please answer No and add a comment for why it has not been possible to find the sibling.

The next set of questions is asked in order to determine which of the items in the feelings & attitudes scales are relevant for the child.

#### **Q.2: Are you currently enrolled in school?**

Ask the sibling if he/she is attending any course in the current academic year (2013/2014).

#### **Q.3: 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            |

**Q.4:**

This is the same as Q.1 which was administered to the *Index Child* in the previous sub-section. Please see instructions for Q.1, Sub-Section 5.1.

**Q.5:**

This is the same as Q.2 which was administered to the *Index Child* in the previous sub-section. Please see instructions for Q.2, Sub-Section 5.1.



# ROUND 4

# FIELDWORKER MANUAL

## YOUNGER COHORT

## HOUSEHOLD QUESTIONNAIRE

August 2013



**CENTRE FOR ECONOMIC AND SOCIAL STUDIES**

Begumpet, Hyderabad – 500 016, Phones : 040-23402789, 23416780, Website: [www.cess.ac.in](http://www.cess.ac.in)

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# PART I: YOUNG LIVES BASICS

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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:***

- Livelihoods and asset framework (which asks some questions on earnings)
- 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 #6). 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 SAVE 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

Unlike previous rounds, in Round 4 the main survey 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 #4).

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

1. Laptop 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. 8 labelled circles
6. Fieldworker manual
7. Field notes template
8. Pen and pencil
9. Identification card of the Young Lives Study
10. 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:

- 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     | [_____]<br>Spec._____              | [__]<br>Spec._____            | [__]<br>Spec._____                            |

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

*Example:*

|                        |           | <b><i>FIELDWORKER: To be asked for [YL Child] only.</i></b> | <b><i>FIELDWORKER: To be asked for [YL Child]'s mother only.</i></b> |
|------------------------|-----------|---|--|
| 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?<br><br><b><i>FIELDWORKER: If the respondent says that [YL Child] moved because the parents / caregiver were moving, ask further for their reason to move and code accordingly.</i></b> |
| 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]”.

*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?<br><br><b>FIELDWORKER: DO NOT PROMPT.</b> | [ ___ ]<br><br>Specify _____ |
|-----|--|------------------------------|

## 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?<br><br>00=None<br>Grade=01-12<br>13=Post-secondary<br>28=Adult literacy<br>29=Religious education<br>30=Other, <b>specify</b> | [ ___ ]<br><br>Specify _____ |
|-----|---|------------------------------|

## TYPES OF QUESTIONS

With the use of CAPI, the questionnaires have been designed to be filled in entirely, 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?<br><br>00=None<br>01=1-5<br>02=6-10<br>...<br><br>77=NK<br>79=Refused to answer<br><br>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. Also with 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.

As obvious as it may sound, 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 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?<br><br>00=No<br><br>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.<br><br><i>Enter code from Codebox #24.</i> |                          |
| 01  | Reason 1   | [ ___ ]<br>Specify _____ |
| 02  | Reason 2   | [ ___ ]<br>Specify _____ |

***Codebox #24: Why situation changed***

| <b>Why situation improved</b>       | <b>Why situation worsened</b>      |
|-------------------------------------|------------------------------------|
| 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] |
| [ __ ]                 | [ _____ ] | [ __ ]<br>Specify _____    |

### 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?<br><br>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), it is not necessary to type a preceding zero in CAPI because it is already programmed to read it automatically.

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<br><b>FIELDWORKER:</b> If more than one plot, ask for the sum of all plots.<br>Enter in acres and cents.<br>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, there are also questions that ask for amounts, where the special codes must be entered in negative form to avoid confusion with a real amount.

**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<br><br>Enter in Quintals<br><br>(1 Quintal = 100 Kg.)<br><br>-77=NK<br>-79=Refused to answer | Value of output sold in the last agricultural year<br><br>Enter in Rupees.<br><br>-77=NK<br>-79=Refused to answer |
| Crop 01 | [ ___ ]<br><br>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<br><br>[PREFILLED FROM HOUSEHOLD ROSTER] | Household member name<br><br>[PREFILLED FROM HOUSEHOLD ROSTER] | Has [HHM] ever attended or is he/she currently attending school?<br><br>00=No<br>01=Yes<br>77=NK<br>79=Refused to answer |
| [ ___ ]   | [ _____ ]  | [ ___ ]  |

## 6. Pre-filled questions

In CAPI, you will find some questions that are already pre-filled with answers from Round 3. This round they have been added in CAPI for two purposes:

- a) 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.

- b) 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 3, 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<br><br>[PREFILLED FOR PHHM's] | Full name<br><br>[PREFILLED FOR PHHM's] | Age in R3<br><br>[PREFILLED FOR PHHM'S] | How old is [HHM]?<br><br>Enter in completed years<br><br>00=Less than 1 year<br><br>-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 4 years of difference from the one reported in Round 3.

## 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?<br><br>00>No ► Skip to Q.28<br><br>01=Yes<br><br>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?<br><br>00=No ► Skip to next section<br>01=Yes<br>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:*

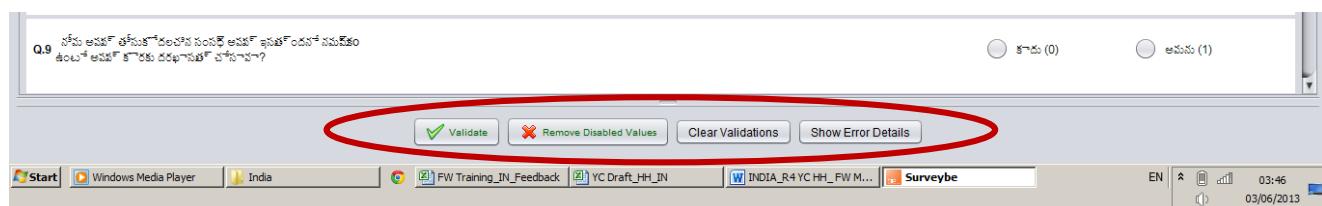
|   |                           |     |
|---|---------------------------|-----|
| <b>Type of Livestock</b>  |                           | Q.2 |
| Has anyone in the household owned any of the following animals at any time <u>in the last 12 months</u> ? |                           |     |
| If NO tick ► Skip to next row   |                           |     |
| 1   | Cow (modern variety)      | ?   |
| 2   | Cow (traditional variety) | ?   |
| 3   | Calves                    | ?   |

## 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.

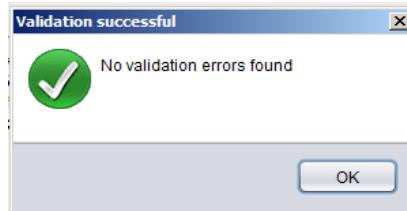
In order to do this, you will find four buttons on the bottom of each screen.

**Figure #1: Validation Buttons**



**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 () will flag the question with a message telling you that the age you entered is more than 4 years old than in Round 3.

**Figure #3: Error Messages**

| Household Members |                 |             |            |   |                 |   |                |                |        |
|-------------------|-----------------|-------------|------------|---|-----------------|---|----------------|----------------|--------|
| 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)                                  | 36              | Age is more than one year different from last year. Please check your response. | Current M      | Marital Status | Labor  |
| 2                 | 12              | Louise Wise | Female (2) | Spouse (2)                                | 36              | Age is more than one year different from last year. Please check your response. | Current W      | Marital Status | Labor  |
| 3                 | 13              | Thomas Wise | Male (1)   | Own child (3)                             | 4               | Age is more than one year different from last year. Please check your response. | 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**

| Household Members |                 |             |            |   |                 |  |                |       |        |
|-------------------|-----------------|-------------|------------|---|-----------------|--|----------------|-------|--------|
| 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 | X      |
| 2                 | 12              | Louise Wise | Female (2) | Brother / Sister (7)  | 36              | Current M  | Marital Status | Labor | X      |
| 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.

## 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**

The screenshot shows the 'Data Handlers' tab selected in the Surveybe software interface. The screen is divided into four main sections corresponding to the questions Q.1 through Q.4. Each section contains a question label, a text input field, and a 'Get time' button. The first section (Q.1) is labeled 'Date of Interview' and contains the text '09/06/2013 04:48:12'. The second section (Q.2) is labeled 'Fieldworker ID' and contains the text 'Fieldworker Name (1)'. The third section (Q.3) is labeled 'Date of Supervisor Check' and contains the text '09/06/2013 04:48:16'. The fourth section (Q.4) is labeled 'Supervisor ID' and contains the text 'Supervisor Name (1)'.

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.

## PART II: ARRANGEMENTS FOR THE MAIN INTERVIEW

---

### TRACKING SCHEDULE

#### 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)

**Current household:** Household in which YL Child is living now in Round 4.

**Previous household:** Household in which YL Child was living in Round 3. In the Indian context, it is likely that the Younger Cohort children still belong to their previous household despite they may be physically living somewhere else (e.g. students living in hostels).

**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. IN ROUND 4, 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 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 May, 2012. This sheet also contains other contacts' addresses and details that may help you find the household.

### 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. An incorrect Child ID means we cannot use the data collected in the questionnaire.

### Q.2: Tracking attempt number

It may be the case that several attempts may be needed to find the child, which means that there would be more than one Tracking Schedule per index child. Record here the number of times you have tried to find YL Child. The maximum number of attempts will be 7. If you cannot track the child after the 7<sup>th</sup> attempt, report to the Field Manager to record him/her as dropped in this round.

### Q.3: Date

Record the starting date of each attempt, even if unsuccessful.

---

### STEP 1: Find the house.

#### Q.4: Could you find the house/dwelling?

Use the physical address of dwelling provided in the *Contacts Sheet* (see Figure #6) 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* (see Figure #6) 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 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* (see Figure #6) 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: Is [YL Child] now living in the same Round 3 household?**

Once you confirmed that YL Child is alive, ask if s/he is still living with the same household as in Round 3.

**Q.11: Where is [YL Child] 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. Since the child was NOT living in this new location in Round 3, the number of years should be '04' or less.

**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 – for instance, if the child is staying at hostel or a residential college while studying. Enter “Permanently” if the child is NOT expected to return to the previous household.

#### ***STEP 5: Identify the relevant household.***

##### **Q.14: Who is [YL Child] currently living with?**

It is likely that s/he is living with several people, but this question intends to capture who is the person responsible for YL Child – ideally the primary caregiver or the household head. The agreed coding for this question is:

- Use code **01=Biological parent** if the child is living with any of the parents, even if the child is living also with other relatives, such as grandparents.
- Use code **22=Other, non-relative** if the child is living in a hostel due to studies.

##### **Q.15: Is [YL Child] currently living with [ROUND 3 CAREGIVER]?**

This question aims to capture if YL Child has moved to a different household with the same caregiver as in Round 3, given that the caregiver is NOT any of the parents – for example, the elder sister.

##### **Q.16: Is [YL Child] currently living with a new caregiver?**

This question aims to capture if YL Child has moved to a different household and has a new caregiver who is NOT any of the parents – for example, the grandmother.

##### **Q.17: Who do you think currently contributes the most to [YL Child]'s living costs?**

This question is the bottom line to identify which is the relevant household. It identifies which household is mostly contributing to pay for YL Child's living costs, such as studies (tuition fees, registration, examinations, books, etc.), transportation, clothing and all other items (excluding food and housing).

Now you have to confirm in which household the YC Household questionnaire will be administered. The criteria used for identifying the relevant household are explained in **Box #6**.

#### **BOX #6: CRITERIA FOR IDENTIFYING THE RELEVANT HOUSEHOLD**

Based on the household definition, the conditions that Round 4 relevant household should meet are:

- **Condition #1 – Sharing shelter**

YL Child has ever lived in the same house/dwelling with this household.

- **Condition #2 – Sharing food**

YL Child has ever cooked and eaten together with this household.

- **Condition #3 – Economic dependence**

YL Child currently benefits from pooled income with this household.

- **Condition #4 – Highest contribution to living costs**

YL Child currently receives the highest monetary contribution from this household.

**Q.18: The relevant household is the current household.**

You will choose this option if YL Child is living in:

**a) Different household with parent(s)**

*Example:* The index child's mother had disputes with the child's father, so she moved permanently with her parents (child's grandparents) and took the child with her.

**b) Different household with Round 3 caregiver (different from parents)**

*Example:* In Round 3 the primary caregiver was the child's elder sister, but she got married and moved with her husband, taking the child with her.

**c) Different household with a new caregiver (different from parents) that contributes more than Round 3 household**

*Example:* The child's mother (Round 3 caregiver) died, so the child moved with the grandmother who is now taking care of her/him and pays for most of her/his living expenses, such as the school fees, bus tickets, etc.

**d) Different household with a relative (different from parents) that contributes more than Round 3 household**

*Example:* The child moved with the aunt that lives near to his school, and the aunt pays for most of the child's living expenses. Note that in this case, the caregiver has NOT changed – although the child lives with the aunt, the mother still decides about the health and education of the child.

**Q.19: The relevant household is the Round 3 household.**

You will choose this option if YL Child is living in:

**a) Same household as in Round 3**

**b) Different household with non-relatives**

*Example:* The child is living in a hostel near to her/his school.

**c) Different household with a new caregiver (different from parents) that contributes more than the current household**

*Example:* The child's mother (Round 3 caregiver) died, so the child moved with the grandmother who is now taking care of the child, but the father (Round 3 household) still pays for most of her/his living expenses.

**d) Different household with a relative (different from parents) that contributes more than the current household**

*Example:* If the child moved with the aunt that lives near to his school, but the parents (Round 3 household) still pay for most of the child's living expenses. Note that in this case, the caregiver has NOT changed – although the child lives with the aunt, the mother still decides about the health and education of the child.

**REMEMBER: THE GOLDEN RULE FOR IDENTIFYING THE RELEVANT YOUNGER COHORT HOUSEHOLD IS:**

**IF YL CHILD IS CURRENTLY LIVING WITH THE PARENTS OR THE PRIMARY CAREGIVER, PICK THE CURRENT HOUSEHOLD.**

**OTHERWISE, PICK THE HOUSEHOLD THAT CONTRIBUTES THE MOST TO THE CHILD'S LIVING EXPENSES.**

Now you will informally confirm that YL Child's family is still happy to be part of the study. At this stage, just ask verbally – you will formally confirm consent later on – in order to give the family time to consider. If consent is given, move on to the Preliminary Interview. If not, thank the respondent and end the interview.

**Figure #6: Contacts Sheet**

## *R4 Tracking*

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*CHILDID* IN010001  
*Child Name* SAI VEDELLA  
*Gender* Male  
*Name of HH Head* RAMANJANEYULU  
*Father's Name* RAMANJANEYULU  
*Caregiver Name* GANGA BHAVANI  
*Mother's Name* GANGA BHAVANI  
*Physical Address of Dwelling* KARANAM GARI SANDU,NEAR RAJAGARI MEMA  
D.NO-6D-6-5,SOUTHERN STREET,ELURU  
  
*Phone Number* 9440130708,9441687670  
*Postal Address* V.RAMANJANEYULU D.NO. 60-KARNAM GARI SANDU  
SOUTHERN STREET, ELURU  
  
*Cluster ID* 01  
*Community ID* IN033  
*Type of Site* Urban  
*Region* 21

## R4 Tracking

### *Contacts for YL Child from R3/Tracking*

| Name of Contact       | Address   | Phone | Is this contact still valid?<br>01=Yes 00=No |
|-----------------------|---|-------|--|
| RAMANJANEYULU VEDELLA | D.NO-6D-6-5, NEAR HANUMAN TEMPLE, RAJA GARI MEDA, KARNAM GARI SANDHU, 29TH WARD, ELURU-534001 |       | [ ___ ]                                      |
| PULLAIAH VEDELLA      | D.NO-6D-6-5, NEAR HANUMAN TEMPLE, RAJA GARI MEDA, KARNAM GARI SANDHU, 29TH WARD, ELURU-534001 |       | [ ___ ]                                      |
| KOTHAMASU KRISHNA RAO | D.NO-6D-6-4 KARNAM GARI SANDU SOUTHERN STREET ELURU   |       | [ ___ ]                                      |

### *New Contacts for YL Child*

| Name of Contact | Address | Phone | Is this contact still valid?<br>01=Yes 00=No |
|-----------------|---------|-------|--|
| _____           | _____   | _____ | [ ___ ]                                      |
| _____           | _____   | _____ | [ ___ ]                                      |

# 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 #6) are up to date.

## RESPONDENTS

Preferably the respondent should be the same as in Round 3; 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 #7: 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 11 years ago when you kindly answered questions for us on various aspects of your lives. The last time we visited you was in 2009/2010 and now we are visiting you again to find out how your life has been over the past 4 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*

### Q.3: Was [YL Child] residing at the address provided in the *Contacts Sheet*?

If this is the case, verify that all the details are up to date; otherwise, update them. Check the spelling of YL Child's name and surname(s). If her/his parents are illiterate, ask if there is any documentation with the spelling of the name.

### Q.4: New address

This should match (or be more detailed than) the last address collected in the *Tracking Schedule*.

**Q.5: Phone numbers**

Ask for the landline and mobile, ideally of the household head and/or primary caregiver.

**Q.6: Geographic coordinates**

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

*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 radio, 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 radio, 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.

***Household Roles***

*The purpose of these questions is to identify the key respondents for the household questionnaire.*

**Q.15: Current household head is the same as in Round 3**

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.

**Q.16: 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.17: 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.18: Current primary caregiver is the same as in Round 3**

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.

**Q.19: 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 3.

**Q.20: 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.

Once you have identified the key household roles for the child, prompt the *Consent Form* (see Box #7) 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 #8: 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.20: 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.

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.21, 23, 25: Date of [First, Second, Third] Appointment**

#### **Q.22, 24, 26: Time of [First, Second, Third] Appointment**

## PART III: HOUSEHOLD QUESTIONNAIRE

### SECTION 0 – 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 3 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). The purpose of this sub-section is to gather 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).

#### 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 leading "0". In the example, you will see "10011".

## INSTRUCTIONS

### HOUSEHOLD ROSTER

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: Full name**

The names of PHHM's are pre-filled, but you should still verify them (including spelling).

##### **PQ.2: Age in R3**

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.2: 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 3 to ensure that there is some consistency in the age difference between both rounds (e.g. it cannot be more than 4 years).

##### **Q.3: Age in completed months**

If the HHM is less than 1 year old, you should enter "0" in Q.2 and the number of months here.

##### **Q.4: Sex**

Please enter the gender of the HHM

##### **PQ.5: Relationship with [YL Child] in R3**

The relationship of the PHHM's to the YL Child appears pre-filled and is there just for reference.

##### **Q.5: 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.6: Who is the primary caregiver of [YL Child]?**

It is technically possible that the primary caregiver is no longer living at home. In that case add her/him as a new household member anyway, but in Q.13 enter code 02=Living elsewhere temporarily or 04=No, lives elsewhere permanently.

Please Note: 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 questions ask about [YL Child]'s place of birth.*

##### **Q.7: Was [YL Child] 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.8-Q.11.

**Q.8-Q.11: Where was [YL Child] born?**

Enter the state, district, mandal and village.

**Q.12: How many children have been born alive to [YL CHILD'S MOTHER] since [YL Child]?**

This question is enabled only for YL Child's mother. If she didn't have any children after YL Child, enter '0'.

**Q.13: Does [HJM] 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.

**Q.14: Which year did [HJM] die in?**

Remember being sensitive when asking this question.

*The following set of questions intends to capture more information about YL Child's parents or caregiver in case they don't live in the household anymore, but might still have contact with her/him.*

**Q.15: Where is [HJM] living now?**

This is asked only if the father/mother/caregiver is alive.

**Q.16: How often does [HJM] see [YL Child]?**

This is asked only if the father/mother/caregiver is alive.

**Q.17: Has [YL Child] ever lived with [HJM]?**

This is asked regardless of whether the father/mother/caregiver is alive or has passed away.

**Q.18: How long did [YL Child] live with [HJM]?**

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 3. 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.

**Q.19: Who is the household head?**

Ask who the current head of the household is. If different from Round 3 (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.

**Current Household Roster**

**This table shows all previous household members identified as current household members above as well as all of the new household members.**

**Q.20: What is [HJM]'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.21: What is [HJM]'s marital status?**

Remember that single means that the person has never been married.

**Q.22: Who is [HJM]'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.23: Who is [HJM]'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.24: 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.25: Tick if this is a polygamous household.**

This question is for you; do not ask 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 HJM is entered as the wife of the HH head (Q.20).

**Q.26: Respondent for this section**

## 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.1: Is the biological father of [YL Child] alive?**

Remember being sensitive when asking this question.

**Q.2: In which year did [YL Child]'s biological father die in?**

Remember being sensitive when asking this question.

**Q.3: 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.4: How often does biological father of [YL Child] see [YL Child]?**

This is asked only if the biological father is alive.

**Q.5: 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.

**Q.6: 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.7: How many children have been born alive to [YL CHILD'S MOTHER] since [YL Child]?**

This question is enabled only for the biological mother of YL Child. If she hasn't had any children after YL Child was born, enter '0'.

**Q.8: Is the biological mother of [YL Child] alive?**

Remember being sensitive when asking this question.

**Q.9: Which year did [YL Child]'s biological mother die in?**

Remember being sensitive when asking this question.

**Q.10: Where is biological mother of [YL Child] living now?**

This is asked only if the biological mother is alive.

**Q.11: How often does [YL Child] see his/her biological mother?**

This is asked only if the biological mother is alive.

**Q.12: 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.

**Q.13: 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.

# SECTION 1 – CHILD MOBILITY

## PURPOSE

This section intends to collect YL Child's movements to a different locality since Round 3 (2009/2010) for 2 months or more (or that are expected to last 2 months 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.

## RESPONDENT

Preferably the primary caregiver.

## 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: Respondent for this section

### Q.2: Has [YL Child] ever moved to a different locality for at least 2 months since our visit in 2009/2010?

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".

### Q.3: In which year did [YL Child] move?

The range of years is from 2009 to 2013.

### Q.4: How long did [YL Child] stay in this location?

If the YL Child still lives in this town, enter "0". This means that the last locality entered must be the one in which he/she currently lives.

Remember that since you want to record the history of movements of at least 2 months, this question should not have "1" as an answer.

**NOTE: Exception:** If s/he moved one month ago, but expects to stay in the new location for more than another month. In that case enter 01.

### Q.5: Where did [YL Child] move to?

This question intends to capture approximately how far the child went in each of her/his movements.

### Q.6: What type of locality did [YL Child] move to?

This is basically to have an approximation of how big/connected/urbanised the destination is.

### Q.7: Who did [YL Child] move with?

Interested in identifying if YL Child moved with a HHM or not. If the child moved with most of the household members, enter code "80=Moved with all household members".

### Q.8: Why did [YL Child] move?

If the respondent says that [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 (Codebox 4).

# SECTION 2 – HOUSEHOLD AND CHILD EDUCATION

## 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.

### 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.

### 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.

### 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).

#### 18 years old and above

##### **Q.1: 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.2: 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, than 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.3: Has [HHM]'s education level changed since 4 years ago?**

This question is asked only to PHHM's and refers to changes in completed grades (e.g. 09, 10, etc) - NOT qualification (e.g. primary, secondary, etc). For example, if the household member moved from one grade to another in the last four years, that is considered a change in the level of education. Also, if s/he went from school to college / technological institute (even if s/he has not yet obtained the official degree), that also counts as a change in the level of education.

##### **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 to differentiate between attending regularly, irregularly or distance learning. See definition of full-time education above.

**From 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.1

**Q.6: What was the highest grade that [HHM] completed (excluding pre-primary)?**

See instructions for Q.2.

**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. If the respondent provides more than one reason, ask for the most important one and code this answer.

**Q.9: At what age did [HHM] start formal school (from Grade 1)?**

This question seeks to establish the age of the child 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.

***Ask the following questions if [HHM] is currently NOT in school, but attended earlier.***

**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: How much do you spend on school fees for [HHM] per year?**

This is an approximation. If the respondent finds difficult to recall, refer to the last academic year. Please note that expenses on uniforms, books, stationary, transport, and extra classes should NOT be included here.

**Q.16: How much do you spend on extra tuition for [HHM] per year?**

This is an approximation. If the respondent finds difficult to recall, refer to the last academic year.

***The following questions only apply to YL Child.***

**Q.17: Is [YL Child] in a boarding school?**

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.

**Q.18: Why have you chosen this school for [YL Child] to attend?**

## SUB-SECTION 2.2 – EDUCATIONAL HISTORY OF THE CHILD

### PURPOSE

This section's purpose is to report the child's educational history between Round 3 (2009/2010) and this round (2013). For this, we want to know if in each year the YL Child was studying on a regular basis (for more than 6 months), the grade coursing each year and the school where s/he was enrolled

### INSTRUCTIONS

#### **Q.1: Has [YL Child] repeated any grade since 2009/2010?**

The purpose of this question is to explore whether the Young Lives child has failed any grade since 2009/2010. It will also provide a good control for the 'Education History' table below.

#### **Q.2: Has [YL Child] left school at any point since 2009/2010?**

The purpose of this question is to know whether the YL Child did not complete his academic year in any of the years between 2009 and 2013. This could be for any reason, for instance by choice, family decision, or because s/he was expelled.

*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.3: Did the YL Child 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 (starting with grade 1), or is currently enrolled in an educational centre. If the answer is NO, you should skip to next row (i.e. previous academic year).

#### **Q.4: What grade was [YL Child] in?**

Ask about the grade in which the YL child was enrolled in that specific year.

#### **Q.5: Was [YL Child] 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 2005-2006) does not have a skip for this question. This means that you will ALWAYS collect school information for this academic year.

#### **Q.6: What type of school did [YL Child] last attend?**

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

#### **Q.7: District where school is located**

#### **Q.8: 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 3. If the school name is not listed, enter 9999=Not listed and enter the name in the enabled field in Question 9. 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 3 or because the child was or is now living in a different area where we did not collect school data in Round 3.

Please make sure that you enter the name of the school in Q.9 if it does not appear in the dropdown list in Q.8. 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: 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.

#### **Q.10: What is the language of instruction at [YL Child]'s 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 2.3 – CHILD TIME ALLOCATION**

#### **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.

#### **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.

***The following question is asked to 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 asked to 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.

# SECTION 3 – LIVELIHOODS AND ASSET FRAMEWORK

## 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.

### RESPONDENT

Household member who knows best about the land area and value, probably the household head.

### 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**

**Q.2: In the last agriculture year (i.e. June 2012 to May 2013), 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. This is a filter question for Q.9-Q.12.

**Non-agricultural land**

**Living Accommodation**

**Q.3: Living accommodation land**

This is a filter question for Q.4-Q.5 in the table and should be administered by column: you will tick next to each type of land used for accommodation in order to enable the following questions related to the area and use of each type of land.

**Q.4: Area of non-agricultural land for living accommodation**

Record the area of land (in acres and cents) used for housing, including the possibility of a business within the house. You should enter the total area ("base" of the land) where the house is placed. 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.

**Q.5: 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: Accommodation**

|  |
|--|
| 01=Living accommodation  |
| 02=Living accommodation plus <u>Garden with produce for consumption or sale</u><br><b>→ Agricultural business</b>  |
| 03=Living accommodation plus <u>Industry (e.g. shop, rented-out accommodation)</u> <b>→ Commerce and business</b>  |
| 04=Living accommodation plus <u>Garden with produce for consumption or sale plus Industry</u> <b>→ Mix of agricultural and non-agricultural business</b> |
| 20=Other, specify  |
| 77=NK  |
| 79=Refused to Answer   |

**Industry and others**

**Q.6: Any other land**

This is a filter question for next questions Q.7-Q.8 and should be administered by column: tick next to each type of land used for business and others in order to enable the following questions related to the area and use of each type of land.

**Q.7: Total area of non-agricultural land for Industry and others**

Record the extension of land (in acres and cents) used exclusively for business and others – that are NOT accommodation. If the household has a business within the house (e.g. shop, warehouse, etc.), it should

have been reported in Q.3-Q.5. In this question, we only record plots **outside the house** used for business or other purposes different than housing.

**Q.8: What is the main use of this land?**

**Main use of Non-Agricultural Land: Industry and others**

|   |
|---|
| 07=Gardening  |
| 08=Industry (e.g. business, commerce, etc.)                   |
| 09=Rented-out (fixed rent)                                    |
| 11=Nothing / Left fallow → <b>Land with no particular use</b> |
| 12=Recreation   |
| 20=Other, specify   |
| 77=NK   |
| 79=Refused to answer  |

**Agricultural land**

**Q.9: 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.10: What is the main use of this land during rainy season (Kharif season)?**

The codes prompted in this question are only agriculture-related (includes livestock and aquaculture).

**Q.11: What is the main use of this land during dry season (Rabi season)?**

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=Nothing / Left fallow → <b>Land with no particular use</b> |
| 13=Grazing livestock  |
| 14=Aquaculture  |
| 20=Other, specify   |
| 77=NK   |
| 79=Refused to Answer  |

**Q.12: What proportion of the land was irrigated in the last dry season?**

The codes prompted in this question are only agriculture-related.

**Q.13: 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 ASKING ABOUT THE AREA OF THE LAND (Q.4, Q.7, Q.9 AND Q.13), AND REFER TO THE DESCRIPTION OF MOST OF THE LAND WHEN ASKING FOR THE USE OF THE LAND (Q.5, Q.8, Q.10 AND Q.11).

### ***Crop Diversification***

#### **Q.1: In the last agriculture year (i.e. June 2012 to May 2013), 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 2012 to May 2013.

#### **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.

#### **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.13 above.

## **SUB-SECTION 3.2 –INDIVIDUAL ACTIVITIES**

### **PURPOSE**

To identify the main activities in terms of time spent of each current household member aged 5 and over during the last 12 months. This includes both working and non-working activities (e.g. chores, looking after dependents, etc.). In the case of working activities, we are interested in identifying both paid and unpaid activities performed inside and outside the household.

**REMEMBER:** THIS SECTION HAS A DIFFERENT PURPOSE THAN THE “WORK ACTIVITIES” SECTION IN THE OLDER COHORT CHILD QUESTIONNAIRE. HERE WE ARE INTERESTED IN BOTH WORKING AND NON-WORKING ACTIVITIES, WHEREAS IN THE OLDER COHORT, WE COLLECT DATA OF THE WORKING ACTIVITIES ONLY.

### **RESPONDENT**

The household member who knows best about the activities of all household members, probably the household head.

### **DEFINITIONS**

**Self-Employed:** Persons who operated their own farm or non-farm enterprises or were engaged independently in a profession or trade on own-account with one/few partners.

**Wage Employed:** Persons who during the reference period performed some work for wage or salary, in cash or in-kind.

**Annual Farm Servant:** Also known as *Jeetha* labour, are persons who work in agricultural activities for someone outside her/his household for one year.

### INSTRUCTIONS

This section applies for all current household members and does not include people who live in the house but are not part of the household (e.g. housekeeper, workers, etc.). The table below shows the categories of activities that should be included in this section.

#### **Types of working and non-working activities considered in this section**

| Working activities  |                                  |                          | Non-working activities  |  |
|---|----------------------------------|--------------------------|---|--|
| Paid  |                                  | Unpaid                   |   |  |
| Cash  | In-kind                          |                          |   |  |
| 01=Self Employed (Food crops)   | 01=Self Employed (Food crops)    | 16=Other unpaid activity | 14=Unemployed   |  |
| 02=Self Employed (Non-food, including horticulture, sericulture and floriculture) |                                  |                          | 15=Household chores   |  |
| 03=Self Employed (Aquaculture)  |                                  |                          | 17=Household dependent (child or retired elder)<br><br><b>→ Includes students</b> |  |
| 04=Self Employed.(Livestock)  | 04=Self Employed.(Livestock)     | 19=Other, specify        | 19=Other, specify   |  |
| 05=Wage Employment (Agriculture)  | 05=Wage Employment (Agriculture) |                          |   |  |
| 06=Annual Farm Servant  | 06=Annual Farm Servant           |                          |   |  |
| 07=Other (allied) agriculture   | 07=Other (allied) agriculture    |                          |   |  |
| 08=Self Employed (Manufacturing)  |                                  |                          |   |  |
| 09=Self Employed (Services)   |                                  |                          |   |  |
| 10=Self Employed (Business)   |                                  |                          |   |  |

|  |  |  |  |
|--|--|--|--|
| 11=Self Employed (Other non-Agriculture)         |  |  |  |
| 12=Wage Employment (Unsalaried; Non-agriculture) | 12=Wage Employment (Unsalaried; Non-agriculture) |  |  |
| 13=Regular Salaried Employment                   |  |  |  |
| 18=Begging                                       | 18=Begging                                       |  |  |

**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).

#### Q.1 Most important work activity / occupation in terms of time spent

Please code using Codebox 13. The table below provides examples of the sorts of activities that would fit under each of the categories in Codebox 13.

#### Examples of types of activities

| Type of activity  | Examples  |
|---|---|
| <b>AGRICULTURE &amp; ALLIED AGRICULTURE</b>                                       |   |
| 04 = Self Employed. (Livestock, beekeeping, chicken)                              | Raises his own cattle                           |
| 03 = Self Employed (Aquaculture)  | Grows his own shrimp                            |
| 05=Wage Employment (Agriculture)  | Works in crops at different neighbours' farms   |
| 06=Annual Farm Servant  | Works in someone's farm as a servant            |
| 01=Self Employed (Food crops)   | Grows paddy rice in her husband's farm          |
| 02=Self Employed (Non-food, including horticulture, sericulture and floriculture) | Produces silk (grow silk worms) in his own farm |
| 07=Other (allied) agriculture, specify __   | Works in a fishing ship                         |
| <b>NON-AGRICULTURE</b>  |   |
| 08=Self Employed (Manufacturing)  | Runs her own bakery                             |

|  |   |
|--|---|
| 09=Self Employed (Services)                                    | Taxi driver<br>Clown on the streets                   |
| 13=Regular Salaried Employment                                 | Civil servant<br>Barber at someone else's barber shop |
| 12=Wage Employment (Unsalaried/<br>irregular; Non-agriculture) | Mason at NRGES  |
| 19 = house maid  |   |
| 09 = Self Employed (Services)                                  | Shopkeeper at his parents shop                        |
| 11 = Self Employed (Other non-Agriculture.)                    | Barber at his own house                               |
| 20=Other non- agriculture specify<br>_____                     | Teacher at private school                             |

#### **Q.2 Is this a regular job / activity?**

Ask whether the activity is performed with a defined regularity or not. For instance, activities performed one month of the year, (e.g. Christmas season), 12 months per year, or every summer are examples of regular occupations. If the occupation is conducted irregularly and without previous planning, it is not a regular occupation.

These questions establish the time that the individual spent working in the last months. The information is necessary for the subsequent calculation of annual income earned by the respondent. For example, if in the following section the respondent indicates he or she earned 1,000 Rupees per month, this set of questions reveals how many months he or she had to work to generate the annual income.

#### **Q.3: Months per year**

Refers to the months worked by the respondent. The fieldworker must be especially attentive with this question. If the respondent only worked a few days of the month, this may be considered a month in which he or she worked. For example, someone with paid employment who worked the entire year should report 12 months of work. Someone who worked during the summer should report 3 months.

#### **Q.4: Weeks per month**

Enter the number of weeks in which the HHM worked per month. If this number is different depending on the month, take the average number.

#### **Q.5: Days per week**

Enter the number of days per week in which the HHM works.

In some cases it may be tricky to allocate the amount an individual works into these categories. This is likely to be the case especially if the HHM works irregularly. For instance, if a HHM reports that s/he works 3 days per month across 2 weeks, the best coding would be to enter 1day per week for 3 weeks, as that would give the most accurate estimate of total time worked. In coding these more tricky cases, give preference to such a coding which would yield the most accurate total time. In the example above, we recommend that you enter 3 weeks rather than 2 (which is what the respondent reported), in order for the total number of days worked to add up accurately.

**Q.6: Hours per day**

Enter the number of hours worked. If it is different on different days, please enter the average.

**Q.7: In which season of the year is this activity mostly performed?**

Please tick all of the seasons in which the activity is performed. If it performed all year round, all of the seasons should be ticked. Note that the “1<sup>st</sup> quarter” could mean different parts of the year depending on when the interview takes place.

**Q.8: Does [HHM]'s employer offer a pension scheme or health insurance for him/her?**

This question informs on whether the HHM is likely to be working in the “formal” sector. A key distinction between the formal and informal sectors is that in the formal sector employees (such as government employees) are likely to be offered benefits such as pension and health insurance.

**Q.9: Is this the most important activity in terms of income?**

The fieldworker must ask which of the activities reported by the individual is the most significant in terms of monetary income (including payment in kind). If none of the activities performed by the individual generates income (for instance in the case of unpaid family workers, housewives/domestic work, ill or elderly household members, or business owners who have registered losses over the past 12 months) choose option “No” for all of the activities. The answer to this question is important for the following section, which explores income generation in respondents’ main occupation.

*Certain occupations don't generate monetary income. Some of these occupations include: housewives/domestic work and unpaid family workers. Also, there are activities that only generate self-consumption.*

*While these activities are registered as occupations, they are not considered sources of income.*

Note that the individual may no longer be performing the activities that generated the most monetary income in the last 12 months. Furthermore, the most time-consuming activity doesn't necessarily generate the most income. There may be occupations that require less time and generate the highest monetary income for respondents. Therefore, the fieldworker must be cautious when the respondent chooses their most significant occupation in terms of income.

## SUB-SECTION 3.3 – EMPLOYMENT AND EARNINGS: HOUSEHOLD INCOME

### PURPOSE

The purpose of this section is to make an approximate calculation of the net labour income (after taxes) generated by surveyed households in the last 12 months. To this end, the study explores the net income generated from the activities of each household member. It is irrelevant whether the individual is currently employed in this occupation or not. Activities that generate non-labour income (like property rental income) are not considered in this section.

In principle, these earnings should be earnings or profits. This can be time-consuming, but for larger earnings (e.g. urban wage earners), please ensure that the figures are corrected for taxes / costs incurred. Since we are mainly interested in the more substantial earnings, do not spend too much time chasing small amounts “exactly”. The issue here is to measure the totals by broad categories, not to have a detailed activity-specific comparison.

## INSTRUCTIONS

The aim of the following questions is to calculate the total net income (income minus costs/taxes) generated from the household economic activities in the last 12 months, which may vary depending on the conditions of dependent or independent employment.

### **Q.1: Has anyone in the household earned any income from this activity in the last 12 months?**

Ask the respondent whether anyone in the household earned any income from the list of activities in the last 12 months (excluding ALL payments that have not been received yet). The HHM's do not have to necessarily be employed in this activity currently, as long as they earned income from it at some point in the last 12 months. Note that items 15 and 16 refer to income that is already captured in the land section. However, because the way in which these questions are asked can have a big effect on the response, we also ask it here to get comparable measures for all income items.

### **Q.2: What was the total gross income obtained from this activity in the last 12 months?**

Ask the respondent to estimate how much was obtained from these activities in the last 12 months. Exclude all future payments. For instance: if household member did some agricultural work for which he is due to be paid in the next month, do not record the amount that will be collected from this work. Help him/her to estimate if necessary. Record the respondent's answer and then determine whether the reported income includes or excludes costs/taxes.

### **Q.3: What were the total costs incurred from this activity in the last 12 months?**

If the income reported in the previous question includes taxes/costs, ask the respondent the amount of costs which HHM incurred for each of the activities / taxes that had to be paid by the respondent. Costs include salaries of workers, expenditure in seeds, fertilizers, pesticides, fuel, irrigation, costs for maintenance of equipment, rent of agricultural land, etc. for self-employed activities, and taxes, pension payments, etc., for waged activities. If the income reported in the previous question is already reported excluding taxes/costs, please enter "0" here.

## SUB-SECTION 3.4 – 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.

### RESPONDENT

The household member with the most information about assets is probably the head of household.

### 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, then:

Type of animals: 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 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.

#### **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.

### Productive Assets

#### **Q.5: 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 questions is to obtain directly from the household a perception on the most important economic activity of the household

#### **Q.6: 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:

#### **Q.7 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?**

If the respondent mentions less than 6 assets, delete 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 assets 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

Note that the assets mentioned do not necessarily have to ONLY relate to the household's main economic activity (Q.5). However, it would be strange if none of them did.

**Q.8: For which activity is this asset used?**

Enter economic industry according to the categories shown in Codebox 14. This question applies to any asset, whether owned or not.

**Q.9: 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.10: 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.

## SUB-SECTION 3.5 – 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.

### RESPONDENT

Likely to be the head of 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 member of their household or institutions. Such transfers can be en 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. If the answer is 'No', proceed to next row.

**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 the amount received the last time 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.

### **Public Programmes**

#### **Q.3 Has your household received support or assistance through programmes provided by NGOs or GOs since we last came to visit in 2009?**

The support listed here should not be the same as in the table above. Please explain clearly what NGO's and GO's are – see Codebox 17 for some examples. For instance, IKP would be an example of a GO providing assistance, while ITDA would be an NGO 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.

#### **Q.4 What kind of support was provided?**

Use codebox 16 to code the responses. Remember that if the household receives the same type of assistance from different organisations, the support received from each organisation should be entered separately.

#### **Q.5 Who provided the support?**

Please use Codebox 17, or other (specify).

#### **Q.6 In which year did the support begin?**

#### **Q.7 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.

#### **Q.8 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.9 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.

#### **Q.10 Has the programme met your expectations?**

This question is about the respondent's perception. Please do not question the respondent's answer.

#### **Q.11 What do you think the impact of the programme has been on [YL Child]'s well-being?**

Please enter up to two answers. Do not prompt – discuss with the respondent what the effects on the *Index Child* were, ask which two were the most important, and use codebox 20 to find the most appropriate codes. If the answer is none, or only one benefit is reported, please enter "00=None".

#### **Q.12 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.13 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.

**Public Distribution System (PDS)**

**Q.14: Are you accessing PDS?**

**Q.15: Which type of card do you hold?**

**Q.16: Are you receiving any of the following?**

**Q.17 :Are you satisfied with the quality of the service?**

**Q.18 :Why are you not satisfied?**

**National Rural Employment Guarantee Scheme (NREGS)**

**Q.19 Does your household have job card under the NREGS?**

**Q.20 What is your household's job card number?**

**Q.21 Over the last 12 months, have you or anyone in your household worked for the NREGS?**

**Q.22 Has your household received unemployment allowance under NREGS since 2009/2010?**

**Q.23 Who in your household is registered with the NREG schemes?**

**Q.24 How many days employment was provided for [HHM]?**

**Q.25 How much did [HHM] receive for this work?**

**Q.26 How many days of employment was provided for [HHM]?**

**Q.27 How much did [HHM] receive for this work?**

**Rajiv Arogyasri (RA) Health Insurance Scheme**

**Q.28 Do you have Rajiv Arogyasri Card?**

**Q.29 What is the card number?**

**Q.30 Have you accessed this scheme for the [YL Child]'s health related issues?**

**Adhar Card**

**Q.31 Does [YL Child] have Adhar Card?**

**Q.32 What is [YL Child]'s card number?**

**Rajiv Gandhi Scheme for Employment of Adolescent Girls (REGSEAG/SABLA)**

**Q.33 Has the [YL Child] benefited from the nutritional component under this scheme?**

**IKP - Credit Provision**

**Q.34 Did anyone in the household benefit from this programme during the last 4 years?**

**Q.35 Who is the main person in the household who benefited from this programme?**

### Debts

#### **Q.36 Do you have any serious debts?**

Ask whether the home has any debt considered serious, important or large. This is a subjective question and any debt considered as serious by the respondent should be treated as such. Interviewer, do NOT use your own judgment to decide if a debt is serious, important or big.

#### **Q.37 What would you or other members of your household do in case of hard times and/or misfortune caused by, e.g., natural disaster, crop failure, someone losing his/her job?**

Please do not prompt. Ask the respondent to talk about what they would do. Then ask him/her to think about which of the responses would be the "first thing they would do". Use codebox 21 to categorise up to three "plans" in order of importance.

#### **Q.38 Would your household be able to raise 2100 Rupees in one week if you needed it?**

Ask the respondent if he/she would be able to get 2,100 Rupees if suddenly needed. This is a hypothetical question, therefore, ask the respondent to imagine a scenario where they need to get this amount unexpectedly.

#### **Q.39 How would you or other members of the household try to raise 2100 Rupees in one week if you needed it?**

Please ask about the main way in which the respondent would try to raise this money and use Codebox 22 to find an appropriate code. Do not prompt.

#### **Q.40 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.43. Remember that this question is independent of whether the respondent or any member of the household finally obtained the loan. This question just want 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.41 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.42 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.43 Did you get the loan or credit you asked for?**

This question aims to find out who, having made the proper arrangements, was granted a loan or credit by the financial institution. If the answer is no, skip to the next question. If "Yes = 01" skip to Q.45.

#### **Q.44 Why do you believe you did not get the credit?**

This question seeks to find out about the most common restrictions lending institutions place on giving credit.

# SECTION 4 – HOUSEHOLD FOOD AND NON-FOOD CONSUMPTION AND EXPENDITURE

## 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.

### RESPONDENTS

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. Generally, this person is 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 from the second-best respondent (having as reference market values) in the last 15 days

### 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 sol. If the amount is less than fifty cents, enter cero 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.*

### 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.

*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 latter (i.e. part 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 180 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 commodity 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:

1. Own household harvest, meaning that was produced by the household
2. 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 commodity 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).

## RESPONDENTS

The ideal respondent is the person responsible for the payments and expenses of the Household. Generally this is the head of the Household or the caregiver of the Young Lives child.

## 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.

### **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 VND. 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.

**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 mean 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.).

**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 disable 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 19), 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 – SOCIAL CAPITAL

#### **Q.0. Enter household member from the household roster.**

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” or “NK=77”, 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 in any of its activities. For instance, being a Christian but never participating in any church 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 #23. 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.

**Q.5. Has [HHM] held a leadership or powerful position in an organisation, group or informal association during the last 12 months?**

Establish if the household member has had/has an important position in the aforementioned group. See above for definition of leadership/powerful position.

**Q.6 What are the main benefits from this group? Name up to 3 benefits**

This question is about the main benefits received from the group or organization. Register up to 3 benefits in order of importance (perceived by the respondent). If less than 3 benefits are mentioned, input “NA=88” in the remaining spaces. Remember that the question is about the benefits, if the respondent mentions losses, and sees no benefits, then input 88=NA in the first space and make a comment explaining this situation.

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.7 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.9. 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.8 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

***This sub-section is about political awareness and involvement in the household.***

### **Q.9 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 3 (in the last four 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.10 Talked with other people in your area about a serious problem affecting the community**

### **Q.11 Voted in the national elections**

### **Q.12 Voted in local elections**

### **Q.13 Gave gifts or cash to any community organizations or political groups?**

### **Q.14 Taken action with others about a serious problem affecting the community**

### **Q.15 Actively participated in an awareness raising campaign**

### **Q.16 Taken part in a protest march or demonstration**

## SUB-SECTION 5.4 – ACCESS TO INTERNET

The next questions are about the Internet.

### **Q.17 Do you or any other household member use INTERNET services (INTERNET services, e-mail)?**

This includes all internet services such as e-mail, chat etc. If 'No', skip to next section.

### **Q.18 Where do you go to use INTERNET?**

Ask the respondent what is the usual place where Internet is used. The respondent may list many options in which case you should ask what is the most common of all these. Remember that you are not supposed to prompt the answers in this question.

# 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 4 years, since 2010.

### **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

### PURPOSE

This section is intended to obtain information on changes in household economic conditions, as perceived by the household.

### 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. Commonly it will be the caregiver or the head of the household.

### 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 = "We have enough, we managed" means average.

##### **02. 4 years ago (around the time of previous visit at the end of 2009)**

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 = "We have enough, we managed" 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 4 years ago.**

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

### PURPOSE

This section records the history of economic events affecting the family since 2010 (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.

Around 50 types of events that may have had a negative economic impact on the household are classified.:

*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

- ➔ Event (shock): there is a predefined list of about 50 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, it 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 2010. For instance, if frost has affected the household’s cash crops year after year since 2010, 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 row by row.**

**Q.1 Has [SHOCK NAME] happened since 2010?**

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 2010. You are asked to tick the ones in which a shock happened. Do this for all those events that happened since 2010 (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.

# 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 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. Choose the appropriate code from Codebox 33.. 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 4 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 2010. 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.]

***Consumer durables***

**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" or "NK = 77" as appropriate 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 3.4, Q.7). 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 and chair (08), which should be counted as a set. 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.

*NOTE: If the respondent mentions that owns less than 5 items, then the interviewer should consider these as the most valuable in economic terms.*

**Q.19: 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 "NK = -77", but try your best to help the respondent with the estimations if necessary.

# SECTION 8 – HEALTH

## SUB-SECTION 8.1 – CHILD’S 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.

### 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

#### **Q.1 In general, would you say [YL Child]’s health is very poor, poor, average, good or very good?**

This is a perception question that aims to know how the respondent perceives YL child’s 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.

#### *Serious injuries*

#### **Q.2: Since we visited in 2009-2010, how many times has [YL Child] been seriously injured?**

Ask the respondent 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 2010. If this never happened since 2010 record ‘0’ and skip to Q.4. Otherwise record the number or times using the codes provided.

#### **Q.3 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 the respondent considers most serious. That means that the severity of the injuries is defined subjectively by the respondent.

#### *Serious illnesses*

#### **Q.4: Since we visited in 2009-10 has [YL Child] been seriously ill?**

Ask the respondent whether YL child has had a serious illness since the last time we visited in 2009-2010. 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.5: 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 the respondent considers the most serious. The severity of the illnesses is defined subjectively by the respondent.

**Q.6: During the last 12 months, how many times did [YL Child] 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.

***Health facilities***

**Q.7: 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.8 In the last 4 years, 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 2010. These visits exclude all those that are not related to YL child health.

**Q. 9 Have you ever use 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. 10 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 2009-2010. In this case, medical services include medical consultation to a private doctor, a pharmacy, a private health facility (hospital or private clinics), 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.11: 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 and long-term health problems***

**Q.12 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.13 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).

**Q.14 Does [YL Child] have any of the following long-term illnesses or health problems?**

Establish whether YL Child has any of the listed health problems (poor vision, chronic respiratory problems) that can affect his/her daily life, especially attending school, learning, or his/her ability to work.

**Q.15 Does this health problem affect [YL Child]'s abilities at school / work?**

For each of the long-term health problems that the respondent reported that YL child is suffering from in Q.14, ask if it impedes his/her performance in school (such as attending school, reading, learning, etc.) Use code "NA = 88" if YL child does not attend school or any other study centre and does not work.

**Q.16: Do you think [YL Child] has other long-term health problems?**

Determine whether YL chid has any other long-term health problems, different from those reported in Q.14. 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.17 Which other long-term health problems do you think [YL Child] has?**

Ask this question if respondent reports that YL child has other long-term health problems. Here, establish what these other long-term health problems are. Enter UP to three health problems using Codebox 39 in order of importance. If less than 3 long-term problems, enter "NA = 88" in the blank spaces.

**Q. 18 How often do you seek treatment or advice for this health problem in the last 12 months? This question refers to the most important long-term health problem identified in Q.17. Do not prompt the answers. Listen to the respondent and code accordingly.**

**Q. 19 From where did you seek this treatment/advice (if more than one put in order of attendance)?**

Ask about the most visited health facility where YL taken is taken for treatment, care, or advice about most serious/important long-term health problem. If there is more than one facility, ask about the one that is visited most often. Do not prompt the answers. Listen to the respondent and code accordingly (Codebox 36)

The next three questions are about smoking, tobacco use and alcohol consumption of the YL child. These might be sensitive. Please explain the respondent that these will be asked for all of the household members in the next section so that the respondent does not feel like the *Index Child* is being singled out in any way.

**Q. 20 Does [YL Child] smoke cigarettes?**

**Q. 21 Does [YL Child] use other form of tobacco such as pan, masala or gutka?**

**Q. 21 Does [YL Child] consume at least once per week?**

## SUB-SECTION 8.2 – HOUSEHOLD MEMBERS’ HEALTH

### PURPOSE

This section informs on the general health, as well as smoking and drinking habits of all of the household members. It informs on the extent to which the household is burdened with ill health.

## INSTRUCTIONS

This section is administered for all of the household members excluding the *Index Child*. This is because all of the information collected here has already been collected for the *Index Child* in the previous section.

This section is only for household members who are part of the nuclear family of the YL Child, (excluding the latter, as in the previous sections there were various questions about him/her).

Enter the following information for all household members excluding the *Index Child*:

**Q.1 Does [HHM] have a permanent disability that affects his/her work capacity or ability to care of him/herself?**

Please refer to the previous sub-section Q.14 to review the definition of 'permanent disability'. 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.

**Q.3 Does [HHM] have any long term health problems that affect his/her daily life?**

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 What long-term health problems do you think [HHM] has?**

This question seeks to identify whether the household member suffers from a chronic health problem. Enter UP to three health problems. The codes are the same as those that apply to the YL Child in the previous subsection, which includes ALL health problems (Codebox 40). Enter the codes for up to three problems in order of importance. If the household member has less than 3 long-term health problems, enter "NA = 88" in the blank spaces.

**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 do 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.

**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 (smoking). This can be chewing, snuffing, etc.

**Q.10: Does [HHM] consume alcohol at least once per week?**

This question refers to any alcoholic drink that is consumed at least once per week.

## SUB-SECTION 8.3 – FOOD SECURITY

### PURPOSE

This section is about food security in the household. This can be a very delicate subject and, therefore, is important that you pose the questions in a neutral, objective way, and without conferring any judgements over the responses.

### INSTRUCTIONS

This section should be answered by the person responsible for purchasing and preparing the food in the household. 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?**

***PLEASE READ OUT THE ALTERNATIVES.***

*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 happened?**

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 reduce 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 happened?**

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 happened?**

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 – ANTHROPOMETRY

## PURPOSE

Measure the height and weight of the *Index Child*, his/her mother and his/her sibling (the sibling who was measured in Round 3).

## 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

**SUB-SECTION 9.1 – CHILD'S ANTHROPOMETRY**

**PURPOSE**

To record the height and weight measurements of the *Index Child* as accurately as possible, following the procedure detailed above.

**INSTRUCTIONS**

Please follow the procedures detailed above. Please emphasise to the child 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 child weight TO NEAREST 0.1 KG**

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 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.

### ***Mother's Anthropometry***

#### **PURPOSE**

To record the height and weight measurements of the *Index Child's* mother as accurately as possible, following the procedure detailed above.

#### **INSTRUCTIONS**

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.9: 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.10: 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.11: 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.12: 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.13: Why was mother not weighed?**

If the mother was not weighed, specify why the measurement did not occur.

**Q.14 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.

## SUB-SECTION 9.2 – SIBLING'S ANTHROPOMETRY

### PURPOSE

To record the height and weight measurements of the sibling of the *Index Child* mother as accurately as possible, following the procedure detailed above. It is essential that the sibling measured **is the same sibling as the one measured in Round 3**. The name of this sibling is pre-filled in CAPI.

The sibling measurements must be for the same sibling as the one measured in Round 3 (name pre-populated in CAPI). We are not interested in collecting measurements for any other sibling.

### INSTRUCTIONS

Please ask to measure the Round 3 sibling (see CAPI screen for pre-populated name). If this 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 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 were not found.

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.1 Date of birth of [ROUND 3 SIBLING]**

This information should be filled in irrespective of whether the sibling is in the household or not.

#### **Q.2 Is [ROUND 3 SIBLING] available for measuring?**

If the sibling is available, proceed to measurement. If the sibling is currently unavailable either because he/she is not in the household at the time of the interview, or because s/he has moved elsewhere, please leave this question blank and move onto the next section (Section 10). Return to this question once all possible effort has been made to find the sibling (either by coming back to the household at a different time, or by travelling to the new location of the sibling). In the great majority of cases it should be possible to find the sibling and so the answer to this question should be no. If after all effort has been made, the sibling was not found, enter No and skip to Q 12. **Note, that we are not interested in collecting measurements for any other sibling – only the sibling whose name is pre-populated in CAPI in this section.**

#### **Q.3 Enter the id of the sibling**

Please enter the id of the sibling whose name appears in Q.2. Use the drop-down list. Note the drop-down list contains ALL household members i.e. current and previous. Therefore, even if the sibling does not live in the household, his/her id and name should appear on the drop-down list as he/she is a PHHM. This question is an additional check that the sibling being measured is indeed the sibling who was measured in Round 3 and whose name is pre-populated in Q.2.

Be very careful to make sure that the name of the sibling pre-populated in CAPI in Q.2 matches the name of the sibling whose id you select for this question.

#### **Q.4 How much did [ROUND 3 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.5 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.

**Q.6: 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.7: 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.8: 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.9 – Q.11: Height**

Record two height measurements and the agreed measurement. Enter -9999 if the child is not measured.

**Q.12: Why was child [ROUND 3 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. This question should be enabled in 3 cases:

- (1) Child was not measured (answer to Q.2="00=No"
- (2) Child weight is missing
- (3) Child height is missing

# SECTION 10 – CAREGIVER'S 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 next five questions require yes/no answers and ask about the caregiver's familiarity with activities, friends, and teachers of the Index Child.*

#### **Q.1 Do you know the names of [YL Child]'s friends?**

For this question you should ask the caregiver to consider the names of at least YL child's best friends. For this set of question the option 77=NK is not allowed because it may confuse the answer of the respondent. If the respondent 'does not know' this should be coded as 00=NO (which is the answer to the question).

#### **Q.2 Do you know what [YL Child] does after school/work?**

Include all types of activities. If the YL Child is not currently attending school and not working, enter "NA = 88".

#### **Q. 3 Do you know the parents of [YL Child]'s friends?**

At least, consider the parents of his/her best friends.

#### **Q. 4 Do you know [YL Child]'s teacher?**

Refers to school teachers or teachers/ tutors from other educational institutions. If the YL Child is currently not going to school, enter "NA = 88".

#### **Q.5 Has YL Child ever been bullied by peers?**

This includes both classmates and work colleagues. If the YL Child is not currently attending school and not working, enter 88=NA.

*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.6 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 be doing when s/he is 25 years old – given possible constraints and current socio-economic situation.

**Q. 7 Ideally what level of formal education would you like [YL Child] to complete?**

Ask the primary caregiver about what level of education he/she would IDEALLY like the YL Child to complete if there were no constraints. The answer should reflect the hopes for the best 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 he/she says "None = 00" or that he/she does not know "NS = 77" skip to Q.9.

**Q.8 Do you expect [YL Child] will reach that level of education?**

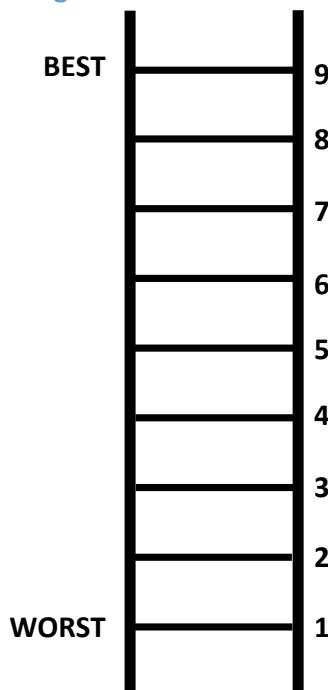
Ask the primary caregiver whether he/she believes YL Child will reach the level of education he/she indicated as ideal in the previous question. In this question, the respondent is asked to consider all factors that may constrain the child to access the level of education desired, such as lack of economic resources, lack of child interest, etc.

**Q.9 What job would you most like [YL Child] to do in the future?**

This question asks specifically about the job that respondent **wishes** YL child to have in the future. Differently from Q.6, 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 #7).*

**Figure #7: Ladder Card**



*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. 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 ladder on card rather than just mentioning a given step. PLEASE DO NOT RECORD THE STEP UNTIL THE CAREGIVER HAS POINTED TO THE STEP ON THE PROMPT CARD.***

**Q.10 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 Prompt Card. Only enter the step once the respondent has pointed to it.

**Q.11 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. 12 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 #8) 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 #8: Expectations**

|                   |                 |                 |                    |              |
|-------------------|-----------------|-----------------|--------------------|--------------|
| <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 nearby.

**02 that s/he provides financial assistance to his/her younger brothers and sisters.**

If there are no younger siblings at the time of the interview, put "NA = 88".

**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.**

Providing material support (money or property) for other household members (in addition to the younger siblings), for example the respondent.

**05 that s/he helps you care for his/her younger siblings.**

If there are not younger siblings at the time of the interview, put "NA = 88".

**06 that s/he cares for you when you are old.**

**07 that s/he provides emotional support to you.**

**Q. 13 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. Typically, since the lower cohort is between 11 and 12 years, these events have not yet occurred.

|           |   |
|-----------|---|
| <b>01</b> | <b>Start earning money to support your household?</b> |
| <b>02</b> | <b>Leave full-time education?</b>                     |
| <b>03</b> | <b>Be financially independent of HIS/HER parents?</b> |
| <b>04</b> | <b>Leave this household?</b>                          |
| <b>05</b> | <b>Get married and start living together?</b>         |
| <b>06</b> | <b>Have a child?</b>                                  |

**Q. 14**

Now display the 5-scale 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, it is common that the fieldworkers, if they hear that the respondent answers "Agree", to 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 #9: 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> |
|--------------------------|-----------------|---------------------|--------------|-----------------------|
|                          |                 |                     |              |                       |

|           |   |
|-----------|---|
| <b>01</b> | <b>If I try hard, I can improve my situation in life</b>                                      |
| <b>02</b> | <b>I like to make plans for my future</b>   |
| <b>03</b> | <b>I am proud of my clothes</b>   |
| <b>04</b> | <b>I feel proud of the job done by my [INSERT HOUSEHOLD HEAD'S RELATIONSHIP TO CAREGIVER]</b> |
| <b>05</b> | <b>The job I do makes me feel proud</b>   |
| <b>06</b> | <b>I feel proud of my children</b>  |
| <b>07</b> | <b>I can do little to help [YL Child] do well in school, no matter how hard I try</b>         |

**Q.15 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 most of the times, or most often.

**Q.16 In the last week or the last week [YL Child] had classes (if the preceding week consisted of holidays), how many days did [HHM] help [YL Child] with homework? (if the holiday was last week), how many days did name of household member help YL Child with his/her homework?**

Record the NUMBER OF DAYS in which child had homework in the last week, taking as a reference a normal school week (i.e. week with no public holidays) and when child was attending regularly.

**Q.17 FOR CAREGIVER: In the last month or the last month with regular school (if [YL Child]'s school had vacations in the preceding month), 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. Encode according to the code table.